



Riviera Beach Education Advisory Board
Richard and Annie Brooks Center
594 W 4th Street, Riviera Beach 33404
Thursday, March 12, 2026 - 6:00 PM

Be advised, that the meeting location is subject to change. The public is encouraged to visit the City's website, www.rivierabch.com, for up to date information on meeting location and information.

Chairperson

Monique Foushee

Vice Chairperson

Julia A. Botel, Ed.D

Secretary

Makayla Martin

Advisory Board Members

Denise Smith, Ph.D

Tanya Washington-Bostic, Ed.D

Keyana M. Smith

Committee Liaison

Latronda Hayes, Ph.D

Jonathan E. Evans, MBA, MPA, FRA-RA, ICMA-CM, **City Manager**

Debrah Hall, CMC, FCRM, **City Clerk**

Shirley D. Lanier, **Council Representative**

Sammie T. Brown, FRA-RP, MEDP

ADA Notice

This meeting is open to the Public. In accordance with the Americans with Disabilities Act of 1990, persons in need of a special accommodation to participate in the proceedings shall contact the Office of the City Clerk at 561-845-4090 no later than 2 days (48 hours) prior to the proceedings.

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Public Comments Information

If anyone wants to speak on an agenda item, please complete a public comment card located at the front desk and give it to the City Clerk staff before the Advisory Board takes up the item for discussion and before the public comments section is announced. In no event will anyone be allowed to submit a comment card to speak on an agenda item after the title of the item is read or considered.

Regular Agenda: Members of the public will be given three (3) minutes to speak on any regular agenda item.

Please note that the time limit for public comment may be reduced by a vote of the Advisory Board based on the voluminous nature of public comment cards.

Civility and Decorum: Please be reminded that the City of Riviera Beach is committed to civility and decorum by its officials, employees, and members of the public who attend this meeting. The City Council has adopted "Rules of Decorum Governing Public Conduct during Official Meetings", which provides in pertinent part:

- Officials shall be recognized by the Chair and shall not interrupt a speaker.
- Public comment shall be addressed to the entire board as a whole and not to any individual on the dais or in the audience.
- Displays of anger, rudeness, ridicule, impatience, lack of respect and personal attacks are strictly prohibited.
- Unauthorized remarks from the audience, stamping of feet, clapping, whistles, yells and similar demonstrations shall not be permitted.
- Offenders may be removed from the meeting.
- Please mute or turn off cell phone at the start of the meeting. Failure to do so may result in being barred from the meeting.

Lobbying - Ordinance 4001 - Adopted September 2011

Lobbyist registration and reporting forms are available for you online and in print. Forms can be obtained in the Office of the City Clerk. Registration and reporting forms shall be submitted to the Office of the City Clerk.

CALL TO ORDER

Roll Call

Pledge of Allegiance

Additions, Deletions, Substitutions

Adoption of Agenda - *Motion to adopt the agenda*

MEETING MINUTES

- *Motion to adopt previous meeting minutes of the Riviera Beach Education Advisory Board*

1. [11/13/2026 – RIVIERA BEACH EDUCATION ADVISORY BOARD MEETING MINUTES](#)
2. [01/08/2026 – RIVIERA BEACH EDUCATION ADVISORY BOARD MEETING MINUTES](#)

REGULAR AGENDA

3. **UPDATE FROM THE PALM BEACH COUNTY SCHOOL DISTRICT AREA SUPERINTENDENT DR. CAMILLE LONG-COLEMAN**

Dr. Latronda Hayes, Assistant to the City Manager (561) 845-4069

Staff recommends that the Riviera Beach Education Advisory Board receives the presentation.

[Agenda Item Memo](#)

Agenda Item Public Comment

4. **PRESENTATION BY BOYS AND GIRLS CLUB OF PALM BEACH COUNTY**

Dr. Latronda Hayes, Assistant to the City Manager (561) 845-4069

Staff recommends that the Riviera Beach Education Advisory Board receives the presentation.

[Agenda Item Memo](#)

Agenda Item Public Comment

5. DISCUSSION REGARDING THE PROPOSED WORKSHOP/RETREAT

Sammie T. Brown, Legislative Aide (561) 845-3415
Dr. Latronda Hayes, Assistant to the City Manager (561) 845-4069

Staff recommends that the Riviera Beach Education Advisory Board receive the presentation.

[Agenda Item Memo](#)
[Riviera Beach Education Advisory Board Draft Workshop/Retreat Agenda](#)

Agenda Item Public Comment

6. YEAR-TO-DATE CURRENT BUDGET FOR THE RIVIERA BEACH EDUCATION ADVISORY BOARD

Sammie T. Brown, Legislative Aide (561) 845-3415
Dr. Latronda Hayes, Assistant to the City Manager (561) 845-4069

Staff recommends that the Riviera Beach Education Advisory Board receive the information.

Agenda Item Public Comment

COMMENTS FROM THE PUBLIC - 7:30 PM
Non-Agenda Item Speakers (Three- Minute Limitation)

Public Comments shall begin at 7:30 PM unless there is no further business of the Advisory Board, which in that event, it shall begin sooner. In addition, if an item is being considered at 7:30 PM, then comments from the public shall begin immediately after the item has been concluded.

DISCUSSION AND DELIBERATION

DISCUSSION BY CITY MANAGER

DISCUSSION BY COMMITTEE LIAISON

DISCUSSION BY OFFICE OF THE CITY COUNCIL CHAIRPERSON

7. UPDATE REGARDING PRE-K COLLABORATIVE INITIATIVE & SUB-COMMITTEE

[Agenda Item Memo](#)

STATEMENTS BY ADVISORY BOARD MEMBERS

DISCUSSION REGARDING NEXT MEETING

ADJOURNMENT

AGENDA ITEM 1

CITY OF RIVIERA BEACH

IN RE:

CITY OF RIVIERA BEACH

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**CERTIFIED
ORIGINAL**

CITY OF RIVIERA BEACH

EDUCATION ADVISORY COMMITTEE
MEETING

DATE TAKEN: November 13, 2025

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APPEARANCES:

- MONIQUE FOUSHEE, CHAIRPERSON
- JULIA BOTEL, VICE CHAIRPERSON
- DENISE SMITH, COMMITTEE MEMBER
- DR. TANYA WASHINGTON-BOSTIC, COMMITTEE MEMBER
- KENYA SMITH, COMMITTEE MEMBER
- LATONDRA HAYES, COMMITTEE LIASION
- JONATHAN EVANS, CITY MANAGER
- SAMMIE BROWN, COMMITTEE MEMBER
- DEBRAH HALL, CITY CLERK

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P R O C E E D I N G S

(Thereupon, the following proceedings were held.)

CHAIRPERSON FOUSHEE: What's today's date?

FEMALE SPEAKER 1: November 13th, 2025.

CHAIRPERSON FOUSHEE: This 13th day of November. We missed everyone last month, but I am so happy we are here today to convene the business of Riviera Beach Education Committee. I feel like I'm in church, right?

FEMALE SPEAKER 1: Amen.

CHAIRPERSON FOUSHEE: All right. So at this time, we're going to go ahead. Have we established that we have enough members?

MR. BROWN: Yes.

CHAIRPERSON FOUSHEE: We have enough members for a quorum? Okay. We're going to go ahead and start with the Pledge of Allegiance. If you can all stand, please.

MS. HALL: Madam Chairperson, let's do roll call first.

CHAIRPERSON FOUSHEE: I'll do the roll call first.

MS. HALL: Do the roll call.

CHAIRPERSON FOUSHEE: And then we stand.

MS. HALL: Chairperson, Monique Foushee?

1 CHAIRPERSON FOUSHEE: Here.

2 MS. HALL: Vice Chair, Julia Botel?

3 VICE CHAIRPERSON DR. BOTEL: Here.

4 MS. HALL: Secretary, Makayla Martin.

5 MR. BROWN: She'll be absent. She notified
6 Ms. Lanier.

7 MS. HALL: Okay. Denise Smith?

8 MS. DENISE SMITH: Here.

9 MS. HALL: Tanya Washington-Bostic?

10 DR. WASHINGTON-BOSTIC: Here.

11 MS. HALL: Keyana Smith?

12 MS. KEYANA SMITH: Here.

13 MS. HALL: Committee liaison, Latronda Hayes?

14 DR. HAYES: Here.

15 MS. HALL: City manager, Jonathan Evans.

16 Acting City Clerk Debrah Hall is present. Council
17 Representative Shirley Lanier? And Sammie Brown?

18 MR. BROWN: Present.

19 MS. HALL: Madam Chair (Indiscernible.) You
20 may proceed.

21 CHAIRPERSON FOUSHEE: Thank you. And now we
22 stand for the Pledge of Allegiance.

23 THE ADVISORY BOARD: I pledge allegiance to
24 the Flag of the United States of America, and to
25 the Republic for which it stands, one Nation under

1 God, indivisible, with liberty and justice for all.

2 MS. HALL: Madam Chair you may proceed with
3 the meeting. We are recording this meeting for
4 minutes purposes, and any person who speaks will
5 repeat their first and last name for the record and
6 may proceed. Thank you.

7 CHAIRPERSON FOUSHEE: Okay. All right. So,
8 we're going to move it to the regular -- there we
9 go.

10 Are there any additions, deletions, or
11 substitutions for the evening? I would like to add
12 a addition, the addition of just a moment to speak
13 about Schools of Hope. That's something I think
14 that needs to be on our radar --

15 MR. BROWN: Madam Chair?

16 CHAIRPERSON FOUSHEE: -- is -- uh-huh?

17 MR. BROWN: You need to have me included in
18 those items in our --

19 CHAIRPERSON FOUSHEE: Who do you have?

20 MR. BROWN: -- external (Indiscernible.) So,
21 we would like to add, for attendee on the agenda,
22 the Schools of Hope, right?

23 CHAIRPERSON FOUSHEE: Uh-huh.

24 MR. BROWN: And therefore, proceed --
25 actually, that is all. The only -- that's the only

1 addition, and therefore the deletions -- well,
2 actually just modifications.

3 On the set of school board member and for the
4 purpose of being present, Mr. Joe Lee, from the
5 Congress County School District, the North Regional
6 -- the North Instructional -- Instructional
7 Superintendent, will be here to provide an update
8 from the school district.

9 CHAIRPERSON FOUSHEE: Okay. So Dr. Lee, we
10 can leave on here.

11 MS. HALL: Which item number is this --

12 MR. BROWN: That is item number -- item number
13 3, the first one on our regular agenda.

14 MS. HALL: Okay.

15 MR. BROWN: That one begins with Mr. -- is it
16 Joe or Justin?

17 DR. LEE: I'm Joe.

18 MR. BROWN: Mr. Joe Lee for --

19 (Multiple Speakers.)

20 MR. BROWN: Oh, excuse me. Dr. Lee.

21 MS. HALL: Dr. Lee.

22 MR. BROWN: You know I saw that. I never
23 asked him, though. And that's all for that, Ms.
24 Chair.

25 CHAIRPERSON FOUSHEE: Okay. All right. So --

1 and minutes from the previous meeting?

2 MR. BROWN: You just need a motion to adopt

3 the agenda.

4 CHAIRPERSON FOUSHEE: All right. Do we have a

5 motion to adopt the agenda as it stands?

6 VICE CHAIRPERSON DR. BOTEL: So moved.

7 CHAIRPERSON FOUSHEE: So moved by Dr. Botel.

8 Second?

9 MS. DENISE SMITH: Second.

10 CHAIRPERSON FOUSHEE: It's moved and second.

11 MS. DENISE SMITH: Denise, so moved.

12 MS. HALL: Monique Foushee?

13 CHAIRPERSON FOUSHEE: Yes.

14 MS. HALL: Vice Chair Botel?

15 VICE CHAIRPERSON DR. BOTEL: Yes.

16 MS. HALL: Denise Smith?

17 MS. DENISE SMITH: Yes.

18 MS. HALL: Tanya Washington?

19 DR. WASHINGTON-BOSTIC: Yes.

20 MS. HALL: Keyana Smith?

21 MS. KEYANA SMITH: Yes.

22 MS. HALL: (Indiscernible) is moved.

23 CHAIRPERSON FOUSHEE: Okay.

24 MR. BROWN: And we have provided the meeting

25 minutes in the backup for you all to have reviewed.

1 We're also on the last meeting agenda, but
2 unfortunately, we had to cancel that meeting,
3 because of --

4 CHAIRPERSON FOUSHEE: Okay. Do we have to do
5 a separate motion to accept those, or we can just -
6 -

7 MR. BROWN: Yes, we have to do another motion.

8 CHAIRPERSON FOUSHEE: Another motion.

9 MR. BROWN: Yes.

10 CHAIRPERSON FOUSHEE: All right. So, I'll go
11 ahead and make a motion to accept the other seven
12 minutes from the previous meeting that was missed
13 that got added on.

14 MS. KEYANA SMITH: Did you make a motion?

15 CHAIRPERSON FOUSHEE: Uh-huh.

16 MS. KEYANA SMITH: Okay. I'll second.

17 CHAIRPERSON FOUSHEE: All right. It's been
18 second.

19 MS. HALL: Monique Foushee?

20 CHAIRPERSON FOUSHEE: Yes.

21 MS. HALL: Vice Chair Botel?

22 VICE CHAIRPERSON DR. BOTEL: Yes. Yes.

23 MS. HALL: Denise Smith?

24 MS. DENISE SMITH: Yes.

25 MS. HALL: Tanya Washington-Bostic?

1 DR. WASHINGTON-BOSTIC: Yes.

2 MS. HALL: Keyana Smith?

3 MS. KEYANA SMITH: Yes.

4 MS. HALL: (Indiscernible) is moved.

5 CHAIRPERSON FOUSHEE: All right. So, moving
6 forward with the agenda, Dr. Lee?

7 DR. LEE: Oh.

8 CHAIRPERSON FOUSHEE: Yeah.

9 DR. LEE: (Indiscernible.)

10 CHAIRPERSON FOUSHEE: It goes fast around
11 here.

12 MS. HALL: Madam Chair, for item number 3,
13 presentation by Palm Beach -- status of schools in
14 Palm Beach County, District 7.

15 DR. LEE: So, I'm going to put on -- on the
16 record -- on the record, I am going to kill Dr.
17 Wong (phonetic) because she didn't give me any of
18 my directions. But I happen to know what -- what
19 I'm talking about in regards to (Indiscernible.)

20 So, just to give you a brief on -- two days
21 ago, we've been hearing about this whole -- about
22 48 schools in Palm Beach County received notice
23 that their schools were candidates to be Schools of
24 Hope. I -- I know in the North Region, Jupiter
25 Middle, Watson B. Duncan, H. L. Watkins,

1 Roosevelt, JFK, Yega, and Bear Lakes were notified.

2 There were three charter providers that had
3 petitioned to be able to have an opportunity to --
4 to -- to be a School of Hope in our schools. Let
5 me give you a little brief background of what that
6 means.

7 So, the State decided that, because of under-
8 enrollment, they give the new charter providers an
9 opportunity, if they qualified under the Schools of
10 Hope, to obtain a space in a school whose FST
11 report deemed lower than what was appropriate in
12 regards to capacity.

13 So for example, I think that the threshold
14 might be somewhere between 70 and -- and lower,
15 that if your school fell in that threshold that a
16 school can come in and obtain space. So, what that
17 means is, basically, there will be two schools
18 operating in one site.

19 So, now the problem with that is we have not
20 discussed what those logistics would look like.
21 What we do know is, is that that would be at no
22 cost to the charter provider. So, the school will
23 be responsible for dealing with maintenance, I
24 assume the food service, and all of those things
25 that are involved in -- in running the school.

1 What has not been ironed out was whether there
2 will be different start and end times, who will be
3 responsible for what students, how will they, you
4 know -- who -- who actually has the control at the
5 end of the day, of what goes on at the school. So
6 unfortunately, these are one of those laws that
7 have been put in place that really have not been
8 given any definition.

9 So, to kind of go back to what I was saying,
10 two days ago, all of those schools received notice
11 that they were eligible to become Schools of Hope
12 candidates.

13 The day -- the next day, two of the charter
14 providers did not meet the qualifications for the
15 Schools of Hope, so they had to withdraw their --
16 their applications to go to the schools that they
17 were -- in those particular areas.

18 So with that, it, in essence, took all of the
19 North schools out of contention for the Schools of
20 Hope right now. So, what I would say is, is that
21 it is very likely that whoever is, you know,
22 facilitating this, is probably giving them the
23 information that they need in order to be able to
24 be eligible.

25 So, in dealing with my portfolio of principals

1 today, what I basically shared with them is that
2 it's -- is -- is -- is basically when it's going to
3 happen. It's not that it's not going to happen,
4 it's when is it going to happen, and for us to be
5 prepared for how that works.

6 So you know, as a part of the leadership,
7 we're going to have to try to have a meeting on --
8 with -- with the superintendent and then the board
9 on what that looks like. You know, we're off the
10 hook right now.

11 I know there's certain parts of the year that
12 the charter providers can apply for the Schools of
13 Hope in opportunity to occupy a space at public
14 schools.

15 But, you know, I -- I want to share this is,
16 for me personally, I -- you know, I think that what
17 is probably going to happen in many schools is, is
18 that when parents are looking for new
19 opportunities, they're also looking for new spaces.
20 And, you know, if I had trouble at -- at Yega, I
21 didn't like Yega, and then, I'm not going to Yega
22 2.0. And I'm not going to JFK 2.0.

23 And I think that the job for our schools right
24 now is to make sure that they understand that
25 public schools that -- that -- that the schools

1 that we offer in Riviera Beach and Palm Beach
2 County are the best option.

3 Unfortunately, we lost about -- about 6,000
4 students, almost, this past year. And if you look
5 at it from the perspective of \$9,000 per student
6 FTE, you know, that's, you know, about \$60 million
7 that we're looking at.

8 So, the reality is, is that the impact of ICE,
9 many of our students and their families have
10 decided that they didn't want to take the chance on
11 attending our school, so they -- they left or
12 decided that they want to keep their children at
13 home.

14 Sometimes, as I get into schools, I see kids
15 out in the -- in the neighborhood, and I know that
16 they should be in schools. But, you know, at the
17 same time, I -- I understand that it's -- it's --
18 you know, it's like -- it's a -- it's a business
19 decision that -- that they're making.

20 The other issue that happened, which I'll
21 share, is that because the State has also provided
22 a voucher system, that means that previously, when
23 students would try to go to private schools, they
24 would have to pay tuition.

25 Now they take their full FTE with them to the

1 private schools. So, we're giving you a \$9,000
2 voucher for -- for it to go to another school, but
3 they're at a private school that is only charging
4 you about 12 or 13 thousand dollars.

5 It's easy for parents in certain communities
6 to come up with \$4,000, but they couldn't come up
7 with \$13,000. So, that's another 2,000 or 3,000
8 students that we've lost.

9 Primarily, that's coming from kind of those
10 schools that we call the fringe schools that are,
11 you know, in these communities that are majority of
12 communities that don't necessarily -- they're not -
13 - they're not a -- they're pleased with their
14 public school choice, but they would prefer a
15 private school option.

16 So that's -- that's what we're -- we're up
17 against. You know, I'm telling the principals
18 right now that, you know, we're going to be looking
19 at FTE in the second wave. And, you know,
20 unfortunately, as the numbers decline, you know,
21 we're looking at potential cuts. And anytime when
22 we're given, you know, positions, we're looking in
23 the future, that I'm not suggesting that those
24 positions be filled because the reality is, is that
25 we can't count on, you know, our students being

1 there.

2 So, we're continuing to market our schools as
3 the best choice option. You know, when we tell
4 them to try to fortify our choice programs and give
5 as many opportunities as we possibly can. But it's
6 -- it's -- it's not a good forecast for us.

7 So, that's kind of all I have. If you have
8 any questions for me, I'll be happy to answer them.

9 CHAIRPERSON FOUSHEE: You took the air out the
10 room, Dr. Lee. That's why I wanted to put it on
11 the agenda. Yeah.

12 DR. LEE: That's fine.

13 MS. HALL: You said there were 48?

14 DR. LEE: 48 schools were identified that were
15 eligible to be places to occupy Schools of Hope.

16 MS. HALL: Do we know how many of those are
17 high schools?

18 DR. LEE: I don't. But I do know that there
19 were some high schools, and I can actually -- if I
20 can get to my phone, I'll -- I'll pull it up. But
21 yeah, there were some high schools listed.

22 VICE CHAIRPERSON DR. BOTEL: Could you use the
23 mic, please?

24 CHAIRPERSON FOUSHEE: He's on the mic.

25 VICE CHAIRPERSON DR. BOTEL: Oh. Okay.

1 MS. HALL: Ms. Botel -- she really can't hear
2 you.

3 DR. LEE: Oh.

4 MS. HALL: Do you mind going closer to speak?

5 DR. LEE: Sure. So, I do know that there were
6 some high schools included in that number. I'm not
7 quite sure -- I'm certain that there were some
8 elementary schools in as well. But yes.

9 I mean, I know that in -- in -- in the Riviera
10 Beach area alone, I know that we have schools that
11 fall under, you know, 300. And, you know, they
12 have an occupancy of about, you know, eight or nine
13 hundred, I think even a thousand.

14 So, whenever there's a charge for -- I don't
15 know, it feels like, you know, they can come in and
16 do something different, then those are the schools
17 that are going to be hit.

18 I think that the elementary schools probably
19 have a great opportunity to be, you know, starting
20 -- you know, program started there rather than a
21 middle of high school, personally, you know, based
22 on how they're configured. But it's kind of
23 (Indiscernible.) Yes, ma'am?

24 FEMALE SPEAKER 2: Charter schools get paid,
25 right?

1 DR. LEE: Yeah. So, charter schools and
2 private schools, they -- they get paid, but they're
3 not charging for this, and I don't know why.

4 FEMALE SPEAKER 2: So, when they go into a
5 public school, right, I heard that then they were
6 allowed to take over the whole school, or is that -

7 -

8 DR. LEE: No, no. It's not -- not the whole
9 school. (Indiscernible) just -- there's things
10 happening in Broward.

11 And when they talk about taking over whole
12 schools is that when school boards decide that
13 they're shutting those schools down, if the -- if
14 the school board decides that there aren't enough,
15 you know, people operating the school, sometimes
16 they will ship students or rezone schools so that
17 we'll ship these 50 here to go here and kind of
18 there.

19 And now the school is vacant because it costs
20 less to operate your school out there. So, if we
21 have different schools, you know those are the ones
22 that are being allowed to come in and be -- over
23 taken.

24 MS. HALL: And ma'am, can you give your name
25 for the record?

1 FEMALE SPEAKER 2: Sorry. Laura --

2 MS. HALL: Okay. Continue.

3 MS. WESTERN: Kendra Western. Would it
4 benefit the -- the District to start to combine
5 some of these sites and just selling some of the
6 buildings to these charters? Because my -- I
7 guess, my concern is, one, we're already saying
8 that they're coming in and they're not having to
9 pay anything --

10 DR. LEE: Correct.

11 MS. WESTERN: So, that's going to be a great -
12 - a bigger cost to the District. When it comes to
13 FTE, the charter still receives those funds for
14 their kids. It's really -- there's just no benefit
15 to the District, so have we thought about starting
16 to combine and --

17 DR. LEE: So --

18 MS. WESTERN: I mean, I'm just --

19 DR. LEE: Yeah. So --

20 MR. BROWN: And just keep in -- I'm sorry to
21 interrupt you. And just keep in mind, there is a
22 section for public comments on each agenda item.
23 So, just make sure you fill out the free public
24 comment card so we can keep track of everyone. We
25 -- I know we didn't announce that at the beginning,

1 so this is just letting everybody know for future
2 purposes.

3 DR. LEE: So -- so what I would say to that
4 is, is that I know that, you know, that's a school
5 board decision, and I -- I do know that they're
6 going to, at some point, have to make some very
7 difficult decisions about that.

8 You know, one of the issues that, you know,
9 Broward and Davie and some of the other large urban
10 school districts have to deal with is, is that
11 you're shutting down most of the historical school
12 sites in schools that are primarily in African
13 American communities. And because populations are
14 dwindling, that's a tough conversation to have
15 about shutting the school down for what they're
16 going to do with it.

17 The other side of it is, is the -- you know,
18 the real estate piece of that. Is the real estate
19 piece enough for us to even, you know, talk about
20 giving it to another school, or would it be more
21 beneficial to sell it to a company or a corporation
22 or something like that?

23 So again, I'm not a school board member. I --
24 I can't, you know, say how they would think or how
25 they would make those decisions. But I do think

1 that at some point they're going to have to really
2 think about, you know, how we're doing things.

3 And on top of that, we're still building
4 schools in certain communities. And, you know, so
5 that's -- that's the -- the rub of all of this
6 because they have some communities that are really
7 thriving.

8 If you look at West Lake community, they are
9 growing at a very rapid rate. We've already
10 determined that we're going to need, you know,
11 several schools in that area in the next couple of
12 years.

13 So you know, I -- I -- I am concerned when you
14 have four elementary schools in less than about a
15 mile and a half of each other, and they have no
16 population. And you're going to have -- at some
17 point, there's going to have to be some
18 conversation about, you know, does it make sense?

19 Now, again, I'm just an employee, but I've
20 always wanted to have a -- a pre-K school where the
21 District would provide the resources for us so we
22 can -- a class this opportunity to be able to read
23 by the time they get to middle school. So I -- I
24 think it would just make a -- it would be a great
25 business decision personally to invest those

1 resources, whether we partner with communities or -
2 - or other entities so that we can provide a full-
3 day pre-K.

4 I'm not talking about cookies and milk camp,
5 all right? I'm talking, a full-day -- you know,
6 we're doing projects, we're -- we're teaching all
7 of the things that have impacted our students not
8 being successful when they arrive at elementary
9 school.

10 But again, like I said, I just -- I just work
11 with them a lot. I'm not able to -- to make those
12 kind of decisions. But those are the things that
13 we need to start thinking about to really fall into
14 a situation where we have these buildings and
15 they're -- they're going to be empty or they're
16 going to be taking over by charters, so. Other
17 questions --

18 CHAIRPERSON FOUSHEE: Not necessarily a
19 question, but just a statement. So, I do know that
20 in addition to the capacity piece, it's also
21 schools that are low-performing on the low-
22 performing list.

23 And I think that that definitely takes us,
24 segues us into that next part that we have on the
25 agenda, making sure that as a committee, we do our

1 part to support the schools in Riviera Beach and
2 making sure that we close those gaps, that we are
3 funding them academically, like whatever supports
4 they need, because they're coming for us, right?
5 They're coming for us.

6 But if we can stay off the list and -- right
7 now, capacity, we can't do nothing about ICE and
8 people moving out because I don't blame them,
9 right?

10 But when it comes to that academic piece and
11 that low-performing part, we absolutely can help
12 that part and support that part. And I definitely
13 think that we have to do more as a committee to
14 make sure that we are supporting the schools in
15 Riviera Beach.

16 DR. LEE: It may break the bad news.
17 (Laughing.)

18 CHAIRPERSON FOUSHEE: It's okay. I was going
19 to bring it up, too. I was going to bring it up.

20 All right. So, we're going to move on to the
21 next agenda item, which is the presentations by our
22 academic providers. I know Raw Academics isn't
23 here, but I do know that AlphaStar is.

24 Okay. Yes, ma'am.

25 MS. KELLY: Hi. My name is Mercia Kelly. I

1 am the owner of AlphaStar Academic -- for the last
2 four years, for tutoring for students that are in
3 the Riviera Beach area that attend the elementary
4 schools, middle schools, as well as high schools.

5 Right now, what you have in front of you is
6 just a (Indiscernible.) This past summer, I had
7 the opportunity to have a summer camp and -- each
8 prep K-5.

9 I strategically -- intentionally chose K-5
10 because there were some five-year-olds that were
11 going into kindergarten that couldn't write their
12 names, didn't have fundamental skills.

13 So, I decided that I would get one of the best
14 kindergarten teachers and put her there so that our
15 kids would be -- get the foundation piece of what
16 they needed before they got -- before school
17 started.

18 We started out in -- then we partnered with
19 the city of -- the City of Riviera Beach. And as
20 you see, I mean, our goal for the whole -- my whole
21 -- is the two-week intensive academic enrichment
22 program, kids serving -- focusing on bridging the
23 gaps and preparing the next school year, including
24 small group instruction as well as the tutoring
25 sessions that we provided.

1 I say two weeks because we -- we had to -- we
2 wanted to do three weeks, but we got it to two
3 weeks so we could get everything in place.

4 AlphaStar provided transportation and partnered
5 with SOS Bussing.

6 And what we would do is pick the kids up from
7 the Wells Gym and take them and bring them over to
8 our classrooms over at Riviera Beach Prep. So, we
9 had small group instructions from K -- yeah, K-1
10 together, 2 and 3 together, and 3 and 4 together,
11 as well.

12 We provided some reading and comprehension
13 strategies for those kids, writing, vocabulary,
14 math, problem solving, critical thinking, test
15 preparation skill sets, and individual support
16 serving the learners.

17 We also use ISL as our -- our -- our
18 technology piece for us to make sure that we had
19 some data that we needed to track for our kids when
20 we gave them the diagnostic test in the beginning
21 of the first week.

22 Remember, this is a two-week program. So, a
23 lot of the stuff that we wanted to do, we couldn't
24 do because of that short window -- that small
25 window. But we did what we needed to do. We did a

1 pretest.

2 We had -- not all students received target
3 instruction because we had -- we didn't get all the
4 kids at the same time. They were absent at some
5 time. What we did do -- well, the kids that we did
6 have, we had -- we were using the smart voice
7 interactive with the kids.

8 But this wasn't a (Indiscernible.) We needed
9 to have activities that they used a lot of the
10 standards, where it's safe for them to prepare for
11 school. As you see in the pictures that we have
12 into the 2nd and 3rd.

13 The 1st and kindergarten, you see them -- that
14 is Ms. Richardson. She was in there with the K-1.
15 With K-1 kids, she was doing a lot of foundation
16 and fundamental stuff with them -- with the kids.

17 And it's 3rd -- 2nd and 3rd grade was my group
18 that I had. And it was -- it was a little bit
19 different for me because I'm used to teaching
20 secondary. But we had fun, and we did what we
21 needed to do for Riviera. I think we had fun.

22 The 4th and 5th graders was taught by middle
23 school teachers and 6th-grade teachers. They were
24 in those classrooms with the smart voices and those
25 different technology tools that we have available

1 for us.

2 I -- the -- the student competence. I think,
3 at least, that our kids feel a little bit more
4 comfortable about academics, math, and reading as
5 well.

6 We strengthened their relationship with
7 innovation with interactive lessons. We had
8 positive feedback from the parents as well. And it
9 was nice -- I think we improved that transition for
10 the upcoming school year.

11 So, that worked out for us for the two weeks.
12 We wanted to do more, and we took -- I mean, in the
13 classroom setting, the kids was used to do
14 classroom settings, so we wanted to do more. But
15 it -- the time frame we had ended up not giving us
16 time to do that.

17 As of right now, we are doing -- AlphaStar is
18 doing ACT boot camp at Riviera Beach Library. It
19 is busting at the seams. We only -- we had space
20 allocated for 40 kids. We're up to 44. So, we are
21 trying to, you know, squeeze those kids in.

22 We're doing a five-week, every Saturday from
23 8:30 to 12:30. We provide continental breakfast
24 for them, and we give them a lunch through Funky
25 Campaign. She comes every Saturday and provides

1 lunch for those kids.

2 We provide two hours of intense reading
3 strategies for the ACT, as well as intense math
4 strategies for them as well. I don't know if you
5 guys -- anyone in here knows, but the test has
6 changed tremendously from the last two years.

7 So, our kids and -- are -- they may not be
8 getting that information like they should. It's 44
9 questions less than what it is. Science is
10 optional. Writing is optional.

11 So right now, where we at, we're focusing in
12 on exactly what they need, the reading and the
13 math. It was -- we're -- and they take the test on
14 the 13th. So, we have five Saturdays up until the
15 13th, and wherever they testing that, AlphaStar,
16 our team, we take a gift bag.

17 We have -- so they have a snack pack when they
18 go in there, to let them know that we're holding
19 their hands so (Indiscernible.) So, we're doing
20 work over there. If you would like to come over
21 and see us, we'll be in there Saturday mornings.

22 The greatest thing -- let me just say this.
23 The greatest thing I feel when I do this -- I mean,
24 I teach at school district, I am a teacher.
25 However, when I see kids that -- our boot camps

1 start at 8:30, and those kids are at the library
2 door at 8 o'clock, 8:15. They waiting on me.
3 That's a different feeling. You know what I mean?
4 They're there waiting on you because they want it.

5 And I know -- starting in January, I know when
6 this one's over, January is going to be a little
7 bigger because we know that graduation is coming
8 up. And some of them may not have gotten in this
9 time.

10 But I know that we're going to have to have
11 this program again, January or closer to March,
12 because we have those same juniors and seniors that
13 haven't met their reading and math requirements.
14 And I know there are some seniors that may not have
15 gotten their score that they wanted for a college.

16 So, we're really -- I'm really hoping that we
17 always have this program again starting at least
18 the beginning of the new year because I -- I --
19 right now, I have a waiting list of seven kids. I
20 can't get them in because I'm at capacity right
21 now. So, I don't want to tell anybody, no.

22 I hate to turn away kids, especially when they
23 want to learn. So, I'm just hoping that we can
24 come up with another way for us to have another
25 boot camp again in the next -- 2026. Okay? Any

1 questions?

2 CHAIRPERSON FOUSHEE: I do.

3 MS. KELLY: Yes.

4 CHAIRPERSON FOUSHEE: Just to go back to the
5 summer program, you said it was two weeks, right?
6 Is there a reason why it was only two weeks?

7 MS. KELLY: I'm thinking that we -- we -- we
8 had two weeks because that's where the contract
9 allocated us to.

10 CHAIRPERSON FOUSHEE: Okay.

11 DR. HAYES: And I can elaborate a little bit
12 more on that -- Madam Chair. Dr. Latronda Hayes, -
13 - Chair. Solicitation went out back in early
14 April, beginning of May. It was deemed
15 unresponsive. So, we had promised the community.

16 We promised the council that we would
17 implement this summer program. So, we decided to
18 go with two of our wonderful programs in the city.
19 They were already providing services. And they
20 actually did apply for the RFP. And that was
21 AlphaStar and Raw Academics.

22 So, AlphaStar did the first two weeks. And as
23 Ms. Kelly said, those kids went over to her center,
24 and they got that education enrichment part of it.

25 And then the last six weeks of it was Raw

1 Academics, because we ended up putting the
2 solicitation back out, and Raw Academics actually
3 won the solicitation. So, we did do a full eight
4 weeks of programming for students --

5 CHAIRPERSON FOUSHEE: Okay. Because I was
6 thinking the kids definitely have those gaps and
7 holes. And if we could get them a full summer of
8 support -- I know that, you know, they want to play
9 and they want to have fun and all of that, but if
10 we could really embed academics into the everyday
11 schedule for those kids, I think we would see a
12 huge return on our investment.

13 I think that the program is amazing. Kudos to
14 you for everything that you've done and what you're
15 building and support our kids, like, seriously.
16 But I -- I do -- I think that we need to look at
17 hopefully finding a provider or maybe even look at
18 building our own thing in which we have district
19 teachers come in and we put together a program for
20 -- one for elementary and one for secondary where
21 we have Palm Beach County School District teachers
22 who are certified who have good data -- who have
23 good data to support our kids during the summer.

24 I feel like we do have enough money to be
25 competitive to offer them the same thing that the

1 District is offering them at \$37 an hour. And I
2 think that they would rise to the occasion.

3 You have a lot of people, a lot of educators
4 in Riviera Beach from Riviera Beach who are looking
5 to improve the schools of Riviera Beach. So, kudos
6 to you, but I think we can do more. Let's -- let's
7 try to do more.

8 MS. KELLY: Yeah. (Indiscernible) to of that,
9 because the summer program, you could see that the
10 kids started to get -- get traction on it.

11 CHAIRPERSON FOUSHEE: Yeah.

12 MS. KELLY: So, if they can -- and one thing I
13 like about the summer program is that they had
14 academics in the morning and played in the
15 afternoon. So, you was getting them acclimated to
16 how school is, you know, just to --

17 CHAIRPERSON FOUSHEE: Right.

18 MS. KELLY: -- get your head -- get -- get it
19 done in the morning and then get to -- which works
20 good -- which worked well for us. And then we put
21 them back on the bus, and it takes them back over
22 to -- to --

23 CHAIRPERSON FOUSHEE: Absolutely. And then we
24 can -- I feel like we can track data a little bit
25 better --

1 MS. KELLY: Absolutely. That's one of the
2 other things.

3 CHAIRPERSON FOUSHEE: -- from PM3 to PM1. So
4 then, they don't have that summer learning loss.
5 Like, we can say, hopefully, we can even see gains
6 from one to the other.

7 And you want other people to be like, so what
8 are they doing at Riviera Beach? Yeah, you know,
9 we, you know -- so.

10 MS. KELLY: (Indiscernible) great --

11 CHAIRPERSON FOUSHEE: We doing our thing.

12 MS. KELLY: I don't know how old you guys, but
13 I believe, when I was little, we went to summer
14 camp. We --

15 CHAIRPERSON FOUSHEE: Yeah.

16 MS. KELLY: -- had to read and do work --

17 CHAIRPERSON FOUSHEE: Yeah.

18 MS. KELLY: It wasn't all -- they -- they were
19 playing with us. We had to know how to read and do
20 all our lessons and stuff. And our -- our parents
21 were on us. And that's what's missing, because
22 these kids, all they do is just lay around. They
23 don't do anything.

24 CHAIRPERSON FOUSHEE: Right.

25 MS. KELLY: And so, you're ended up teaching

1 them three years behind --

2 CHAIRPERSON FOUSHEE: Yes.

3 MS. KELLY: -- when they're in the 4th grade -

4 -

5 CHAIRPERSON FOUSHEE: Yeah.

6 MS. KELLY: -- but you still going through

7 those fundamental skills. And --

8 MR. EVANS: Yeah.

9 MS. KELLY: -- that's what we try to --

10 CHAIRPERSON FOUSHEE: Yes.

11 MS. KELLY: -- prevent, from us doing that.

12 CHAIRPERSON FOUSHEE: Yeah.

13 MS. KELLY: And even for our kindergartners,
14 coming in, knowing how to write your name.

15 CHAIRPERSON FOUSHEE: Yes.

16 MS. KELLY: Those are the things that we're
17 trying to re-instill, so.

18 CHAIRPERSON FOUSHEE: Yes. Right.

19 MS. KELLY: Yeah.

20 DR. LEE: So -- so I do need support --

21 MR. BROWN: Say your name for the record?

22 MS. KELLY: Dr. Lee.

23 DR. LEE: Joe Lee. Do -- do you offer the CLT
24 support?

25 MS. KELLY: I -- I teach the CLT over there.

1 DR. LEE: Okay. So, it's available.

2 MS. KELLY: I mean, the thing is -- I believe,
3 is that the same strategy we give them in -- in --
4 in ACT, it works with SAT and CLT.

5 DR. LEE: Okay.

6 MS. KELLY: So, to be honest with you, the
7 kids that we tried ACT -- the reason why we -- we
8 focus more on ACT is because ACT research says ACT,
9 our kids do well -- do well over ACT than they do
10 SAT.

11 SAT -- when it -- what we noticed in our
12 program over the last three -- three years is that
13 the strategy that we give them to ACT, they take
14 the SAT into (Indiscernible.) So,= we -- we had a
15 kid that -- that took the SAT, and he went in and
16 got a 1570 or 1600, which is a perfect score.

17 So, he is, like -- he -- I see what you're
18 doing, but you got to use the ACT strategy, it will
19 work. So, those -- that whatever percent have
20 already prepped. So, I'm at a 96 percent
21 graduation rate for prep high school students.

22 So, the same strategy that I teach them,
23 they're dealing with -- they're not coming to me
24 every day. These kids have -- only have me on
25 Saturdays. So, I'm trying to condense everything

1 that I do during the week into that one day for two
2 hours.

3 So, it still works and it's powerful. I had
4 Ms. -- Dr. -- had her son, and I taught him. And
5 it -- it works. And I think our thing is we need
6 to just make sure we support our kids when we see
7 that our -- our schools are deteriorating and they
8 should take -- you know, take them away.

9 And the only thing you're going to have is
10 education. And we need to be that -- that support
11 system for them to let them know that there is a
12 chance for you.

13 CHAIRPERSON FOUSHEE: Okay.

14 MS. DENISE SMITH: I have a couple of
15 questions. Denise Smith, for the record.

16 Your pre-assessment results said that there
17 were several areas of academic -- you know, concern
18 for academic skills. What was the greatest area?

19 MS. KELLY: The greatest area was our kids'
20 understanding comprehension, the comprehension
21 part. They can say a word. They can call the
22 words. They see it. They read faster.

23 But if you go back and ask them who and what,
24 as in the central idea or the main idea, that was
25 one of the areas that our kids didn't do well in.

1 And another area was text structure, those type of
2 things that they don't understand yet. At least
3 they're a little short on some things like that.

4 MS. DENISE SMITH: Thank you. And the post-
5 assessment, did you --

6 MS. KELLY: I did. And it was a little
7 different. Some kids -- I don't know because
8 they're focused more the second time they took it
9 because they started getting serious by day five.
10 They started getting serious in putting it
11 together. So, we saw increase a little bit in that
12 area. But because of the two weeks is a short
13 period of time, that's what we got for that.

14 MS. DENISE SMITH: Okay. Thank you. And
15 lastly, what did the transitional support look
16 like?

17 MS. KELLY: For when the kids went to -- back
18 to school?

19 MS. DENISE SMITH: Uh-huh.

20 MS. KELLY: I kept in contact with a couple of
21 his parents, and the students are -- they was
22 really appreciative that they did get that
23 foundational piece. And they seem to be doing
24 well, and they're thriving right now.

25 But I -- I haven't heard from that many of

1 them because we had that short period of two weeks,
2 but the ones I did hear from -- because a lot of --
3 some of the students, I -- their parents knew me
4 personally.

5 MS. DENISE SMITH: Thank you.

6 DR. HAYES: If I could add, as far as
7 transitioning -- Dr. Latronda Hayes
8 ((Indiscernible.) Transitioning, Raw Academics was
9 ready. They were at the camp ready. As soon as
10 this program ended, they were at the camps ready to
11 start on day 1 or day 11.

12 MR. BROWN: And just so you know, we used both
13 providers because of the length and the terms of
14 the contract. And the spending authority allowed
15 by the manager through the education budget, we
16 have to divvy that, which is why we made sure as
17 soon as the next fiscal year's -- we brought Ms.
18 Kelly right back in as well as --

19 DR. HAYES: Raw.

20 MR. BROWN: -- Raw Academics at some point to
21 be providing those services once again.

22 CHAIRPERSON FOUSHEE: So, let me ask you this
23 question. So, when it comes to those
24 specifications, if we were to build our own, per
25 se, summer program, would we have to restructure

1 anything?

2 Like if we wanted to say us as a committee
3 wanted to put together a summer program. So, you
4 all, for the other piece, were servicing the kids
5 who are in the camp, right?

6 But if we just wanted to provide academic
7 support for struggling learners, so level one,
8 level two students in Riviera Beach, do we have to
9 come up with a different structure for that, or do
10 we have to fall into the same thing where you're
11 having to break it up because of limits?

12 MR. BROWN: I think we -- we actually -- we
13 touched on that in the onset of the actual -- the
14 Education Advisory Committee before it was a formal
15 group. That's what -- that's what came out of the
16 Reprogram Initiative for Councilwoman Lanier's
17 Office.

18 So, that's definitely something that we do
19 want to bring back before the committee after, you
20 know, the staff, including Ms. -- Dr. Hayes and the
21 city manager to figure out what are the monies we
22 currently have in the budget for this fiscal year
23 and how we can provide those -- that reprogram once
24 again during the summer and then getting the buy-in
25 -- getting the support from the Education Advisory

1 Committee and your feedback as to what you guys
2 want to see differently.

3 So, that'll be coming in the next few months
4 for discussion --

5 CHAIRPERSON FOUSHEE: Okay.

6 MR. BROWN: -- and your feedback so we can
7 hammer out those logistics for the summer camp and
8 how we're providing summer camp opportunities.

9 CHAIRPERSON FOUSHEE: Okay. Sounds good. I
10 think we need to be really strategic, even down to,
11 like, reaching out to the schools and targeting
12 specific students. Those L25 percents, all of
13 that. Like, we have to be extremely, extremely --
14 and then, also, getting buy-in from the parents
15 because that's the other part, right?

16 What I know from those kids in secondary, if
17 they know they got camp and academics, then they
18 want to stay home. Then they stomach hurt. Then
19 they don't want to be there.

20 MS. KELLY: But I got -- and I -- I was saying
21 because when I was really close there, at Roosevelt
22 Middle, I targeted the level 1s and the level 2s
23 and the low kids. So, the robocalls are great. I
24 would call -- you know, the robocalls. But
25 sometimes when you're dealing with those types of

1 students --

2 CHAIRPERSON FOUSHEE: You got to bend the --

3 MS. KELLY: -- you have to call the parents.
4 Like, I -- I had to get on the phone and call over
5 300 parents and say, Hey, my -- my baby score is
6 not looking good. I think I need my baby here on
7 Saturdays.

8 You know, I did Saturday boot camps at -- out
9 over Riviera -- not Riviera, but Roosevelt Middle.
10 And it was like 180 kids that came out.

11 CHAIRPERSON FOUSHEE: Yeah.

12 MS. KELLY: So, when we got ready to do
13 assessment, we did great of that year because of
14 the fact that we took -- I took the extra
15 initiative to call those parents because you
16 yourself, when you hear a robocall, you don't want
17 any --

18 CHAIRPERSON FOUSHEE: Hang --

19 MS. KELLY: But if you hear somebody saying,
20 Hello, I need to talk to you about such and such
21 and such, a voice that is concerned about your
22 child, you'll be so, Yeah, I'll have them there.
23 And everybody in here going to. You know what I
24 mean?

25 CHAIRPERSON FOUSHEE: Right. Absolutely.

1 MS. KELLY: You know, that's why I kept
2 getting on them -- on -- on -- on the phone. I
3 mean, you have to make that initiative because even
4 now, when I talk to parents about ACT, they're
5 like, can I go -- but can I get -- how could you
6 say that when the parents are pleading with you to
7 help their babies? You know what I mean?

8 CHAIRPERSON FOUSHEE: Right.

9 MS. KELLY: So, you've got to say, okay, then,
10 they can sit in my chair, you know, if I don't have
11 the room. So, you -- we have to make -- I think
12 that when we call them, personalize them in those
13 calls, and making sure that the parents know that
14 we care, then that would be a way for them to get
15 the kids where they need to be.

16 CHAIRPERSON FOUSHEE: All right.

17 DR. HAYES: And if I can add, we were
18 intentional about communicating with the community
19 and the parents prior to the program starting. We
20 went into the camps. We talked to the parents, and
21 we let them know what we were going to be
22 implementing. So, it is important.

23 If you don't have the parents on board, the
24 kids will do exactly what you said. They will say,
25 Can I go to Auntie house? You know, do anything

1 but go to camp, because that education component is
2 there.

3 CHAIRPERSON FOUSHEE: I agree. I agree.

4 MS. DENISE SMITH: So, where is your center
5 located?

6 MS. KELLY: I'm sorry?

7 MS. DENISE SMITH: Your center. She mentioned
8 you have a center. Where is it located?

9 MS. KELLY: No, I was at Riviera Prep. That's
10 where I did my personal summer camp, and then I had
11 --

12 CHAIRPERSON FOUSHEE: It's always the --

13 MS. KELLY: -- come to me --

14 CHAIRPERSON FOUSHEE: Yeah.

15 MS. KELLY: -- because I have access to all
16 those -- the flat screens and computers and stuff
17 like that. So, they were getting that everyday
18 thing.

19 MS. DENISE SMITH: Thank you.

20 MS. KELLY: Okay.

21 CHAIRPERSON FOUSHEE: Thank you.

22 MS. KELLY: Uh-huh.

23 CHAIRPERSON FOUSHEE: Thank you.

24 MS. HALL: And Madam Chair, let the record
25 reflect that City Manager, Jonathan Evans, is

1 present.

2 CHAIRPERSON FOUSHEE: Okay. Thank you. Good
3 evening, Mr. Evans.

4 MR. EVANS: Hi there.

5 CHAIRPERSON FOUSHEE: All right.

6 MR. BROWN: Were there any public comments on
7 that?

8 MS. HALL: No --

9 CHAIRPERSON FOUSHEE: Okay. Dr. Voltail?
10 She's presenting? She's next on the agenda.

11 MS. HALL: We're -- we're on item number 5,
12 right?

13 MR. BROWN: So, the next item on the agenda is
14 --

15 CHAIRPERSON FOUSHEE: Oh, I'm sorry. I
16 thought they were --

17 MR. BROWN: -- the presentation regarding the
18 focus on the Riviera Beach Education Comm.
19 Advisory Board. Yeah.

20 CHAIRPERSON FOUSHEE: Oh, okay. I thought
21 they weren't --

22 MR. BROWN: Oh. I just found out Councilwoman
23 Lanier wasn't able to be here tonight, so we will
24 be -- we meant to remove that from the agenda at
25 the very beginning.

1 CHAIRPERSON FOUSHEE: Okay.

2 MR. BROWN: And we'll push that to the next
3 meeting agenda because she'd like to provide a
4 formal update if that's okay with you.

5 CHAIRPERSON FOUSHEE: Okay. Absolutely.

6 MR. BROWN: And then for item number 6, I'll
7 be providing that update instead of Vice
8 Chairperson Botel.

9 CHAIRPERSON FOUSHEE: Okay.

10 MR. BROWN: As far as the Riviera Beach --
11 item number 6, as far as the Riviera Beach Pre-K
12 Collaborative update, we met recently -- I say
13 recently; that was about a month ago -- with former
14 school board member Deborah Robinson because she
15 initially, as you all know, provided information at
16 the last meeting.

17 She was the founder of the initial Pre-K
18 Collaborative Program, and her and Dr. Botel,
19 through a subcommittee you all established, are
20 looking to bring that back. We also met with Ms.
21 Juan Atkins, the CEO and founder of the Atkins
22 Daycare, because she was instrumental in that Pre-K
23 Collaborative initially, also.

24 So, we're working together now to reach out to
25 the daycare providers. The only issue that we've

1 had is building -- rebuilding our directory. We
2 thought we could go back and look at some previous
3 emails, but when we tried to send something out, a
4 lot of those bounced back because people have since
5 moved on to other things or they just -- they're
6 not active anymore.

7 But so we're rebuilding that database, and
8 hopefully we can have something for the committee
9 by January of next year, so we can have that Pre-K
10 Collaborative brought back to life with other
11 providers in the City of Riviera Beach.

12 CHAIRPERSON FOUSHEE: I'm sorry.

13 MR. BROWN: We are working with the health
14 department because they have a list of all of those
15 providers. But trying to get the contact
16 information for them has been a challenge. But we
17 hope to fix that by January.

18 CHAIRPERSON FOUSHEE: Okay.

19 MR. BROWN: Yeah. So, that's all for me for
20 that item.

21 CHAIRPERSON FOUSHEE: All right. Number 7,
22 Review of Committee Bylaws, Dr. Hayes.

23 DR. HAYES: Yes. And you all should have the
24 bylaws (Indiscernible.) Those amendments and
25 updates were made. One of the things that we did

1 was, I think at the end of our last meeting, we
2 decided to leave the roles and responsibilities of
3 leadership as is.

4 And the only other change that I added was
5 under committee appointment composition in terms of
6 office. I just added three additional student
7 appointments.

8 MR. BROWN: I'm moving a motion from the board
9 to accept the --

10 CHAIRPERSON FOUSHEE: Okay. All right. I
11 just want to make sure they were done perusing
12 before we made the motion. You're good? You're
13 good?

14 FEMALE SPEAKER 3: Yes.

15 CHAIRPERSON FOUSHEE: Yeah. Okay. All right.
16 Go ahead. I'll make a motion that we accept these
17 modifications that have been made to the bylaws.
18 Has anyone seconded?

19 VICE CHAIRPERSON DR. BOTEL: Yes.

20 MS. HALL: Dr. Botel did second.

21 CHAIRPERSON FOUSHEE: Dr. Botel seconded?
22 Okay.

23 MS. HALL: (Indiscernible) roll call. Vice
24 Chair Botel? Vice --

25 VICE CHAIRPERSON DR. BOTEL: Yes.

1 MS. HALL: Okay. Chairperson Foushee?

2 CHAIRPERSON FOUSHEE: Yes.

3 MS. HALL: Board member Keyana Smith?

4 MS. KEYANA SMITH: Yes.

5 MS. HALL: Board member Denise Smith?

6 MS. DENISE SMITH: Yes.

7 MS. HALL: Tanya Washington-Bostic?

8 DR. WASHINGTON-BOSTIC: Yes.

9 MS. HALL: And (Indiscernible.)

10 CHAIRPERSON FOUSHEE: Okay. Thank you.

11 Moving on. Fiscal and Expenditure Update
12 regarding the READ Program.

13 DR. HAYES: Dr. Latronda Hayes, in place of
14 Mr. Randy Sherman from the Finance Department. You
15 all should have an updated budget for what's left
16 in our READ Program budget. And we will ensure
17 that that balance is the total, which comes to
18 \$391,665.

19 So, it shows there fiscal year 2025 and what
20 was expended. We had Raw Academics -- for the
21 summer program. We also had AlphaStar for the
22 summer program and then Raw Academics again.

23 And we did purchase some laptops for our
24 students in order to take those laptops into our --
25 our camps. So, that cost came to \$11,615, leaving

1 the balance of \$166,664.60.

2 CHAIRPERSON FOUSHEE: Okay.

3 DR. HAYES: And this year, fiscal year 2026,
4 as you know, we just spoke with Ms. Mercia Kelly,
5 and she is our ACT, SAT boot camp provider. And
6 so, that purchase order is pending. So, that's the
7 amount of the program for the SAT and ACT boot
8 camp.

9 CHAIRPERSON FOUSHEE: Okay. Question. So, if
10 we were to structure a summer program for this
11 summer, the funds would come from this allocated
12 amount, the \$300,000?

13 DR. HAYES: Yes.

14 CHAIRPERSON FOUSHEE: Okay.

15 MR. EVANS: And Madam Chair, I would like to
16 talk.

17 CHAIRPERSON FOUSHEE: Yes, sir?

18 MR. EVANS: So with, you know, your previous
19 ballots in fiscal year 2025 of 166,000, we're going
20 to have a conversation with finance to see if they,
21 in fact, rolled that information over to provide
22 for the number of 391,000 that the -- Dr. Hayes
23 just stated, but in the fiscal year 2025 -- 2026
24 budget, \$250,000 is cash as appropriated and
25 available now.

1 Now, I will tell you, if there are specific
2 programmatic elements or things that this board is
3 interested in doing, we probably need to have a
4 meeting in the next couple of months to identify
5 how much you want to set aside for certain
6 activities. For -- for instance, if we wanted to
7 do a summer programming or we wanted to do grants,
8 we have to do a competitive solicitation process.

9 We have to set it up before going before the
10 council, and there's so many steps. And so, if we
11 can identify, at least, how you would appropriate
12 50 percent of the monies before we break for the
13 holidays, staff can start doing what we need to do
14 to be prepared to have whatever those public
15 solicitations or public programs, moving forward.

16 Because I -- what I don't want to do, and --
17 and we experienced this last time, is we got close
18 to the end before the money goes, and then we're
19 trying to find areas to, in fact, spend that money.
20 So --

21 CHAIRPERSON FOUSHEE: Right.

22 MR. EVANS: -- probably, Madame Chair, if it's
23 the pleasure of the board, we probably need to have
24 an item on the agenda to have a working discussion
25 about what are some ideas the board wants to move

1 forward with.

2 And then we can go ahead and staff and put
3 forth the effort to grab the solicitation, share
4 with you what the scope is, and -- and look to
5 bring that back for further discussion and
6 consideration.

7 CHAIRPERSON FOUSHEE: Absolutely. Let's do
8 that. I think so.

9 MR. BROWN: And Ms. Foushee --

10 CHAIRPERSON FOUSHEE: I absolutely think so.

11 MR. BROWN: -- earlier in the meeting, and so
12 we said we'd get back to our providers by January
13 to get --

14 CHAIRPERSON FOUSHEE: Yeah.

15 MR. BROWN: (Indiscernible.)

16 CHAIRPERSON FOUSHEE: That's what we need to
17 do.

18 DR. HAYES: Yes.

19 CHAIRPERSON FOUSHEE: Yeah.

20 DR. HAYES: That's all for me.

21 CHAIRPERSON FOUSHEE: Okay. Moving right
22 along. Public comments? No?

23 MS. HALL: Well, it's time to -- it's 7:30,
24 which means it's time for the public to
25 (Indiscernible.)

1 CHAIRPERSON FOUSHEE: Okay.

2 MS. HALL: We have one public comment right
3 now.

4 CHAIRPERSON FOUSHEE: Okay.

5 MS. HALL: Did you want to take it now?

6 CHAIRPERSON FOUSHEE: Yes, please.

7 MS. HALL: We have one for public comment for
8 us. Karen Robinson, do you (Indiscernible.)

9 MS. ROBINSON: Hello. Good evening. Thank
10 you, everyone. What brings me out here tonight is,
11 I am a owner and operator of Family Childcare Home
12 in the city of Riviera Beach. I don't know if you
13 guys -- do you guys know about the Family Childcare
14 Homes? Anybody? Nobody? Okay. We
15 (Indiscernible.)

16 The Mayor knows. We are very essential to the
17 community that we serve. We serve babies from
18 infant to the ages of 4 working out of our house.
19 So, we're considered a small business in the city
20 of Riviera Beach. Do you guys know how many of us
21 are in the city of Riviera Beach?

22 Okay. That's sad. That's just -- that is
23 disheartening because we are tax-paying, so we
24 work, and we are taxed. And we are not
25 acknowledged at all.

1 But we are a Family Childcare Home that we
2 provide education to children from birth to 4 years
3 old. And it's about 50 to 75 Family Childcare
4 Homes in the city of Riviera Beach, providing
5 education to babies before they go to school.

6 So, I spoke to Assistant Manager Jacobs about
7 my concerns of not being included in any of the
8 funding that is given out at the City of Riviera
9 Beach.

10 I think it's very unfair that we are not even
11 considered. And we have to have the same
12 credentials that childcare students have to have.
13 We have a list of plans. I invite you to come out
14 to some of our daycare homes and take a look at
15 what we do. You will be surprised, like you are
16 now.

17 CHAIRPERSON FOUSHEE: No, no, no. I -- I
18 don't --

19 MS. ROBINSON: You don't (Indiscernible.)

20 CHAIRPERSON FOUSHEE: I don't know how many we
21 have, but I absolutely know that we have a number
22 of home daycares. My -- my children went through
23 Ms. Eula Gray's Home Daycare, so I absolutely --
24 and I know --

25 MS. ROBINSON: So, you --

1 CHAIRPERSON FOUSHEE: -- the phenomenal things
2 that are being done with those --

3 MS. ROBINSON: Okay.

4 CHAIRPERSON FOUSHEE: -- home daycares because
5 --

6 MS. ROBINSON: So --

7 CHAIRPERSON FOUSHEE: Yeah.

8 MS. ROBINSON: I have -- my -- my -- my thing
9 is, if we can go back to --

10 CHAIRPERSON FOUSHEE: Yeah.

11 MS. ROBINSON: -- that the City has to offer,
12 and we give -- we give back to the community that
13 we serve. And to be looked over on a constant
14 basis is very disheartening. I mean, there's
15 grants that are out for non-profit. When was that?

16 (Indiscernible) but we -- because we serve the
17 children from infant to birth. And a lot of our
18 children -- I know for myself, the children that I
19 serve now come back, are in college, they students.
20 It starts with us. But we're the ones that get
21 them going.

22 So -- and then I asked about this committee
23 about a year ago because I wanted to make sure that
24 Family Childcare providers got a seat at the table.
25 I didn't know anything about this committee until

1 last week when I called. And they kind of told me
2 that it's already set, but they still may have some
3 seats available.

4 So, I -- you know, I'm saying that when a
5 committee like this is in our city, that you guys
6 think about everybody in Riviera -- everybody in
7 this city having a seat at the table when it comes
8 to education for these children, because we provide
9 them at their earliest age.

10 We make sure -- I mean, I'm an early head start
11 provider. I (Indiscernible.) I have the
12 credentials that I need to be teaching children in
13 a small business. So, we are considered a small
14 business.

15 So, we need a seat at the table, and we need
16 to figure out how we can get a seat at the table.
17 I feel like Family Childcare Homes, large and small
18 centers, and -- centers have a seat at the table,
19 because it starts with us.

20 It starts with us before they can get to
21 entering Pre-K. It starts with us. You made that
22 comment -- children. So, that's my -- what I
23 needed to kind of say tonight. And hopefully
24 you're listening.

25 CHAIRPERSON FOUSHEE: Well, I will say this.

1 All are welcome at the table. I know for a fact,
2 one of the things that Mr. Brown was speaking on
3 was this collaborative that we're working on right
4 now to bring together all of our early childhood
5 care centers, because we definitely see the
6 importance of supporting the foundation. You say a
7 house can't stand without a strong foundation,
8 right?

9 MS. ROBINSON: That's right.

10 CHAIRPERSON FOUSHEE: So, we welcome you to
11 join forces with us. We have a lot of work ahead
12 of us. I don't know if Mr. Brown has your
13 information, but --

14 MR. BROWN: I'll be sure to take that --

15 CHAIRPERSON FOUSHEE: Yeah, take it before you
16 leave. You're welcome. All are welcome, so.

17 MS. ROBINSON: Yeah. I mean, we have to have
18 -- we the first ones.

19 CHAIRPERSON FOUSHEE: Yeah.

20 MS. ROBINSON: We -- we help get that student
21 to that school. And I bet you; I'm going to have -
22 - well, I'm bringing my mom and children --

23 CHAIRPERSON FOUSHEE: Right.

24 MS. ROBINSON: -- that I have served. I've
25 been in business now 22 years.

1 CHAIRPERSON FOUSHEE: Yeah. We've established
2 a subcommittee, and by all means. Like, we're
3 working on getting meeting dates for that. That's
4 why he said he was going to -- hopefully by
5 January. But by all means, you are welcome to --
6 to join, and -- and bring a friend, just like at
7 church on friends and family Sundays.

8 MS. ROBINSON: (Indiscernible.)

9 CHAIRPERSON FOUSHEE: Yeah.

10 MS. ROBINSON: So, we kind of get split, but
11 we need --

12 CHAIRPERSON FOUSHEE: Let's hope --

13 MS. ROBINSON: (Indiscernible.)

14 CHAIRPERSON FOUSHEE: -- we are.

15 MS. ROBINSON: So, I will definitely want to
16 make sure I get the --

17 CHAIRPERSON FOUSHEE: Yeah.

18 MS. ROBINSON: -- association. And I would
19 request that other providers know that.

20 CHAIRPERSON FOUSHEE: You all are on our
21 radar.

22 MS. ROBINSON: Yeah. Yeah. You know what? I
23 said, you know -- and I'm going to say this.
24 Representative Tavante Evans (phonetic), he's doing
25 a subcommittee, and I'll introduce you to him. So,

1 I'm -- y'all can't keep -- my city that I live in -
2 -

3 CHAIRPERSON FOUSHEE: Yes.

4 MS. ROBINSON: -- you can't keep looking over
5 me and the people that are in this community
6 helping these children. Mr. Evans.

7 MR. EVANS: Yeah. I know, and I also wanted
8 to -- I wanted to just address the requirements.
9 So certainly, we know that you are proactively
10 involved in the education and the educational
11 activities that are provided to our students -- or
12 soon-to-be students. But I will tell you that this
13 particular board has only been seated for a couple
14 of months now.

15 MS. ROBINSON: Yeah.

16 MR. EVANS: So, any appropriations that have -
17 - have -- have happened since have been
18 appropriations that we as staff have said, These
19 are some of the activities that we're bringing
20 forth.

21 And so, my comments earlier, when I said, We
22 need to understand what the boards desire, is
23 because realistically, the board hasn't had an
24 opportunity to put their spin on the things that
25 they want to do.

1 So, your timing is perfect because they can
2 say, Okay, there's \$250,000, up to possibly
3 \$300,000, that we have appropriated, and we want to
4 set aside this portion to target the population in
5 which you serve.

6 And so, that is something -- and when the
7 Chair talked about subcommittees, that's where
8 we're seeing the board is going to start pinching
9 off different things that they want to set and put
10 their own spin on it because they have not really
11 had the opportunity to say, this is a board
12 priority.

13 These programs and appropriations are
14 relationships that the City has had in order to try
15 to get some of these knowledge and some of these
16 programs going forward.

17 So, the next iteration that you will see will
18 probably get a lot more granular and will be a
19 decision that these folks will -- will do
20 something.

21 Point taken, but I will tell you, I think
22 that's where the Chair was going, that Give us an
23 opportunity. We hear you, and we are going to make
24 provisions that we -- we address our kids where
25 they're at. Because when we did talk about some of

1 the grants, that's one of the things that we talked
2 about.

3 If the board sets out the curriculum, wherever
4 it's provided and if there's a -- there's a way to
5 measure it and say that these children are
6 receiving the services, the READ Program allows for
7 funding to go to for-profit businesses. All these
8 businesses here are for-profit businesses, no
9 different than yours.

10 MS. ROBINSON: Well, I'm glad to hear that.
11 But I just wanted to come out here and introduce
12 myself to you guys and let you know that we exist
13 and we are mighty in what we do. And we have to
14 have the credentials the same as centers do.

15 You'll walk into my -- my Family Childcare
16 Home, it's going to be set up like a center, and
17 you going to see my curriculums hanging. You're
18 going to see everything that you'll see in a -- a
19 center, you're going to see in my home. But I just
20 need you guys to know we exist out here. We are
21 here to stay until we retire.

22 CHAIRPERSON FOUSHEE: Yes, ma'am.

23 MR. BROWN: And to Mr. Evans' point, I think
24 the focus of this committee from the start has been
25 -- we've been calling them --

1 (Cross talk.)

2 MR. BROWN: -- a variety of different names --
3 healthcare providers, things like that. But that's
4 been pretty much the focus of the committee to the
5 extent that with those -- the first subcommittee
6 that we started is the Pre-K Collaborative
7 Initiative.

8 But like Mr. Evans' trying to say, your timing
9 is absolutely perfect because we were just talking
10 about the issue that we've been having is getting
11 to those home-based -- those home-based daycare
12 providers. We have all of your addresses, but we
13 don't have the contact information. And you just
14 mentioned the association --

15 MS. ROBINSON: And I still don't --
16 (Multiple Speakers.)

17 MR. BROWN: So, I'll be in contact with you on
18 --

19 MS. ROBINSON: Yeah. And I --

20 MR. BROWN: (Indiscernible.)

21 MS. ROBINSON: -- so I can make sure you get
22 that.

23 MR. BROWN: Okay. Wonderful.

24 MS. ROBINSON: I'll make sure you --

25 MR. BROWN: Okay.

1 MS. ROBINSON: I'll make sure you get --

2 DR. HAYES: So, you just came right on the
3 top?

4 MS. ROBINSON: Yeah. I want a seat at the
5 table that's going to make a difference because I
6 believe in putting in to those children. And like
7 I tell my parents, they're the child's first
8 teacher. And what we do, we build on that.

9 We build on that no matter what we have to do
10 to help you get there, even the resources. I mean,
11 I just went to a meeting last night trying to get
12 them literally smart, financially. We're doing
13 financial workshops for parents, but I advocated
14 for that because we need to meet these parents
15 where they are.

16 We need to start getting the parents to be
17 better parents. And then their children will be
18 better. So, I just wanted to come out and
19 introduce myself and to let you know we exist. And
20 I will definitely leave my number.

21 MR. BROWN: Okay.

22 CHAIRPERSON FOUSHEE: All right. Thank you.

23 MS. ROBINSON: Thank you.

24 MS. HALL: Madam Chair, that's the end of
25 public comments.

1 CHAIRPERSON FOUSHEE: Thank you. Okay. So,
2 we have a few more agenda items. Number 9, we can
3 take that off because we'll revisit all of that
4 when we meet. That was me, okay? School
5 Appropriation from the City of Riviera Beach?

6 MR. EVANS: Yes, Madam Chair, and members of
7 the board. So, we've had some recent conversations
8 with School Board Member Ferguson.

9 And one of the things that he's communicated
10 to City staff, and we wanted to get an
11 understanding of -- of where the board may be on
12 this particular matter, is he is asking for if the
13 City would consider a direct appropriation to our
14 elementary schools and our middle schools.

15 So, a total of five schools that would receive
16 a specific allocation of funds from the City of
17 Riviera Beach for X purposes. The amount of the
18 funds that -- you know, that is something that is
19 subject to discussions and -- and further
20 conversation.

21 But we wanted to see if there's a situation
22 where the board has an appetite for direct
23 appropriations to the schools. Now, I will tell
24 you, we have had this conversation in the past with
25 our city council members, and the city council

1 members have pushed back on the standpoint because
2 they say, well, Palm Beach County is -- is a large,
3 you know, over \$5 billion, you know, operation,
4 they have funding in the schools. And if we were
5 to provide additional funding, what are the
6 measurable outcomes that we will see as a result of
7 that?

8 Because we didn't want to have a situation
9 where we said, We're going to give \$10,000 to five
10 schools or \$50,000, and it's going to be utilized
11 for field trips to Universal Studios. I don't
12 think that's anybody's intent to see monies that
13 the City would allocate annually for these types of
14 appropriations.

15 And so, when we had conversations with School
16 Board Member Ferguson, and said, If there is a
17 desire for the Education Advisory Committee to
18 recommend to the city council to do so, there has
19 to be some stipulations with the money, and there
20 has to be some measurables.

21 What does that look like, what the amount is?
22 You know, what are the target things that we want
23 to do? That's something that's subject to
24 discussion at this board. But I did want to
25 introduce the topic because there's probably a more

1 robust conversation where we may need to talk
2 about, We're interested in the concept, but here's
3 all the factors.

4 Now, they will tell you that other
5 communities, such as Wellington and other cities,
6 do give monies to the schools in their community,
7 but there is stipulations that they have to
8 inevitably raise or continue to move the needle
9 forward in those academic institutions.

10 So, I wanted to introduce that to you all, see
11 if there's an appetite for a more robust
12 conversation. We can even invite members of the
13 school -- or invite members of Wellington from
14 their Education Advisory Board, what is the
15 stipulations that they put forth before they
16 release the monies, how does that program work, et
17 cetera, so you can get a better understanding.

18 And then, before we get into conversations
19 with the school board and the school board member,
20 you all would have a comfort level of, If we're
21 going to do this, this is what it looks like.

22 VICE CHAIRPERSON DR. BOTEL: Mr. Evans, is
23 there -- are there any other cities that do this
24 other than Wellington?

25 MR. EVANS: I think --

1 MR. BROWN: Greenacres.

2 MR. EVANS: Huh?

3 MR. BROWN: Greenacres.

4 MR. EVANS: Greenacres. Greenacres does that.

5 I think there may be another one.

6 CHAIRPERSON FOUSHEE: Boca.

7 VICE CHAIRPERSON DR. BOTEL: In this state?

8 MR. BROWN: Boca.

9 CHAIRPERSON FOUSHEE: Boca.

10 VICE CHAIRPERSON DR. BOTEL: Is there -- what
11 they do and what the parameters are, maybe we can
12 get that?

13 MR. EVANS: Yeah, we can -- we can look to
14 grab that data. I'll work with Mr. Brown and Dr.
15 Hayes, and we'll -- we'll grab that data and see if
16 their -- what those stipulations are and how much
17 they are contributing to --

18 VICE CHAIRPERSON DR. BOTEL: Yes.

19 MR. EVANS: -- those educational institutions.

20 MR. BROWN: And to Mr. Evans' point, some of
21 the -- some of the city councils, instead of
22 providing direct allocations because they have some
23 -- they have some heartburn about that, some of
24 them have organized, like, opportunities where the
25 teachers could provide a proposal of what they

1 would want to do for their classroom for, like,
2 STEM activities or educational enhancement
3 opportunities, and then they're awarded those
4 through some type of process.

5 (Multiple Speakers.)

6 MR. EVANS: Right. Yeah. So, then you -- so
7 you could, you know, they can be -- and this is a
8 great point, Sammie. So, you can say to these
9 schools, we have up to X amount of dollars
10 available, grants for schools, and teachers can
11 come and make a proposal or submit a proposal for
12 consideration for funding to accomplish X, Y, and
13 Z. You can certainly do that. The other thing
14 about it is, there is some training as it relates
15 to in-kind services.

16 Right now, there's a situation where my
17 employees, if they don't -- if they participate in
18 any reading program and they go to -- they don't
19 have to clock out.

20 They can go, and if they're in a -- if there's
21 a reading program and there's a two-hour reading
22 program, they are provided for -- all our boys, up
23 to two hours that they can go every day to a school
24 to participate in reading activities. So, that's
25 an in-kind services.

1 So, there's a hybrid that we can look at to
2 say, Okay, we're not going to -- we're not just
3 going to fund money straight to the school. We're
4 going to see some -- we want to have programs.

5 Or as part of your proposal, you can say,
6 These are some proposals for -- whether it's Raw
7 Academics or AlphaStar or whatever, we want these
8 vendors to go in and provide the service to these
9 schools on behalf of the Education Advisory
10 Committee to tackle what those issues may be.

11 So, the service is being provided. The City
12 is paying the bill. All the teachers and then the
13 principals have to do is make sure kids sign up for
14 this program.

15 So, there's multiple ways to do that, but we
16 just wanted to find out what is the -- the most
17 appropriate way that the board feels comfortable
18 with. So, we'll grab and what -- we'll grab what
19 the other cities are doing. We'll get you what
20 their models are.

21 And we'll see if we can have maybe one or two
22 members of their advisory board come and share, you
23 know, how it started, what have they done, what are
24 the dos and don'ts, and things they've learned.
25 And then you all can provide us direction on, you

1 know, which way do you -- you think the Education
2 Advisory Board wants to move moving forward?

3 CHAIRPERSON FOUSHEE: Yeah. I -- I -- I
4 personally -- Monique Foushee. I personally -- I
5 think -- I think all of the suggestions are great
6 suggestions. There definitely is a need for it.
7 Just like Dr. Lee said, we lost kids. We lost
8 funding.

9 The District, they give us a set budget in
10 May, but then there are holes that schools in this
11 area -- Title I schools have to fill in with their
12 Title I budget. The problem with Title I is, Title
13 I is very specific. You cannot use it for this.
14 You cannot use it for that.

15 And the other part is that people don't always
16 realize is, with Title I, you have to buy positions
17 with that. So, let's say you get 300,000, half a
18 million dollars, right?

19 If one coach costs \$100,000 and you've got to
20 buy teachers -- because the State says that if a
21 student is a level 1 or level 2 student, they have
22 to take an intensive reading course. The District
23 isn't budgeting their intensive reading, class
24 teachers, right?

25 So, let's say a school like Kennedy, there are

1 only 34 percent -- I take that back, 35.6 percent
2 of our kids who are proficient. Out of 100
3 percent, there are only 36 percent of the students
4 at Kennedy that read at a level 3 or higher, which
5 means 60 percent of our kids have to be in
6 intensive reading class. And the District is not
7 paying for all of those teachers. So, we have to
8 fund that out of Title I budget, which means when
9 it comes to other things, our -- our -- our hands
10 are tied.

11 So, I also -- I kind of wanted to just chime
12 in so you all understand that, like, when you see
13 schools like Suncoast that are flourishing and
14 their teacher appreciation week is beautiful and
15 they have shirts and they have this, they have
16 money.

17 And when you don't have money and you took
18 them last \$25 to buy a secretary for 6th grade --
19 because they don't buy that either. And when you
20 lose positions -- this year we lost an ESOL
21 position, we lost two teacher positions, and we
22 lost a secretary. We had to find money to pay for
23 all of that.

24 So, I think microgrants are fantastic, but I
25 think that our schools have to operate, and we

1 really do not have the funds right now to operate.
2 And then you're looking at everything that's going
3 on with raises. And teachers are like; this is
4 Palm Beach County. Y'all got money. And they're
5 shaking them upside down trying to get their -- and
6 listen, times are tough.

7 So, I think that the microgrants are great,
8 but I also think that you have to have some serious
9 conversation about how we can support these schools
10 because they're broke.

11 And maybe even open it up where they do a
12 grant application, right? John F. Kennedy Middle
13 School, Yega -- not Yega. Watkins, We want to do
14 this as the administration, and we're going to come
15 before the board and say, this is our plan. This
16 is how we're going to track data.

17 So, I definitely think that either way is
18 fine. If you decide you want to allocate money to
19 them and put in parameters. Y'all can't buy gift
20 cards with it. You can't buy Takis with it and hot
21 sausages with it, right? But you can fund after-
22 school tutorials, Saturday tutorial, or you can do
23 parent trainings, right?

24 I -- I -- I -- yeah, let's -- let's talk about
25 it. But I definitely think that -- I just want

1 everybody to understand that the schools here in
2 this -- in this area, in Riviera Beach, because of
3 our high Hispanic populations, they are hurting
4 financially because the numbers are down, and we
5 are broke. And that's my --

6 FEMALE SPEAKER 4: I --

7 CHAIRPERSON FOUSHEE: -- two cents.

8 FEMALE SPEAKER 4: -- I'm not going to live
9 there in Riviera.

10 CHAIRPERSON FOUSHEE: Yeah, you too, right,
11 and Lake Worth.

12 FEMALE SPEAKER 4: --

13 CHAIRPERSON FOUSHEE: Yeah. Yeah. We don't
14 have any money.

15 FEMALE SPEAKER 4: Same thing.

16 CHAIRPERSON FOUSHEE: So let's -- let's have
17 the discussions. Let's find out what are the
18 parameters that Boca, Wellington, Greenacres, what
19 -- what do they put in place?

20 But let's, absolutely, open it to the -- the
21 school itself as well as the teachers because
22 teachers have some amazing -- they are so creative.
23 They have amazing ideas for things that they want
24 to --

25 MS. KELLY: They already --

1 CHAIRPERSON FOUSHEE: -- do --

2 MS. KELLY: -- do it.

3 CHAIRPERSON FOUSHEE: Right.

4 MS. KELLY: Some of them are already doing
5 great things --

6 CHAIRPERSON FOUSHEE: With their own money.

7 MS. KELLY: -- with their own money.

8 CHAIRPERSON FOUSHEE: Right. Right, so.

9 MS. KELLY: (Indiscernible) that --

10 CHAIRPERSON FOUSHEE: Yeah.

11 MS. KELLY: -- that \$300 of whatever it is
12 we've already spent --

13 CHAIRPERSON FOUSHEE: 250, isn't it?

14 MS. KELLY: It's 300. Yeah.

15 CHAIRPERSON FOUSHEE: It's 300. The lead-
16 teacher money?

17 MS. KELLY: That's already spent in four hours
18 for those teachers.

19 FEMALE SPEAKER 4: Wow.

20 CHAIRPERSON FOUSHEE: Yeah. Yeah.

21 MS. KELLY: And it's only so much bigger than
22 things we need. You know --

23 CHAIRPERSON FOUSHEE: Right.

24 MS. KELLY: -- what I mean? I'm just -- and
25 you don't see it because I'm referring to y'all can

1 get --

2 CHAIRPERSON FOUSHEE: Put a cup out and a
3 sign.

4 MS. KELLY: Yeah. But you know what? I
5 really must say -- I must say, because they put me
6 on the hospitality committee this year. And -- and
7 the thing is, I reached out to a couple of
8 organizations.

9 Let me tell you, first thing they said was,
10 This is going to be the first person that ever came
11 to us to ask for support. I -- I don't know if you
12 guys know -- Construction. They have been here for
13 30 years, and I went and talked to them, and they
14 gave us \$5,000.

15 CHAIRPERSON FOUSHEE: Wow.

16 MS. KELLY: So, they was willing -- say, Ms.
17 Kelly, we're willing to do this, and we want to
18 continue this. But you have to reach out. Because
19 I'm a struggling businessman, and I'm not an
20 education major, but a business major.

21 If you're building around me and -- I'm a
22 student -- if you're building around us, you need
23 to invest some money in our schools.

24 And so I -- I told my principal, Why is
25 everything going on around us and you have all

1 these people here? Because you got a Walmart right
2 next door. We support them all the time. Why
3 can't they give us some -- some type of support?
4 You have to have that drive to say, When it deals
5 with us, it should be everything roll with us. You
6 -- you know what I mean?

7 I -- I just -- the -- I believe that we should
8 be able to use the resources. Our -- our college
9 right down the street from us, I called them. And
10 they said, Ms. Kelly, any time y'all have any
11 event, please call me and let me know.

12 You just have to -- the Bible says you have
13 not --

14 CHAIRPERSON FOUSHEE: Because you ask not.

15 MS. KELLY: You know what I'm saying? So,
16 we'd be -- some of the stuff we can do on our own,
17 and some of the stuff we can do in partnership with
18 the City.

19 But we have to understand, use the resources
20 around us because I've learned that over the years,
21 use what's around you because that -- I know that
22 you don't know where your next help is coming from.

23 CHAIRPERSON FOUSHEE: Right.

24 MR. EVANS: Yeah. You know, one of the things
25 that Ms. Kelly brings up a great point is that

1 you've got, you know, the Port of Palm Beach, right
2 there. They've got over a billion dollars worth of
3 import/export that goes into that port. You have
4 Tropical. You have Cisco. You have Cheney
5 Brothers. You have all these major companies,
6 Coca-Cola, Pepsi.

7 You've got multiple, multiple big-time
8 corporations here that would be willing to
9 participate, especially if it's a situation where
10 it's a bonafide committee established with people
11 that are appointed by the City, you know, that they
12 are targeted to address the educational challenge.
13 Because let's face it, if the educational
14 attainment in the City gets better, their workforce
15 is this community.

16 CHAIRPERSON FOUSHEE: Right.

17 MR. EVANS: They want to hire people from --

18 CHAIRPERSON FOUSHEE: Right.

19 MR. EVANS: -- the community. So, they're
20 looking for the next generation. What -- what is
21 their workforce? And so, there's -- you know, I
22 can definitely set up an opportunity, and we can
23 have our intergovernmental affairs administrator
24 come.

25 And we can have them out there and talking to

1 these businesses to say, Hey, we've got an -- we've
2 got an opportunity to -- you know, for you to
3 assist and participate in the foundations. There's
4 a multitude of foundations out there that would
5 contribute to the activities here. So, we can
6 independently look to -- to see what partnership we
7 can forge with --

8 MS. KELLY: Absolutely.

9 MR. EVANS: -- around the port.

10 CHAIRPERSON FOUSHEE: Absolutely.

11 MS. KELLY: --

12 CHAIRPERSON FOUSHEE: Agreed. All right.

13 Good talk. Discussion of -- I 'm sorry.

14 Discussion by Office of the City Manager.

15 MS. HALL: Check -- Schools of Hope. I want
16 to say that was --

17 MR. BROWN: Oh --

18 MS. HALL: Dr. Lee.

19 CHAIRPERSON FOUSHEE: Yeah, we took care of
20 that. Yeah. Dr. Lee hit that.

21 MS. HALL: So, you're already on item 11?

22 Discussion by Office of the City Manager.

23 MR. EVANS: Well, certainly, we'll bring back
24 the items associated with the budget. And so,
25 you'll have clarity with regards to that. And then

1 we'll map out, you know, what a timeline would be
2 as to how long it would take us to spin up one of
3 the public procurement process to move forward with
4 some of those activities.

5 And we'll also look to bring our
6 intergovernmental affairs and grants and
7 administrators in, have them do a little bit of
8 research, but also maybe it's a situation where we
9 can get a -- a letter from the Education Committee
10 that says, Hey, we're looking to raise. This is
11 our charge. This is our task.

12 And he can start having some of the
13 conversations with some of the local businesses
14 here to be able to assist in -- in addressing that.
15 And so, we're really excited about what the next
16 iteration is going to be for this board.

17 There's really a great opportunity and a lot
18 of momentum that this board can help us address
19 some of the challenges here.

20 So, our staff stands prepared, willing, and
21 able to -- to be able to assist you in any way that
22 you see fit. And obviously, getting the -- you
23 know, the monies out into the community, to the
24 people that are doing the work, and providing for
25 measurable outcomes that you can see that these

1 dollars are worthwhile.

2 And -- and I think the formation of this
3 committee was predicated on, we as the City know we
4 have to do more, but we need to rely on those that
5 are in the space to tell us what we should be
6 making those investments.

7 So, as I said earlier, as we continue to find
8 ways to make investments in education and track
9 that, we can expand and then we can bring
10 additional dollars to the table when necessary.
11 And that's my comments. Doc, do you have anything?

12 DR. HAYES: Yes. Thank you, Mr. Evans. So,
13 I've had the pleasure of visiting two schools over
14 the past couple of months. One of them was John F.
15 Kennedy. And I just want to say, even though you
16 have little, you're doing a whole lot.

17 They have a food pantry, which is not just for
18 the students and the parents. It's for the
19 community. I mean, the pantry has tons of food.
20 They shared with me that they put that information
21 out there. I don't know that they get many people
22 that come --

23 CHAIRPERSON FOUSHEE: We don't.

24 DR. HAYES: -- but --

25 CHAIRPERSON FOUSHEE: We don't.

1 DR. HAYES: -- it's there. And it's important
2 that the community knows about that.

3 Not only that, one of the things that I
4 really, really enjoyed when I visited the school
5 was having the backup clothing, the -- the laundry
6 room for those kids that would not be able to bathe
7 or can't bathe or whatever needs or issues that
8 they have that they -- they make sure they address
9 them. So, I just want to say kudos to JFK. You're
10 doing a --

11 CHAIRPERSON FOUSHEE: Thank you.

12 DR. HAYES: -- fantastic job.

13 CHAIRPERSON FOUSHEE: Thank you.

14 DR. HAYES: Again, you're doing it a lot with
15 a little.

16 CHAIRPERSON FOUSHEE: A lot with a little.

17 DR. HAYES: I mean, I was really, really
18 impressed with the school. It was completely
19 different from when I was there. I mean, the
20 school was phenomenal. So, great job.

21 I also had the opportunity to tag along with
22 Chief Coleman. We went to Washington Elementary,
23 and we met with Dr. Murray. And she is doing a
24 phenomenal job there. And he was talking about a
25 program that they implemented when he was police in

1 -- I guess, Delray, he said.

2 CHAIRPERSON FOUSHEE: Yeah.

3 DR. HAYES: In Delray. And it's called Roots
4 to Wings. You may have heard about that, but it's
5 an after-school program. It has shown some great
6 success. At least that's what I heard.

7 So, he's asking to come before the committee
8 and share that information with you at the next
9 meeting. So, if we could add that to the agenda,
10 that would be wonderful.

11 Washington Elementary is a C school. They
12 were very close to becoming a B school, and they
13 are asking for some support in doing that. Very
14 small school, but they're doing some mighty work in
15 the community. You know where that school --

16 CHAIRPERSON FOUSHEE: Right there.

17 DR. HAYES: -- is sitting at. So it's -- it's
18 just really great to be able to go to some of the
19 schools in Riviera Beach and meet with some of the
20 principals and just learn about what you all are
21 doing. So, just keep up the great work. Those are
22 my comments.

23 CHAIRPERSON FOUSHEE: Item 12 on the agenda is
24 discussion by committee liaison. Dr. Hayes? Do
25 you have any comments?

1 DR. HAYES: (Indiscernible.)

2 MR. EVANS: You got to show -- on the agenda,
3 or we take them out.

4 DR. HAYES: (Indiscernible.) Okay --

5 MS. HALL: And so, the next item number 13,
6 Discussion by Office of the City Council
7 Chairperson, Mr. Brown?

8 MR. BROWN: Yeah. Unfortunately, our Council
9 Chairperson Lanier couldn't be here tonight, but
10 she just loves the progress that -- that this
11 committee is making between Dr. Botel and her
12 constant emails and text messages and phone calls
13 and text messages with our chairperson here today.

14 It's just the committee is doing amazing work,
15 and we're just looking forward to the direction
16 that this committee is continuing to go in.

17 And there was another item that the
18 chairperson wanted me to mention. I can't
19 remember. But outside of that, we're just thankful
20 for the progress we're making.

21 And we thank Dr. Hayes for all of her
22 incredible work in keeping us organized, the City
23 administration's dedication to your -- continuing
24 to move this committee forward, so (indiscernible.)

25 MS. HALL: We're on item 14, Statements --

1 CHAIRPERSON FOUSHEE: Yeah.

2 MS. HALL: -- by the Riviera Beach Education
3 Advisory Board member.

4 MS. WASHINGTON-BOSTIC: Okay. So, I was
5 listening tonight, and I think I was really focused
6 on what you said, but especially what Ms. Kelly
7 said. Especially because I work in the college. I
8 work at Palm Beach State College in the Palm Beach
9 Gardens campus.

10 And I was just sharing with my provost how
11 much we have grown as far as students, because, you
12 know, COVID really, really did a major number. So,
13 where I'm kind of structured, at student
14 activities, which is right next door to us. And I
15 know a lot of our kids that are attending this
16 semester come from our local high schools in our
17 community.

18 And one of the things that the provost shared
19 is that he wanted to have more of a presence in our
20 community. And so, I'm just thinking here, like,
21 you know, how I'm going to approach him because I
22 think -- now, I think he will be definitely open
23 and willing.

24 But I definitely know that it's going to take
25 a village, so I can't do it by myself. But I

1 definitely would like to definitely invite him so
2 he can kind of hear.

3 Because a lot of our -- a lot of our children
4 are going to our local community colleges because
5 it's cheaper. It's easier on the pocket. But
6 also, too, we -- we do a wonderful job of trying to
7 prep our students for that next level.

8 But just like you said -- I'm sorry. I didn't
9 -- I don't remember your name.

10 MS. ROBINSON: Karen Robinson.

11 MS. WASHINGTON-BOSTIC: It starts when they're
12 little. It starts when they're little. And so,
13 sometimes my fight is even when they come to us,
14 they're missing so many other important components.

15 So, when I have an opportunity, I try to -- to
16 buy teachable moments. I mean, something as simple
17 as hygiene, something as simple as appropriate
18 dressing, you know, when you're going to, you know,
19 the classroom.

20 And so, I'm blessed to say that, you know,
21 they are accepting to me because I've seen them not
22 be so acceptable to other people. But I think it's
23 -- it's always how you approach them.

24 And not -- and they know that they're not
25 being judged. Because our children come with a lot

1 of difficult stories, right? And so, being able --
2 and I'm always telling them, you have to meet the
3 children where they are. And yes, they're 18 years
4 old, but they're still babies. They're still
5 babies.

6 They're still trying to figure out this crazy
7 world, right? And so, even as adults, it's a
8 struggle, right, because we're still trying to
9 figure out this crazy world as well.

10 So, I am very touched tonight, and I'm really
11 going to go back to him because you said space.
12 And we have a large space. And I'm just thinking
13 about how we can bring that where you can bring
14 those babies there to practice on the SAT, the ACT.

15 Dr. Lee left, but I really want to talk to him
16 about FCLE because my biggest thing is I would
17 prefer if the babies pass the FCLE before they even
18 get to college, because they're struggling.

19 So, if you don't know, they can't graduate
20 with their AA or AS degree if they have not passed
21 the FCLE. But if I can at least get them past it
22 in high school, once they go to college or
23 university or wherever they're deciding to go, that
24 component is done.

25 But it's just getting -- and I'm learning --

1 and -- and so you help me. But I'm learning that
2 they're only -- and the kids are sharing with me,
3 they're like, But that doesn't -- we -- the only
4 time we can take the FCLE is their senior year.
5 And I'm like, Their senior year? I'm like, That's
6 the only time?

7 So, we really have a lot of work to do with
8 our -- our babies and really working with the
9 school district as well, is trying to make sure
10 that they understand the importance of the FCLE,
11 and explain it to parents because parents look at
12 me like, What? I'm like, yeah.

13 They can't receive their degree without it.
14 So, I really want to work with -- he was coming to
15 try to work with my co-host to try to see if we can
16 provide a larger space for the kids on Saturday,
17 because we do have a large space.

18 I might have to beg and plead and do a dance,
19 but I -- I really -- I really -- well, maybe not.
20 But I literally would like to see those
21 opportunities because those same babies that you're
22 helping for SAT, ACT, and so forth and so on, those
23 are the same ones that are coming right to Palm
24 Beach State College.

25 And so, I think for him, it'll be an

1 opportunity to see the beautiful city of Riviera
2 Beach, of course, but also to be able to have that
3 collaboration with my -- with our community, so.

4 MS. KEYANA SMITH: So, like Dr. Bostic -- and
5 I -- I also am an adjunct at the Lake Worth campus,
6 but I'm also a high school counselor. And I know
7 that there are deficits. We -- we have to get them
8 at the foundation.

9 You know, start early so that way, when they
10 come to us, we don't see as many deficits. I mean,
11 I've seen children -- and they graduated, but the
12 boy couldn't read.

13 I mean, you know, that's what -- that's really
14 what we're dealing with district-wide. It's not
15 just a Riviera Beach thing, but it's district-wide.

16 And so, my thing I want to add, I know we want
17 to focus there, but I would like us also to maybe
18 look at the high school students and maybe
19 providing some, I would say I have post-secondary
20 workshops for academic and career planning because
21 you sit with post -- I sit with them and -- and
22 what are you going to do? And they have no clue.

23 Even though we work with them and we talk to
24 them and we provide resources so that they can make
25 well-informed decisions, a lot of life -- life

1 starts happening. And so, you know, they really
2 almost are clueless sometimes by the time senior
3 year gets there. And so, we're really trying to
4 prepare them. I think we could do a better job of
5 -- of preparing them for whatever that next step
6 does look like, you know.

7 And most of them, they at Palm Beach State
8 College because it's -- it's less expensive. And
9 for cultural reasons, some cultures, they just
10 don't want the children to go away. So, like,
11 they're kind of keeping them close to home.

12 So, I think if we could, somewhere in the
13 committee, add a -- a little piece for our high
14 school students as well, that, you know, maybe we
15 can make a difference with them as they transition
16 on to adulthood.

17 CHAIRPERSON FOUSHEE: Quick ask. Quick ask.
18 Our next meeting, is it possible for us to have a
19 date that you were saying for us to get together
20 and really hash some things out to have, like, a
21 solid date or two possible dates?

22 And then maybe we also can talk about --
23 because I know one of the subcommittees that we
24 talked about, Sammie, you -- I'm right, right,
25 about the -- the Tropical Shipping and all of that

1 -- and all of that -- that, right, Dr. Botel? All
2 of --

3 VICE CHAIRPERSON DR. BOTEL: Yes.

4 CHAIRPERSON FOUSHEE: -- that falls into what
5 she was saying. So, maybe we just have some -- we
6 solidify some dates, right? Then we can get it up
7 off the ground. Because I -- I hear us saying the
8 same things, and we have things in place, we just
9 have to get some dates.

10 MR. BROWN: -- who you guys going to talk --
11 be included on the --

12 CHAIRPERSON FOUSHEE: Yeah.

13 MR. BROWN: -- workshop for you all?

14 CHAIRPERSON FOUSHEE: And I know we had spoken
15 before about doing a retreat.

16 MR. BROWN: (Indiscernible.)

17 CHAIRPERSON FOUSHEE: Yes?

18 MR. EVANS: Yes.

19 CHAIRPERSON FOUSHEE: Yes. We -- yes. So,
20 yeah, we can, like, solidify some things. I just
21 feel like if we don't start doing something, we
22 will -- the year will be over. And I don't want it
23 --

24 MR. BROWN: (Indiscernible.)

25 CHAIRPERSON FOUSHEE: -- to be --

1 MR. BROWN: -- discuss --

2 CHAIRPERSON FOUSHEE: -- unfruitful.

3 MR. BROWN: -- a time thing, or we want to
4 come out and --

5 CHAIRPERSON FOUSHEE: Just date.

6 MR. EVANS: Well, you know, with -- with, you
7 know, the holidays and stuff like that, you know,
8 when you all are not in the classroom, there's --
9 there's days that you say, Hey, we're available,
10 whether it's Monday through Saturday --

11 CHAIRPERSON FOUSHEE: Okay.

12 MR. EVANS: -- that we -- because what we --
13 what we really need is probably five to six hours
14 where we can kind of --

15 CHAIRPERSON FOUSHEE: Hash --

16 MR. EVANS: -- (Indiscernible.)

17 CHAIRPERSON FOUSHEE: -- some stuff out.

18 MR. EVANS: -- and go through, tear things up,
19 build it up --

20 CHAIRPERSON FOUSHEE: Right.

21 MR. EVANS: -- and then be able to leave there
22 with, okay, with some marching orders associated
23 with that.

24 And so, if, you know, you all want to look at
25 what your availability is and, you know, we can do

1 what is a search through of, you know -- what is
2 it? -- dual calendar or something, some function
3 that -- you know, service out there to see what
4 everybody's availability is.

5 But we probably need what is a -- you know, a
6 six-hour window that we can, you know, start in the
7 morning and work till, you know, the afternoon --

8 FEMALE SPEAKER 5: Work --

9 MR. EVANS: -- to kind of -- yeah.

10 CHAIRPERSON FOUSHEE: December? Do we want to
11 look at December and come back? December, January?
12 Because I know you said you have months that you
13 have to get it done, and we don't want to wait
14 until the last minute.

15 MR. EVANS: Yeah. And then the thing is, you
16 know, things tend to just naturally slow down
17 during the holidays --

18 CHAIRPERSON FOUSHEE: Right.

19 MR. EVANS: -- so we have more availability.

20 CHAIRPERSON FOUSHEE: Okay.

21 MR. EVANS: So you know, if it's between now
22 till -- till the 1st of the year, if there's days
23 that -- you know, school's out and, you know, the
24 schedule is not as hectic as it is --

25 CHAIRPERSON FOUSHEE: Right.

1 MR. EVANS: -- and there's a, you know,
2 weekend date or a weekday date that we can sit
3 there and, you know, hammer things out, then we'll
4 make ourselves.

5 MR. BROWN: If you decide on December, we can
6 send out a -- poll -- if you --

7 CHAIRPERSON FOUSHEE: Yes.

8 MR. EVANS: -- for -- for December.

9 CHAIRPERSON FOUSHEE: Yes.

10 MR. BROWN: Is that the case?

11 CHAIRPERSON FOUSHEE: Yes.

12 MR. BROWN: Okay.

13 CHAIRPERSON FOUSHEE: Yes.

14 MS. HALL: I think -- is everyone okay to
15 Saturday?

16 MS. KEYANA SMITH: Yes.

17 CHAIRPERSON FOUSHEE: I'm fine.

18 MS. WASHINGTON-BOSTIC: I'm fine with it.

19 CHAIRPERSON FOUSHEE: I have a little one, but
20 as long as he has a tablet, he's fine.

21 MS. HALL: I mean, you know, just in case
22 because I know with the holidays people get --

23 CHAIRPERSON FOUSHEE: Yeah, no, no, no. I'm
24 fine. I'm here.

25 MS. HALL: But, you know, just --

1 CHAIRPERSON FOUSHEE: Dr. Botel?

2 MS. HALL: Okay.

3 VICE CHAIRPERSON DR. BOTEL: Yes.

4 CHAIRPERSON FOUSHEE: That works for you?

5 VICE CHAIRPERSON DR. BOTEL: Yes. Absolutely.

6 CHAIRPERSON FOUSHEE: Okay.

7 VICE CHAIRPERSON DR. BOTEL: I'm -- yes.

8 CHAIRPERSON FOUSHEE: Okay.

9 MR. BROWN: Okay. Sounds good.

10 CHAIRPERSON FOUSHEE: Okay.

11 MR. BROWN: And then the next item on the
12 agenda will be a discussion of the future meeting
13 dates. The schedule's in front of you. So, some
14 of these may come quick with holidays, and I'm just
15 -- so we may change them as we go along.

16 But for the most part, these are the dates for
17 fiscal year 2025 and 2026. And just let us know
18 now if any of these dates are --

19 MS. WASHINGTON-BOSTIC: Oh, I have something
20 to share. As long as it's not the one we scheduled
21 last Saturday, it's not the week of December 5th
22 because I'm away for a conference.

23 MS. HALL: Okay.

24 VICE CHAIRPERSON DR. BOTEL: It's on Friday.
25 Oh, wait. Saturday.

1 MS. HALL: We also still have three board
2 members, who might want to --

3 MR. EVANS: Yes.

4 MR. BROWN: (Indiscernible.)

5 MS. HALL: -- (Indiscernible.)

6 CHAIRPERSON FOUSHEE: Oh, yeah.

7 MS. DENISE SMITH: I don't have anything to
8 add at this time because everything -- I mean,
9 everything was hit on the head to start with Keyana
10 Smith. I couldn't agree with you more, Ms. Karen,
11 about -- like, I'm in elementary education.

12 I've been in elementary ed for 20 years now.
13 And out of all of my years and in my position now,
14 I have not seen more disparity with our
15 kindergartners coming in than ever before.

16 You talked about not -- them not being able to
17 write their names. Let's look at them not being
18 able to recognize their name, not being able to
19 recognize, you know, those basic fundamental
20 skills.

21 The letters -- in it -- the letters just
22 sounds like everyone had to be administered their
23 core funding successfully this year. Every student
24 in Palm Beach County in elementary -- in
25 elementary.

1 For them to come in, and literally, where it's
2 like zeros across the board, we're breaking it all
3 the way down. So, something definitely has to be
4 done.

5 And these are -- you know, these are our
6 babies, homegrown. A lot of times, we see they're
7 not going from here out west. No, they're rotating
8 from school to school right here within our city.
9 So, there are lots of things that need to be
10 changed.

11 And, you know, getting that -- setting that
12 firm and sure foundation, you're not going to build
13 up a solid structure if that foundation has not
14 been tilled and, you know, it hasn't been built up.

15 We got to give the water, the soil, all of
16 those things, and control those things that are
17 within our means to control, because we can't be in
18 the home, you know. But when they are in front of
19 us and when we are able to give them our
20 instruction and our time, that's how we are able to
21 do it. So, thank you again for -- for your input.
22 So -- but that's all.

23 MR. BROWN: I'm sorry. I didn't mean to --

24 MS. DENISE SMITH: (Indiscernible.)

25 MS. HALL: Dr. Botel?

1 VICE CHAIRPERSON DR. BOTEL: You know, I just
2 want to echo what this young lady just said. You
3 know how passionate I am about preschool and early
4 childhood. And I'm -- I'm excited to have heard
5 the provider of the family daycare. I'm hoping
6 that Sammie got her information so we can reach out
7 and sit down and have a frank conversation about
8 how we can help.

9 I'm looking forward to hearing from Wellington
10 and the other municipalities as to what they're
11 doing because I would -- I would not be adverse to
12 direct support with parameters. And that's what
13 I'm looking to see, what -- what are the parameters
14 that they've established. I think that's it.

15 Thanks. I wish I were there. It's crummy
16 being away, but.

17 CHAIRPERSON FOUSHEE: Feel better.

18 VICE CHAIRPERSON DR. BOTEL: Thank you.

19 CHAIRPERSON FOUSHEE: Okay.

20 MS. HALL: Ms. Chairman?

21 CHAIRPERSON FOUSHEE: All right. No. No,
22 ma'am.

23 MS. HALL: I'm sorry.

24 CHAIRPERSON FOUSHEE: I'm good.

25 MS. HALL: Chairperson Foushee?

1 CHAIRPERSON FOUSHEE: Yes. No.

2 MS. HALL: No comment?

3 CHAIRPERSON FOUSHEE: No, ma'am.

4 MS. HALL: Okay. Would you like to continue
5 with when we schedule?

6 MR. BROWN: So sorry about that. Thank you,
7 Ms. (Indiscernible). But yeah, these are the dates
8 in front of you (Indiscernible) has commented to
9 you about the conference. Just let us know in
10 advance if you want to be able to attend so we can
11 just assure that we have a quorum for the meeting
12 moving forward.

13 MS. KEYANA SMITH: Okay.

14 MR. BROWN: But that's it --

15 MS. KEYANA SMITH: Sounds good.

16 MR. BROWN: -- from me.

17 MS. HALL: (Indiscernible.)

18 MR. BROWN: (Indiscernible.)

19 MS. HALL: Yes. Actually, two more things.
20 We -- and that (Indiscernible) when we send out
21 those -- that form, could you also include Gmail
22 addresses?

23 We're looking to either come up with a
24 standard email address for all of you. So, he's
25 going to add a couple of different platforms that

1 you can use. So, it could either be Gmail. What
2 else is out there?

3 MR. BROWN: We can stick to Gmail.

4 (Multiple Speakers.)

5 CHAIRPERSON FOUSHEE: Agreed. Agreed.

6 VICE CHAIRPERSON DR. BOTEL: (Indiscernible.)

7 CHAIRPERSON FOUSHEE: Yeah.

8 MS. HALL: And the -- it's okay, Madam Chair?
9 I was going to say Dr. Foushee, but Chairperson
10 Foushee --

11 CHAIRPERSON FOUSHEE: For me, I guess, I got
12 to go school.

13 MS. HALL: (Indiscernible.)

14 CHAIRPERSON FOUSHEE: Oh, yeah.

15 MS. HALL: -- just wanted to present you with
16 a card --

17 CHAIRPERSON FOUSHEE: Oh, thank you so much.

18 MS. HALL: -- on behalf of --

19 CHAIRPERSON FOUSHEE: Thank you.

20 MS. HALL: -- everyone.

21 CHAIRPERSON FOUSHEE: Thank y'all.

22 MR. BROWN: Pretty good. (Indiscernible) and
23 that was all --

24 CHAIRPERSON FOUSHEE: Thank you so much.
25 Thank you.

1 FEMALE SPEAKER 6: I brought you something.

2 CHAIRPERSON FOUSHEE: What?

3 FEMALE SPEAKER 6: A (Indiscernible) present.

4 CHAIRPERSON FOUSHEE: What?

5 FEMALE SPEAKER 6: Yeah. I mean, I wasn't
6 really --

7 CHAIRPERSON FOUSHEE: Oh, thank you so much.
8 What? Thank you so much. Oh, y'all are so sweet.
9 Thank you. All right. So, at this time, we're
10 going to adjourn the meeting.

11

12 (Thereupon, the proceedings were concluded.)

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CERTIFICATE OF TRANSCRIPTION

The above and foregoing transcript is a true and correct typed copy of the contents of the file, which was digitally recorded in the proceeding identified at the beginning of the transcript, to the best of my ability, knowledge, and belief.

Haiddy Discua

Haiddy Discua, Transcriber

November 28, 2025

AGENDA ITEM 2

CITY OF RIVIERA BEACH

IN RE:

CITY OF RIVIERA BEACH

_____ /



CITY OF RIVIERA BEACH
EDUCATION BOARD MEETING

DATE TAKEN: January 8, 2026

TIME: 6:00 PM - 7:52 PM

1 APPEARANCES:
2 MONIQUE FOUSHEE, CHAIRPERSON
3 JULIA A. BOTEL, VICE CHAIRPERSON
4 MAKAYLA MARTIN, SECRETARY
5 DR. DENISE SMITH, BOARD MEMBER
6 TANYA WASHINGTON-BOSTIC, ED.D
7 KEYANA M. SMITH, BOARD MEMBER
8 DR. LATONDRA HAYES, COMMITTEE LIAISON, BOARD MEMBER
9 JONATHAN E. EVANS, CITY MANAGER
10 DEBRAH HALL, CITY CLERK
11 SHIRLEY D. LANIER, COUNCIL REPRESENTATIVE
12 SAMMIE T. BROWN, LEGISLATIVE ASSISTANT
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P R O C E E D I N G S

(Thereupon, the following proceedings were heard at
6:00 PM.)

CHAIRPERSON FOUSHEE: All right. We're going
to go ahead and call this meeting to order. First,
we have the roll call.

MS. HALL: Chairperson Monique Foushee?

CHAIRPERSON FOUSHEE: Here.

MS. HALL: Vice Chairperson Julia Botel?

VICE CHAIRPERSON BOTEL: Here.

MS. HALL: Secretary Makayla Martin?

MS. MARTIN: Here.

MS. HALL: Board Member Denise Smith?

CHAIRPERSON FOUSHEE: Denise?

MS. DENISE SMITH: Here.

MS. HALL: Board Member Tanya Washington-
Bostic?

MS. WASHINGTON-BOSTIC: Here.

MS. HALL: Board Member Keyana M. Smith?

MS. KEYANA SMITH: (No audible response.)

MS. HALL: Committee Liaison, Dr. Latronda
Hayes?

MS. HAYES: Here.

MS. HALL: City Manager Jonathan Evans?

MR. EVANS: (No audible response.)

1 MS. HALL: City Clerk Debra Hall is present.
2 City Council Representative Shirley Lanier?

3 MS. LANIER: (No audible response.)

4 MS. HALL: Legislative Assistant Sammie Brown?

5 MR. BROWN: Here.

6 MS. HALL: Madam Chair, you may proceed. You
7 have a quorum.

8 CHAIRPERSON FOUSHEE: Thank you so much. And
9 once again, good evening to everyone. At this
10 time, we'll have the Pledge of Allegiance.

11 MS. MARTIN: I want to go if --

12 MS. HALL: Pledge of Allegiance by Makayla
13 Martin.

14 MS. MARTIN: I pledge allegiance --

15 VARIOUS: To the Flag of the United States of
16 America, and to the Republic for which it stands,
17 one Nation under God, indivisible, with liberty and
18 justice for all.

19 CHAIRPERSON FOUSHEE: Thank you. Okay. Are
20 there any additions, deletions, or substitutions to
21 tonight's agenda?

22 MS. WASHINGTON-BOSTIC: No.

23 CHAIRPERSON FOUSHEE: No? So, we're going to
24 go ahead and accept the agenda as is?

25 VICE CHAIRPERSON BOTEL: Motion to accept the

1 agenda.

2 MS. WASHINGTON-BOSTIC: I second.

3 CHAIRPERSON FOUSHEE: Okay. It's been moved

4 and second. All right.

5 MS. HALL: Board -- Board Member Martin?

6 MS. MARTIN: Aye.

7 CHAIRPERSON FOUSHEE: Yes.

8 MS. HALL: Board Member Bostic?

9 MS. WASHINGTON-BOSTIC: I second.

10 MS. HALL: We're -- I'm asking for your vote.

11 Yes or --

12 MS. WASHINGTON-BOSTIC: Yes.

13 MS. HALL: Vice Chair, Dr. Botel?

14 VICE CHAIRPERSON BOTEL: Yes.

15 MS. HALL: And Chairperson Foushee?

16 CHAIRPERSON FOUSHEE: Yes, ma'am.

17 FEMALE SPEAKER 1: That's -- Smith.

18 MS. HALL: I'm sorry. And Board Member Smith?

19 I'm sorry.

20 MS. DENISE SMITH: Yeah.

21 CHAIRPERSON FOUSHEE: She said yes.

22 MS. HALL: She said yes. Okay. Thank you,

23 everyone. That's a unanimous vote --

24 CHAIRPERSON FOUSHEE: Okay. Thank you. All

25 right. Meeting minutes. There was an issue, so we

1 do not have the minutes for -- from the next
2 meeting, but they will be submitted at our next
3 meeting. So, our apologies for that. Our regular
4 agenda -- do I need to read through it?

5 MS. HALL: I can do -- Madam Chair, I can do
6 that.

7 CHAIRPERSON FOUSHEE: Okay. Thank you.

8 MS. HALL: Next, under the regular agenda,
9 item number 1 is presentation by RAW Academic
10 Services. And Dr. Latronda Hayes will assist in
11 that presentation.

12 MS. HAYES: Good evening. Dr. Latronda Hayes,
13 assistant to the city manager and the liaison for
14 the City of Riviera Beach Education Advisory
15 Committee, presenting to you all RAW Academics.

16 Over the summer, the Riviera Beach Committee
17 proudly supported the READ initiative. And with
18 that support, we were able to implement the READ
19 Program across our summer camps. As a part of this
20 effort, we welcome two academic program providers
21 who work directly with our youth, helping them to
22 strengthen their skills in language arts, math, and
23 reading.

24 This evening, I have the pleasure of
25 introducing one of those partners, RAW Academics.

1 They will present their presentations. Thank you.

2 MR. EDWARDS: Thank you, ma'am.

3 MS. EDWARDS: Thank you.

4 CHAIRPERSON FOUSHEE: You're welcome.

5 MS. EDWARDS: Thank you.

6 CHAIRPERSON FOUSHEE: Yeah.

7 MR. EDWARDS: Okay, guys. Thank you,
8 everyone. We're glad to be here. We're excited to
9 present our results and overview of the 2025 Summer
10 READ Program, in addition to what we've been doing
11 since. I'm sorry. Can you guys hear me?

12 MS. HALL: Yes.

13 CHAIRPERSON FOUSHEE: Uh-huh.

14 MS. HALL: For the record, would you please
15 both give your names, please?

16 MR. EDWARDS: Absolutely. I'm O'Brien
17 Edwards.

18 MS. EDWARDS: Good evening, everyone. I'm
19 India Edwards.

20 CHAIRPERSON FOUSHEE: Thank you.

21 MR. EDWARDS: Okay. So, if you guys could
22 turn over to the first slide.

23 All right. Just to give you a snapshot, our
24 program -- of our program scale, it ran for five
25 weeks from late June to the beginning of August.

1 We were thrilled to serve over 250 students,
2 providing targeted support in math, English,
3 language arts, and social-emotional learning.

4 MS. EDWARDS: Let's talk about the students we
5 served.

6 The participants were predominantly Black or
7 African American, with a small percentage of
8 Hispanic students, ranging in ages from 5 to 17 and
9 kindergarten to 10th grade. The participation
10 trend is particularly exciting.

11 As you can see from the chart, the READ
12 Program was built from the ground up, going from
13 zero participants into 2024 to 250 this past
14 summer, which speaks to the significant needs and
15 interest in our community.

16 MR. EDWARDS: All right. Slide -- going over
17 to the next slide.

18 Our curriculum was thoughtfully designed with
19 key four pillars in mind. It was aligned with
20 state standards to ensure it -- it complemented
21 school year learning.

22 It was grade-level-specific to meet the needs
23 of our students. Social-emotional learning was not
24 only infused throughout the academic content, but
25 it was also implemented explicitly. And finally,

1 we have emphasized peer collaboration, which was a
2 major component of our works.

3 MS. EDWARDS: Now for the results. Here we
4 see -- we're on page 9. We see academic growth for
5 our elementary students.

6 In English, language arts, there were
7 remarkable 25-percentage-point increase in
8 proficiency, from 43 percent to 68 percent. In
9 math, we saw a solid 3-point gain. These numbers
10 represent significant progress in a short amount of
11 time.

12 MR. EDWARDS: Heading over to slide 11.
13 Looking at the combined results for all students --
14 I'm sorry. I think we missed several --

15 VICE CHAIRPERSON BOTEL: You seem to be
16 skipping --

17 MR. EDWARDS: Yes.

18 VICE CHAIRPERSON BOTEL: -- one for everyone
19 we have in this packet --

20 MS. EDWARDS: We skipped one?

21 VICE CHAIRPERSON BOTEL: You skipped every
22 other one --

23 MR. EDWARDS: Yeah, we --

24 VICE CHAIRPERSON BOTEL: That's okay.

25 FEMALE SPEAKER 2: (Indiscernible.)

1 MS. EDWARDS: Okay.

2 VICE CHAIRPERSON BOTEL: We've been -- we've
3 been -- we've been -- we've been following.

4 CHAIRPERSON FOUSHEE: I don't see numbers.
5 This one --

6 MR. EDWARDS: Oh, okay. All right. We
7 apologize.

8 MS. EDWARDS: Oh, we -- we have the notes that
9 you all have, so.

10 CHAIRPERSON FOUSHEE: Oh, okay. We have --
11 okay.

12 MS. EDWARDS: Yes. We have to toggle between
13 --

14 MR. EDWARDS: I think we missed -- 7 to 9?

15 CHAIRPERSON FOUSHEE: Which one?

16 MR. EDWARDS: The new slide.

17 CHAIRPERSON FOUSHEE: Oh, so --
18 Y'all see that?

19 MR. EDWARDS: (Indiscernible.)

20 FEMALE SPEAKER 3: (Indiscernible).

21 VICE CHAIRPERSON BOTEL: Do you want to just
22 use this?

23 MR. EDWARDS: Please.

24 MS. EDWARDS: Yes.

25 MR. EDWARDS: Sorry about that.

1 CHAIRPERSON FOUSHEE: Okay.

2 MR. EDWARDS: I'll use --

3 MS. EDWARDS: This one.

4 MR. EDWARDS: All right. So, I apologize
5 about that, guys. I want to make sure that we talk
6 about the -- okay. We just talked about the
7 growth. We just go from there, okay?

8 For the growth, for elementary language arts,
9 there was a 25-percent-point increase -- do y'all
10 read that?

11 CHAIRPERSON FOUSHEE: That's okay.

12 MR. EDWARDS: 25 percent increase from 43
13 percent to 68 percent. At math, we saw a solid 3-
14 point gain, okay?

15 Moving on, I think we missed the high school,
16 but we're talking about the combined. Looking for
17 combined results for all students, the growth is
18 even more striking. Overall, we had an ELA
19 proficiency increase by 19 percent combined.

20 That's -- that's dealing with primary and
21 secondary. And then for math, we had an increase
22 of 8 points. All right. This is a testament of
23 our hard work with our students and staff.

24 MS. EDWARDS: So, our --

25 VICE CHAIRPERSON BOTEL: Can I just --

1 MS. EDWARDS: Yes.

2 VICE CHAIRPERSON BOTEL: You're -- you're
3 skipping every other page of what we have in our
4 handout.

5 MS. EDWARDS: On this one?

6 VICE CHAIRPERSON BOTEL: For -- yeah. Like,
7 you're just --

8 CHAIRPERSON FOUSHEE: I think they're --
9 they're duplicates.

10 MS. EDWARDS: We probably had --

11 VICE CHAIRPERSON BOTEL: Huh?

12 CHAIRPERSON FOUSHEE: I think they're
13 duplicates.

14 MR. EDWARDS: (Indiscernible.)

15 VICE CHAIRPERSON BOTEL: No. No.

16 MS. EDWARDS: Yeah.

17 VICE CHAIRPERSON BOTEL: Like, we have a page
18 that says skills gained.

19 MS. EDWARDS: Oh, and he definitely wants to
20 cover that.

21 MR. EDWARDS: Yes.

22 VICE CHAIRPERSON BOTEL: You -- you don't have
23 --

24 MS. EDWARDS: Share that one.

25 VICE CHAIRPERSON BOTEL: You -- you got -- you

1 got to --

2 MR. EDWARDS: Yeah. It should be in.

3 MS. EDWARDS: Okay. We do apologize --

4 VICE CHAIRPERSON BOTEL: It's okay.

5 MS. EDWARDS: -- it printed out. Let me see.

6 VICE CHAIRPERSON BOTEL: It seems to have only

7 printed the odd pages in your notes, but then --

8 MS. EDWARDS: There you go. There you go.

9 CHAIRPERSON FOUSHEE: I don't think we were

10 there yet.

11 MS. EDWARDS: All right.

12 MR. EDWARDS: Thank you.

13 CHAIRPERSON FOUSHEE: They were still going

14 over the data.

15 MS. EDWARDS: So, we do appreciate that and --

16 okay. So, the skills gained.

17 CHAIRPERSON FOUSHEE: I don't think we were

18 there yet.

19 MS. EDWARDS: For the elementary group, they

20 improved reading points, so the comprehension

21 skills, vocabulary expansion through exposure to

22 various texts. Goal setting and tracking progress.

23 And we asked them questions on, you know,

24 Where you felt you were at the beginning, and then

25 at the end, how did you feel about reading, or, you

1 know, how did you feel about your scores?

2 And they expressed that to us in their
3 friendly way of letting us know, Oh, I felt better.
4 I know I can do well. I'm ready for school. Or
5 even we have some parents where they contacted us
6 and still want to continue, and they are continuing
7 tutoring services.

8 Text preparation strategy. Critical thinking
9 through problem-solving activities, taking
10 ownership and accountability, and motivating
11 yourself where you feel, like, the text is too
12 hard, being able to sound out those words and
13 comprehend what you're reading to help you answer
14 those comprehension questions.

15 For secondary group, which is middle and high
16 school, improve reading fluency and comprehension
17 skills, vocabulary expansion through exposure to
18 varying texts as well. They were goal setting and
19 tracking progress as well.

20 Test preparation and strategies, reinforcement
21 of foundational math facts, especially
22 multiplication factors, fractions, and decimal,
23 which is really our huge component that we see that
24 our students are struggling with.

25 Support with pre-algebra and algebraic

1 reasoning, critical thinking through problem-
2 solving activities, and building persistent and
3 stamina, which is really important, just to be able
4 to focus and think things through. Some of our
5 students struggle just, you know, sitting there in
6 that setting and focusing on the content of it, you
7 know.

8 So, what do you do during that time? What
9 strategies can you yourself do to motivate and hold
10 yourself accountable for what you need to know?
11 And strengthening peer collaboration.

12 Collaboration and partnership is huge. So,
13 working together and even forming groups, you know,
14 study groups, or being friends with someone that
15 can assist you, supporting you, that is something
16 that we encourage the students to do.

17 And don't be afraid to do it. Like, tutoring
18 is okay. It's fine. It's a part of training. I'm
19 a teacher. I have to go to trainings all the time.
20 That is tutoring for me.

21 So just making those connections with the
22 students so they can understand why this is
23 important and how you can share that with your
24 peers, okay?

25 MR. EDWARDS: All right. So, we are -- it

1 seems to be back on track. Thank you, guys.

2 All right. So, we want to talk about some
3 success stories or site feedback.

4 And I'm on this slide right here. All right.
5 So, the first thing we want to talk about is the
6 combination of academics and the -- I'm sorry, the
7 site --

8 The combination of academics and recreational
9 activities enable students to actively focus on
10 their educational objectives.

11 So, it was great to have that back-and-forth
12 with education. And then obviously, we have a
13 short time for education and a -- a short time for
14 play. We was able to work that back and forth
15 between our staff and then the recreational staff.

16 Second thing, site feedback, recommendations
17 for improvement. Obviously, the sites presented
18 some challenges for us.

19 And so, we suggest that encouraging students
20 by selecting a group -- selecting a group each
21 session for a -- for a special privilege, provided
22 they meet both academic and behavioral
23 expectations.

24 So obviously, when you have a -- a bunch of
25 students from a bunch of different places, you have

1 some students that are on track and -- and they're
2 working into it, and you have some student -- other
3 students who may not be as engaged or may be more
4 reluctant. So, providing more positive incentives
5 and more positive reinforcements during that time
6 period will help with the transitional educational
7 services.

8 MS. EDWARDS: Okay.

9 MR. EDWARDS: Site feedback. Still there,
10 number three. With the different needs of
11 students, we could have -- we could have benefited
12 if there were separate spaces or rooms. So,
13 everyone pretty much was in the gym area. Yes, we
14 did utilize the stage, and yes, we did section off
15 the floors.

16 But, you know, if my brother is over there in
17 that group and he -- you know, and I see him and
18 he's kind of having a little fun, I want to have a
19 little fun with him.

20 And so, if we're able to separate groups and
21 not kind of have everyone in there. If I have a
22 student who may have been in crisis, then everyone
23 is affected by that crisis moment. So, by being
24 able to separate the groups, that would be more
25 beneficial for doing education time.

1 And then the last story or feedback.
2 Recommended improvements. To enhance -- I'm -- so
3 yeah. To enhance motivation and participation, we
4 should collaborate and align some of the lessons
5 with games that students already know and enjoy.

6 But that's going to make sure that we have
7 enough time to make sure that we're able to plan
8 and implement that within our career.

9 MS. EDWARDS: And so, then we have the
10 teachers' feedback. And we were very particular
11 about the teachers that we chose to assist us with
12 this journey and this mission, shall I say. You
13 had to be extremely passionate about the students.
14 You also had to show that you can have patience
15 with them and understand their backgrounds.

16 And we were truly blessed to have phenomenal
17 teachers from Palm Beach County School District as
18 well, who we worked with over a long period of time
19 to really assist us. And they actually enjoyed it,
20 you know.

21 And so, one of the teachers say, the regular
22 attendance among students led to significant
23 enhancement in their confidence and their -- and
24 eagerness to tackle challenging assignments.
25 Because we did give them grade-level assignments,

1 and some were above grade level. And at the end of
2 the day, I love to challenge them and just to meet
3 them where they are at times.

4 And then one -- another teacher said, Students
5 started to engage more actively in discussions,
6 share their insight and perspective over time. It
7 was nice to build relationships with the students.
8 The learning experience for everyone involved was
9 positive. That was by Mr. Hankins.

10 The person who'll respond in Spanish. She
11 work at Palm Beach Gardens too. She's a ESE
12 teacher. She's certified in math and reading. And
13 Mr. Hankins, he's also a math teacher as well.

14 And Ms. Smith stated, we did -- and Ms. Smith
15 is an AP at Palm Beach Gardens High School, but she
16 also -- she -- she's -- she has her reading
17 endorsements, and so -- and she can work in both
18 areas when it comes to intensive reading or ELA.

19 And she said, We did have to break down
20 barriers at first because it was summer. Like, in
21 the summertime, who wants to really learn or -- you
22 know.

23 But students start to feel more comfortable
24 and actually started to seek help, understanding
25 that regardless, you can't hide away from

1 multiplication factors, or you're going to be
2 reading text anyways at home, so you might as well
3 start early, which is something that we highly
4 encourage parents to do. This openness further
5 contributed to their academic growth and personal
6 development. That was from Ms. Smith.

7 MR. EDWARDS: All right. And so, I'm actually
8 going to skip two slides. I'm going to go straight
9 to closing summary and key takeaways from the
10 actual program. And it's on this page right here.

11 VICE CHAIRPERSON BOTEL: Okay.

12 MR. EDWARDS: Okay?

13 CHAIRPERSON FOUSHEE: Uh-huh.

14 MR. EDWARDS: And so, for the first -- the
15 first takeaway, the 2025 READ Program demonstrated
16 exceptional success, engaging 250 students and its
17 time -- in its first year of operation.

18 Guys, when we came into the actual building
19 and -- and kids looked at us, they said, "I don't
20 know what you -- I don't -- I don't know what you
21 all are doing here, but that's not why we came
22 here. And so, we really had to win over those
23 students.

24 MS. EDWARDS: Yes.

25 MR. EDWARDS: We really had to let them know

1 that Hey, we are here for a good time and not a
2 long time. We want you guys to be able to enjoy
3 whatever you guys have on the agenda. We don't
4 want to take anything away. You got your field
5 trip at 11 o'clock. Well, let's hurry up and get
6 in and get out.

7 MS. EDWARDS: Yeah.

8 MR. EDWARDS: And so, we was able to tackle
9 that.

10 Remarkably, the profile academic achievements
11 were realized entirely through fundamental hands-on
12 instruction. There was absolutely zero technology
13 involved, okay?

14 So that means we really had to get creative
15 with how we were able to maintain their attention
16 for a couple of hours at a time. And then how we
17 were able to respond immediately when we saw kids
18 that may be kind of tapping out, we had to make
19 sure that we dig into our -- and make sure that we
20 kept them engaged.

21 Those students initially -- number three.
22 Those students initially needed time to adjust with
23 the program structure. They quickly embrace the
24 opportunity. Kids want to learn. Let's just call
25 that what it is. And it doesn't matter where they

1 are. And they may be reluctant at first, but kids
2 are very competitive at the same time.

3 If this person over here is getting the answer
4 correct, I want to make sure I get the answer
5 correct.

6 If this kid over here -- if this student over
7 here is buying in, if my partner is buying in, I
8 want to make sure I buy in. So, the more and more
9 we got students to buy in, the more and more their
10 friends and everybody begin to buy in.

11 We also want to make sure that we extend our
12 deepest gratitude to the incredible camp staff.
13 When we came in -- I mean, honestly, when we came
14 in, they were very much so like, What -- like,
15 okay. Well, how do we -- how do we work together?

16 MS. EDWARDS: Yeah.

17 MR. EDWARDS: Right? So that was a challenge
18 for them. Many of those workers are, like -- are,
19 like, students who's coming back home from college,
20 and they -- they have a summer job, and they're
21 looking to -- you know, from their minds, they're
22 looking to just, you know, play with kids during
23 the summer, you know, as far as where they go, and
24 make sure everybody's safe.

25 But the -- the educational piece, they really

1 bought into after a while, seeing how important it
2 was. And then not only seeing how the kids were
3 responding but also understanding that they had a
4 deeper -- sorry. They had a deeper responsibility
5 to make sure that they worked with us to make sure
6 that they provided some -- that they provided a
7 significant value to what we were doing as well.

8 So, by the end of the summer -- when we first
9 started the -- you know, we had -- you know, we
10 kind of have to get in and say, Hey, we need this
11 here, this here, this here. But by the time we
12 came at the hours that we were supposed to come,
13 everything was already set up.

14 MS. EDWARDS: Yeah.

15 MR. EDWARDS: You had the staff already
16 putting the kids in groups. And so, from there, it
17 was like, Okay. What do you guys need? It was --
18 it was a seamless process. So really, really
19 hands-on, really, really big gratitude to Ms. Bell,
20 who was very, very welcoming of us.

21 So, what we want to kind of do right now -- I
22 know we may have gone over several minutes, but we
23 want to share what we've been doing since the
24 program. And that's on the other slide. I'm
25 sorry.

1 CHAIRPERSON FOUSHEE: Before -- before you go
2 on --

3 MR. EDWARDS: Yes.

4 CHAIRPERSON FOUSHEE: -- one moment. I wanted
5 to know -- because I know you're about to talk
6 about your after-school tutorial program. But
7 before we go on, can we ask a few questions just
8 about the summer part?

9 MR. EDWARDS: Absolutely.

10 MS. EDWARDS: Absolutely.

11 CHAIRPERSON FOUSHEE: Okay. So, I do have a
12 question about your data --

13 MS. HALL: Excuse me.

14 CHAIRPERSON FOUSHEE: I'm sorry.

15 MS. HALL: If you would please --

16 CHAIRPERSON FOUSHEE: Okay.

17 MS. HALL: -- give your name --

18 CHAIRPERSON FOUSHEE: I'm sorry.

19 MS. HALL: -- just right before you speak?

20 CHAIRPERSON FOUSHEE: Okay.

21 MS. HALL: -- speak. (Indiscernible.)

22 CHAIRPERSON FOUSHEE: Yes, ma'am.

23 Monique Foushee.

24 MR. EDWARDS: Yes.

25 CHAIRPERSON FOUSHEE: My question is regarding

1 the data: what assessments did you use for the pre
2 and post and -- it's kind of a two-part question.
3 And how do those align to the state assessments
4 that they're required to take?

5 So, like, for your students in three, four,
6 five, how do they align to the reporting
7 categories? Are they hitting the FAST categories?
8 Are you doing foundational skills? So --

9 MR. EDWARDS: That's an excellent question.

10 MS. EDWARDS: Yes.

11 MR. EDWARDS: And as teachers, we are afforded
12 the -- the state standards for every single grade
13 level. And we're also afforded the aligned
14 assessments for every single state standard.

15 So, what we did was -- and this was -- we do
16 this every single year. We go back through. We
17 change the -- the questions based on the new -- the
18 new -- to match the new maybe vocabulary or
19 whatever that's in the updated standards.

20 And so, if we had technology, we would have
21 used quizzes to make sure that we -- you know, we
22 keep the kids engaged. And, you know, that's
23 usually a space that kids like. But we had to then
24 take those questions off, and we had to create our
25 own paper-based assessment that aligned with what

1 would be considered level two/level three questions
2 that pretty much matched the population that we
3 were dealing with.

4 We didn't want to -- we didn't want to give
5 them, you know, questions that based on data we --
6 we knew most of the kids wouldn't be able to
7 understand. So, our job as tutors was making sure
8 that they understood the -- what level of -- how
9 much did they retain from the year they -- they
10 just completed.

11 And so, we wanted to make sure that we
12 attacked the summer slide by making sure that we
13 touched on those particular -- those particular
14 skills based on what the -- the -- based on what
15 standards came back as needing -- as vulnerable,
16 right, as needing attention.

17 So, we made sure that we matched our questions
18 up with those and we based our curriculum
19 throughout the summer to make sure that it mirrored
20 those specific type of questions.

21 CHAIRPERSON FOUSHEE: Thank you.

22 MS. EDWARDS: And for reading, ReadWorks is
23 also a website that we use, which is aligned to the
24 Common Core Standards, the FAST, or the B.E.S.T.
25 Standards as well. For Education.com, we also have

1 a subscription with them where we use that for --
2 the phonics part of it. And it can be interactive
3 depending on that child needs that. But those --
4 where we're pulling from to meet on grade level.

5 And if they're struggling on that, then we'll
6 break it down to -- okay. If you're struggling on
7 the third-grade level, let's go to the second grade
8 and build you up to your grade level.

9 So that was, like, the pre and the post and
10 then the middle of the funnest parts and, you know,
11 academic games to make it more creative so they
12 won't feel like, I'm just reading. Let's -- let's
13 make it a little more fun and figure out what you
14 need to know.

15 CHAIRPERSON FOUSHEE: Thank you.

16 MR. EDWARDS: We were prepared to meet the
17 needs of students that had significant reading
18 deficiencies if we had the data in advance. And we
19 were prepared to use the curriculum SPIRE --

20 MS. EDWARDS: Yes.

21 MR. EDWARDS: -- to make sure we meet those
22 needs --

23 MS. EDWARDS: Yes.

24 MR. EDWARDS: -- in those students.

25 MS. EDWARDS: Yes.

1 CHAIRPERSON FOUSHEE: Thank you.

2 VICE CHAIRPERSON BOTEL: You -- you touched on
3 -- Julia Botel. You touched on this a little bit.
4 It's something you said about interacting with the
5 staff that was there.

6 But I -- I probably should know this from our
7 previous conversations, but could you give a little
8 bit of an idea about what a typical day would be
9 like?

10 And included in that, how did you interact
11 with the -- with the staff that was there? Like,
12 what happened first thing? And when -- you know,
13 when were you there? And how did the kids come
14 together? And all that.

15 MS. EDWARDS: So, from the elementary, which
16 was at -- let me see.

17 MR. EDWARDS: Wells.

18 MS. EDWARDS: Wells. So, once we enter into
19 the building, like, the first time they saw us,
20 they're like, Okay. Who are they? So, we made
21 sure that we introduced ourselves, and we told them
22 who we were and that when we come, this is what
23 we're going to do.

24 So, we put the expectations and the procedure
25 in place for them to understand that We're here to

1 teach you all, and, you know, you let us know what
2 you don't know and we're going to pull additional
3 (sneezes) materials. So --

4 CHAIRPERSON FOUSHEE: Bless you.

5 MS. MARTIN: Bless you.

6 MS. EDWARDS: -- once they understood our
7 schedule -- because we were at -- in one day, we
8 could be at two sites. So, in the mornings, we
9 made -- we're probably -- we're at Wells, and then
10 in the afternoon, we're at Tate with the middle and
11 high schoolers. So, once they understood that, the
12 staff actually grouped them for us. The
13 counselors, shall I say, they actually grouped
14 them. So, they were grouped according to --

15 MR. EDWARDS: Age.

16 MS. EDWARDS: -- age and -- and also -- so
17 they had them grouped. And then the teachers
18 already knew which group they were going to work
19 with. So, they already knew that. And then they
20 understood the materials.

21 So, the packages that we had, we had the pre-
22 assessment, and then they had a package where they
23 continued working on that in whole group or in
24 small group.

25 And we were in the bleachers. We had the

1 bleachers areas, then we also had the -- the -- on
2 the stage as well. And so, once they understood
3 that -- that setting, when we came in every time,
4 they were where they needed to be.

5 Unless we had, you know, students that were
6 not buying in, that's when we had the social-
7 emotional component, where we had someone that
8 works in the behavioral field to speak to them.

9 And then we had a rotation too. Like some of
10 the groups, they had rotation. They had vendors
11 coming in there to work with them on different
12 projects.

13 So, we were really -- and that's one thing I
14 love that they really -- we were flexible. We
15 understand the flexibility of, you know, things
16 might not be the way you want it to be, but you
17 have to do what you have to do with what you have.

18 The students actually understood that. So,
19 they knew the rotation like, okay. You all come
20 over here. They're going to take the other groups.
21 So, if you walked in and -- what's going on?

22 Once they were in it, they were in it. Like,
23 you knew learning were occurring. But then at the
24 beginning, it's like, Okay. Where are we supposed
25 to go? That's for the -- the Wells site and -- the

1 -- the Wells site.

2 But for Tate, the older students, we have a
3 little more -- you know, higher expectations for
4 you to understand exactly what to do. So -- and
5 they were really good with where they need to go,
6 you know.

7 And the same type of transition is more so
8 just making sure, okay. Get on task and don't
9 influence your friends not to be a part of the
10 clique that doesn't want to do anything.

11 And the clique -- the -- the group that does
12 not want to do anything, you come over here so we
13 can motivate you a little bit more. But then you
14 have the other group that's willing to learn.

15 So, we -- and remember, it's 250 students.
16 So, it's -- it's a huge group in that rectangle of
17 a square type of setting where we have to make sure
18 that Okay. You do what you need to do.

19 And we provided incentives to them as well.
20 Like, they knew the expectations of, okay. If I
21 complete this, this is what's going to occur, so.

22 VICE CHAIRPERSON BOTEL: Okay. Thanks.

23 MR. EDWARDS: And I would say for those -- for
24 those reluctant groups, we use the program Zones of
25 Regulation, where we went back and we taught. And

1 -- and honestly, we still taught Zones of
2 Regulation, although that really goes from, like,
3 elementary to, like, middle school. Honestly, the
4 kids in high school needed Zones of Regulation as
5 well --

6 MS. EDWARDS: Yeah.

7 MR. EDWARDS: -- because their -- their
8 emotional regulation skills are -- obviously, COVID
9 did a number on our students.

10 MS. EDWARDS: Yes.

11 MR. EDWARDS: And so those teachings of
12 emotional regulation, social-emotional development,
13 they -- they missed a lot. They missed the mark on
14 that as well. So, they truly benefited from that.

15 We had -- we had -- we created, like, little
16 circle groups, and then they rotated amongst the
17 groups. And so, if we did have a group of students
18 who was just like, I'm not doing it, then we were
19 able to tackle the social-emotional learning
20 component with them as well, so.

21 MS. EDWARDS: Any other questions? Okay.

22 MS. ROBINSON: Are you doing public comment --
23 questions now, or is that at the end of everything?

24 MS. EDWARDS: I think --

25 CHAIRPERSON FOUSHEE: Is it for them?

1 MS. ROBINSON: For them.

2 CHAIRPERSON FOUSHEE: Yes, ma'am. You can go
3 ahead.

4 MS. ROBINSON: Now? Okay.

5 CHAIRPERSON FOUSHEE: Yes, ma'am.

6 MR. EDWARDS: (Indiscernible.)

7 MS. ROBINSON: So, I kind of do -- I kind of
8 understood but didn't understand.

9 CHAIRPERSON FOUSHEE: Wait, Dr. Robinson. You
10 have to say your name.

11 MS. ROBINSON: Oh, I'm Dr. Debra Robinson --

12 CHAIRPERSON FOUSHEE: (Indiscernible.)

13 FEMALE SPEAKER 4: Yeah. It -- yeah.

14 MS. ROBINSON: I kind of didn't understand and
15 kind of did -- this is what I understood. The pre-
16 and post-tests were based -- you wrote them based
17 on standard; is that right? No?

18 MS. EDWARDS: No.

19 MS. ROBINSON: Okay.

20 MS. EDWARDS: We -- we didn't write them. As
21 I stated, for reading, reading is -- is up to
22 kindergarten. ReadWorks is the -- it's a site that
23 you can pull information from that is district-
24 approved as well. And tutoring companies use it as
25 well for the baseline. It is in bridge, and it is

1 aligned to the standards, state standards.

2 So those were pulled because we had -- I was
3 responsible for reading. I love reading. And
4 then Mr. Edwards was responsible for math. So, I
5 pulled from K through 12th grade reading
6 assessments for the students, so for that pre. And
7 the pre is the same -- was the same as the post.
8 So, where you are, just where you are, don't be
9 afraid.

10 And, you know, a lot of students, they -- to
11 be honest with you, they don't want to complete it
12 because they're like, What is this? I -- I need
13 you to just show me what you know. I need the raw
14 baseline data.

15 And then from there, based on graphing that
16 information, analyzing that information, Okay. I
17 can pull the packages and -- and materials that we
18 need to work on based on, overall, what I see that
19 is a struggle.

20 And then I want to give you the same -- we
21 gave them the same post-assessment. And that is
22 where you saw the progress, which, Okay. This is
23 where you need to be. And we still have that data
24 with us. We keep it for years until, you know --
25 if a -- especially if the students come back during

1 the school year, we -- we keep that data so they
2 can see how much they've grown. So that's for
3 reading. For math --

4 You -- you want to speak about -- for math?

5 MR. EDWARDS: Yeah. So, for math, it was --
6 for math, it was -- it was -- some of those was
7 written directly based on the standards. And so,
8 we use another -- we have another curriculum that
9 we use, the Florida Support Coach. And so, for
10 math, we -- we -- we -- they have assessments as
11 well based on grade level based on standards.

12 And so, we took some of those questions, and
13 we entered them. We put -- we input them into the
14 quizzes database. And so, you know, we're able to
15 take that quiz online. It's just something -- it's
16 just -- it's easy to transition. But if not, we
17 got to -- we got to put it into a -- a PDF format.
18 And so that's kind of what we did.

19 We use -- we use questions that were aligned
20 to the standards from different curriculums, and we
21 put them into one database to make sure that we
22 were as close to the standards as we possibly
23 could.

24 Does that answer your question, Dr. Robinson?

25 MS. ROBINSON: Can I ask a follow-up?

1 CHAIRPERSON FOUSHEE: Yeah.

2 MS. ROBINSON: Okay. So, it did. It did
3 answer my question. And I mean -- and I'm -- I
4 know the kids improve because --

5 MS. EDWARDS: Absolutely.

6 MS. ROBINSON: -- because what I believe is
7 that they're going to -- they would be connected to
8 you, want to make you happy, and they were going to
9 respond, right?

10 MR. EDWARDS: Absolutely.

11 MS. ROBINSON: But did -- did you do any
12 analysis, for example, on their PM3 versus their
13 PM1 and how much --

14 MR. EDWARDS: I wish we could have. We wish
15 we could have but we did --

16 MS. ROBINSON: -- do it?

17 MR. EDWARDS: We -- we -- we didn't have
18 enough time, so we had to get it -- we just had to
19 go off the general -- the general data from every
20 single assessment that was given by -- you know,
21 that was sent back from the State of Florida. And
22 then we -- and then we pinpointed Riviera Beach,
23 right, and we pinpointed that data with the local
24 schools and the schools who pulled from Riviera
25 Beach.

1 And so, we had the ELA data as -- as well as
2 the math data for those different schools, and we
3 were able to -- that's how we were able to kind of,
4 like, get as close to it as we could.

5 At the same time, if we had more time to plan
6 and assess them, we -- we would have surveyed
7 parents, and we would have surveyed schools to make
8 sure that we got those individual assessment scores
9 for the students who were going to be enrolled into
10 the camps.

11 MS. EDWARDS: And to add on, 10 -- between 10
12 and 15 percent of students were at the camp who we
13 assist throughout the school year. So, we knew
14 them, they knew us, and we had their data --

15 MR. EDWARDS: Yes.

16 MS. EDWARDS: -- as I mentioned. And so now
17 we have 250 students. Like, we -- they each have
18 their individual portfolio on their folders where
19 we have their data now. And it does align to where
20 they were, but you can see the growth.

21 So -- because the whole goal is to continue
22 the academic support throughout the school year,
23 not just only for the summer. This is just -- was
24 a starting point, but now you can have the
25 opportunity to continue throughout the school year

1 to get the tutoring services so that you can work
2 on bridging -- we can work on bridging the gap with
3 you. So yes, for some but not for all.

4 MS. ROBINSON: Madam Chair, can I -- can I
5 roll with that?

6 CHAIRPERSON FOUSHEE: Okay.

7 MS. ROBINSON: Okay. So -- because I'm trying
8 to help you improve your program.

9 MS. EDWARDS: Absolutely.

10 MR. EDWARDS: Yes.

11 MS. ROBINSON: Okay.

12 MS. EDWARDS: I understand.

13 MS. ROBINSON: So, if you have the list of
14 student --

15 MS. EDWARDS: Yes.

16 MR. EDWARDS: Yes.

17 MS. ROBINSON: -- and it's -- and it's easy if
18 you had a student number --

19 MR. EDWARDS: Yes.

20 MS. EDWARDS: Yes.

21 MS. ROBINSON: -- then you can use it in the
22 local agreement and get Dr. Adam Miller to pull
23 their data.

24 MS. EDWARDS: Absolutely.

25 MS. ROBINSON: And -- and what I -- what I --

1 I -- what I think the answer is is compare their
2 summer slide to the summer slides of math students.

3 CHAIRPERSON FOUSHEE: Yeah.

4 MR. EDWARDS: Absolutely.

5 MS. ROBINSON: And that's going to improve
6 your program.

7 MR. EDWARDS: Absolutely.

8 MS. EDWARDS: Absolutely.

9 MS. ROBINSON: Okay?

10 MR. EDWARDS: We appreciate it.

11 MS. ROBINSON: And I can help --

12 MR. EDWARDS: And we will love your help.

13 MS. EDWARDS: We would love your support.

14 MS. ROBINSON: Okay.

15 MS. EDWARDS: We can use that throughout --
16 Thank you.

17 MS. ROBINSON: Yeah. And you got to -- you
18 got to talk different languages, so -- and if --

19 MS. EDWARDS: Absolutely.

20 MS. ROBINSON: -- what you described as your
21 pre and post, they're not going to buy.

22 MS. EDWARDS: Correct.

23 MS. ROBINSON: They're going to see it as
24 handpicked and -- yada, yada. It could be all
25 standard bases all year out, but I'm just telling

1 you how --

2 MS. EDWARDS: I understand.

3 MR. EDWARDS: Absolutely. And if we have that
4 data, then we are able to -- to do that. If not,
5 then we have to be as creative as possible to make
6 sure that we get as close to the marks as we can.

7 But I believe moving forward, I believe that
8 whoever -- you know, moving forward, whoever is
9 responsible for delivering that instruction during
10 the summer, I believe that they have even more --
11 they have more time to prepare, just to make sure
12 that --

13 MS. EDWARDS: Yes.

14 MR. EDWARDS: -- those assessments are
15 individualized to the students we have.

16 MS. EDWARDS: Absolutely. Yeah. Thank you.

17 MR. EDWARDS: Thank you.

18 MS. EDWARDS: We appreciate that.

19 MR. EDWARDS: Thank you for that.

20 MS. EDWARDS: We appreciate that.

21 VICE CHAIRPERSON BOTEL: Another -- just one
22 thing I want to -- Julia Botel. So, with 250 kids,
23 how often did you see each student? I mean, did
24 you see everybody every day?

25 MR. EDWARDS: No. We did not see everybody

1 every day because obviously, you got parents who
2 take vacations during that time. Some student may
3 get -- you know, some student may just not feel
4 good, and they'll -- and -- and doesn't come to
5 camp that day.

6 And then surprised that -- you know, we say
7 250 students, but it -- I mean, if we -- if we
8 calculate the actual number of students we actually
9 saw, right, not just at one time but throughout the
10 course of the summer, is far greater than 250. But
11 250 is, like, the base number that we saw every day
12 that we did our presentations.

13 MS. EDWARDS: Yes, but -- yeah.

14 MR. EDWARDS: So --

15 VICE CHAIRPERSON BOTEL: So, when they weren't
16 with you, they were off playing games or doing
17 summer --

18 MS. EDWARDS: Yes.

19 MR. EDWARDS: Well, no. We eventually tried
20 to get it down to -- when we came in, everyone is
21 doing -- is doing --

22 MS. EDWARDS: Yeah.

23 MR. EDWARDS: -- educational services because
24 it's hard -- it's hard --

25 VICE CHAIRPERSON BOTEL: Just like you said --

1 playing games.

2 MR. EDWARDS: -- for a kid over here to focus
3 on -- and that's -- for me to -- for me to be
4 doing, you know -- work and then -- and then up on
5 stage, they having a ball.

6 So that -- that was something that we had to
7 make sure that we, you know, adjusted so that
8 everyone -- when we came in, everyone was able to
9 sit down. There were some circumstances that that
10 just wasn't able to happen.

11 MS. EDWARDS: Yeah.

12 MR. EDWARDS: But for the most part, that's
13 what we wanted to do.

14 VICE CHAIRPERSON BOTEL: Okay. Thanks.

15 MS. EDWARDS: Yeah.

16 MR. EDWARDS: Yeah.

17 VICE CHAIRPERSON BOTEL: Okay.

18 CHAIRPERSON FOUSHEE: Okay.

19 MR. EDWARDS: So, the -- the second
20 presentation is -- is fairly quick.

21 MS. EDWARDS: Yes.

22 MR. EDWARDS: And I know for a fact it's
23 aligned to what you guys have in front of you.
24 Yes. Let me see what you -- we have a --

25 MS. MARTIN: This one?

1 MR. EDWARDS: And so, if you all -- we are on
2 this presentation here.

3 MS. MARTIN: Yeah. We have a --

4 DR. BOTEL: And I'll take them when I give you
5 --

6 CHAIRPERSON FOUSHEE: Let me see the front
7 sheet --

8 MS. MARTIN: Oh yeah, no.

9 CHAIRPERSON FOUSHEE: The front page.

10 MS. EDWARDS: Oh, there it goes. I see it.
11 It looks like --

12 MS. MARTIN: Is it backwards?

13 MS. EDWARDS: -- this one here. I -- I stuck
14 it in that. There you go. That's it.

15 CHAIRPERSON FOUSHEE: We don't have that.

16 MS. EDWARDS: Yes. Thank you.

17 CHAIRPERSON FOUSHEE: We don't have that.

18 MS. EDWARDS: We don't have that one?

19 CHAIRPERSON FOUSHEE: Are you talking about
20 this?

21 MR. EDWARDS: Yes. That one.

22 MS. EDWARDS: Yes.

23 CHAIRPERSON FOUSHEE: Okay.

24 MR. EDWARDS: Yes, that one.

25 CHAIRPERSON FOUSHEE: That's not the first

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sheet.

MR. EDWARDS: Yes.

MS. EDWARDS: You got one?

CHAIRPERSON FOUSHEE: It doesn't look like that. Oh, maybe that's because that's the sheet that has notes on it.

MR. EDWARDS: We have --

CHAIRPERSON FOUSHEE: It might be the same. If you look at the bottom, I think yours has notes on it. That's why it looks different.

MR. EDWARDS: Yeah, yeah. No. These have notes on them.

CHAIRPERSON FOUSHEE: Right. That's why it looks different.

MR. EDWARDS: Yes.

CHAIRPERSON FOUSHEE: So, this one.

MR. EDWARDS: Yeah, it's that one.

MS. EDWARDS: Yeah.

CHAIRPERSON FOUSHEE: It is this one.

MS. EDWARDS: Yes, yes, yes.

CHAIRPERSON FOUSHEE: Okay.

MS. EDWARDS: Yes.

MS. MARTIN: Can you give me one second --

MS. EDWARDS: Okay.

MR. EDWARDS: You're going?

1 MS. MARTIN: Uh-huh.

2 MR. EDWARDS: Okay. All right. So,
3 continuous academic support services after the
4 completion of the 2025 Read Summer program. Okay.
5 So -- like, almost immediately after doing that, we
6 -- we took our profits of what we earned from the
7 summer -- not just with the Read summer program,
8 but from other grants that we were able to win
9 throughout the course of the year prior to the
10 summer.

11 Knowing -- knowing what the students are going
12 to be facing once they coming back, you already
13 have PM1, but we wanted to make sure that we
14 continued it. We didn't want to wait until PM2,
15 and most people trying to -- or most schools or
16 programs try to kick back into gear.

17 So originally, we -- we started a 9-week
18 program, and then it actually was able to be
19 extended to an 18-week -- 18-week program. So, it
20 was able to cover two 9-weeks, or, you know, one
21 and a half trimesters of elementary. Okay?

22 And so, as you guys can see, during the fall,
23 we operated a free to low-cost. And when I say low
24 cost, the price was as low as \$25 for serving the
25 student -- for serving students, I want to say a

1 week. Not a session. A week. And so, we were
2 able to take that. And -- and we received a -- a
3 pretty -- a pretty big response, okay?

4 And so, the initial was funded through, as I
5 said, our previous -- our previous winnings.
6 During this time, we served approximately 130
7 students -- 130 students every week. That includes
8 from -- from kindergarten all the way up through
9 high school.

10 We serviced 100 -- approximately 130 students
11 every single week. Our -- our student body is
12 split with 40 percent at elementary, 20 percent in
13 middle school, and then 40 percent in high school.

14 And it -- pretty much, that second slide is
15 just to kind of show you the raw numbers. One, you
16 know, we had 108 responses. We collect information
17 from our forms. And this is just to show you that,
18 to start off with, it was 108 responses. And then
19 we actually went and spoke with multiple principals
20 around the school district, and then they
21 recommended students to us.

22 And so, if you look -- well, actually, that's
23 going to be coming up when we're talking about just
24 other recommended students from high school. But
25 this is -- the first initial response was 108

1 directly after the summer. And so, you guys can
2 kind of see the days of the weeks. We end up at --
3 we -- we -- then we added Tuesday and Thursdays.

4 We're on this slide here. We added Tuesdays
5 and Thursday just to make sure that we can
6 accommodate the numbers. But originally, we
7 started off with Mondays, Wednesdays, and
8 Saturdays. And you kind of can see the numbers
9 that we were getting per hour per day.

10 Moving on to recommended high school students
11 and subjects. And this is just kind of a -- a pie
12 chart so you guys can see what we were working on.

13 MS. EDWARDS: Yes. So, for our 70 represented
14 high school students, we're looking closely at, you
15 know, counting areas. Algebra was the highest
16 priority, y'all, with a 35.7 percent recommendation
17 -- like, the math.

18 And then for ELA and reading for 10th grade
19 for 24.3 percent. And for 9th grade, it was 15.7
20 combined to represent was a major portion of that
21 focus.

22 So -- and it's more so understanding the basic
23 foundation of multiplication factors, division --
24 because, you know, we only have four operations,
25 which is what addition, subtraction, adding -- I

1 mean, addition, subtraction, multiplication, and
2 division.

3 And depending on the steps -- multiple steps,
4 they may have struggled with that. So -- and when
5 -- when it comes to algebra, you have to know how
6 to use those operations in order to solve those
7 multi-steps.

8 And then when it came to the ELA,
9 understanding the context, text structure, context
10 clues, the different vocabulary, themes, central
11 ideas.

12 Those are some of the things that we had to
13 stress to them or teach them that particular
14 concept to understand how to tackle the reading --
15 reading homework or reading assignment that they
16 had either on IXL, DeltaMath.

17 When it comes to the -- the elementary
18 students, they're using --

19 MR. EDWARDS: i-Ready.

20 MS. EDWARDS: -- IXL as well, i-Ready. And --

21 MR. EDWARDS: High school is using REWARDS.

22 MS. EDWARDS: Yes, so -- and they've changed
23 it up a little bit to it has changed, so we're
24 getting used to those as well.

25 MR. EDWARDS: So, if you guys turn to the next

1 slide, you can see that out of the 70 students
2 recommended to us, over 90 percent was a level 1 or
3 level 2.

4 MS. EDWARDS: Yes.

5 MR. EDWARDS: And with the level 1 being the
6 highest at 68.6 percent, okay. And that's
7 something that we already knew, but this just
8 speaks volumes to why we do what we do.

9 What does the data tell us? Moving on to the
10 next slide. With -- with the response that we got,
11 it tells us that our community is looking for
12 support. That's the first thing that it tells us.
13 They're not hiding.

14 They want to know where to go and where to
15 receive services. Many times, the students,
16 obviously, they don't want no part of tutorage,
17 okay? That's -- that's not something that a level
18 1 and level 2 student really wants to do, right?

19 However, the parents are on it. The parents
20 are actively saying, what do I have to do? You
21 know, if they -- if they aren't able to -- if they
22 weren't able to afford services, then we're able to
23 go out there and try to make sure that we get the
24 funds to make sure that we're covering them,
25 because it's not like we're going to sit around and

1 just do nothing.

2 MS. EDWARDS: Correct.

3 MR. EDWARDS: Okay? That's what we're not
4 going to do. If we don't fix the problems early,
5 then we going to deal with them later. So, if you
6 -- I -- I believe I had some numbers. I don't know
7 if I have them here, but in -- well, in elementary,
8 you guys see that was 40 percent.

9 And in the high school, that was 40 percent,
10 right? So, in -- but in middle school, there's
11 only 20 percent, right? So that means that from --
12 by -- when they leave elementary to when they leave
13 high -- until they get to high school, most of
14 those kids are not receiving academic support
15 services.

16 And obviously, if most of our -- if many of
17 our students are not performing in elementary, and
18 then they don't receive the support until they get
19 to high school, they have not grown at all. And we
20 teach high school now.

21 But before I taught high school, I was working
22 at Dr. Mary McCleod Bethune for six years. And
23 many of those students who I see now at Palm Beach
24 Gardens High School remember me from Dr. Mary
25 McCleod -- Dr. Mary McCleod Bethune.

1 Many of those students were still at -- are
2 still at a level 1, and so we -- so what we want to
3 make sure that we do is we not just -- we can't
4 just touch on elementary. We can't just touch on
5 middle school. We can't just touch on high school.
6 They all need services -- every -- at every single
7 level.

8 MS. EDWARDS: Correct.

9 MR. EDWARDS: Because once those high school
10 students graduate, if they don't go to college,
11 then they stay in the neighborhood. And then what
12 they do now? So, we want to make sure that we're
13 attacking each level.

14 MS. EDWARDS: And just to add on to what
15 O'Brian is stating. Being a school-based team lead
16 at Palm Beach Gardens High School, I focus more so
17 -- we focus more so on the processing of
18 understanding the information. It's just not
19 about, you know, placing a book in front of the
20 student and just expect for them to do it. It's
21 actually understanding and connecting --

22 MR. EDWARDS: How the brain works.

23 MS. EDWARDS: -- how to -- yes, absolutely.
24 How the brain works. And attacking that with the
25 social emotional piece of that individual. Because

1 sometimes the student's not -- they're not in the
2 mindset of learning. And we need to know why. You
3 know, they may come to school hungry.

4 They may come to school frustrated. You never
5 know what's going on at home. So, you have to
6 really look into different factors on why this
7 child is having, you know, a problem of struggling
8 academically or emotionally.

9 And once you get to the nitty gritty of that,
10 then you can understand, okay, this is why. And
11 when you solve that problem, you see the child
12 blossom.

13 And we have had so many beautiful discoveries
14 in understanding about the child, individually.
15 So, it's just not, okay, a whole group. Yes, we're
16 looking at the data from a whole holistic
17 standpoint, but when it comes to individually, that
18 is where I -- I have a passion to really see --

19 MR. EDWARDS: That's where we excel.

20 MS. EDWARDS: Yes, we excel in, individually,
21 What do you need? How can we assist you? What is
22 happening with you right now? Are you taking
23 ownership in your work? Are you accountable for
24 your work? And it's -- it's okay to make mistakes.
25 We learn from -- from our mistakes. Many students

1 are afraid. That's why they're copying. Or, you
2 know, they're copied.

3 Don't be afraid to make mistakes. Mistakes
4 help you grow. It helps you learn. So that mental
5 component that we're teaching really helps. Just -
6 - just to add on to what Mr. Edwards was saying
7 before.

8 MR. EDWARDS: Yes. And -- and -- and
9 nowadays, we say to them, let me teach you how to
10 cheat. Let me teach you how to copy. Let me show
11 you how to use this AI. You don't even -- if you -
12 - if you have AI, then you -- you could take the
13 pressure off of -- of saying you don't know the
14 answer. Try your hardest.

15 Check AI and see if you got it right. And
16 then you can move forward. And so those are things
17 that we teach them when we teach them what AI to
18 use, what district approved AI to use. And then,
19 you know, we're going from there.

20 The last thing I want to make sure I touch on
21 as far as what the data tells us -- it tell us --
22 it tells us, and you guys, how hard we at RAW
23 Academics are now working in making sure that we're
24 looking to collaborate with, not just, you know,
25 our home-base, you know, our, you know, parents who

1 are at Riviera Beach, but we want to make sure that
2 we're -- we're -- we're speaking to our principals.
3 We're speaking to our different administrators.

4 We're getting in, and we're going to the
5 students in the parks and saying, Hey, man, what's
6 going on? How you doing? You know, they -- Where
7 you guys at?

8 Man, pull up your SIS, and let me see your --
9 and let me see your data. These are things that
10 we're doing in real time. Another thing that I
11 love that we're doing is that we're incentivising
12 whole families.

13 And so, if you are coming through the
14 programs, if you are working with programs such as
15 Bridges, if you are working with RAW Academic
16 Services, if you are here in school and we're
17 speaking to your principals, we have incentives for
18 you.

19 We just -- we completed a Thanksgiving drive
20 that was very successful. We was able to, with our
21 partnership with other organizations, make sure we
22 not only did workshops, but we said, come and get
23 some food, right?

24 Come pick up some turkey. Come take some food
25 home. For Christmas, we know that people want

1 toys. We know you want the -- we know you were
2 like -- you know, your family may need some extra
3 support for Christmas.

4 Well, I'll tell you what, come on, let's get
5 this information. Let me show you how to log into
6 SIS. Let me show you how to log onto EDPlan and
7 check your child's IEP. And then we can do that.
8 Go ahead over there and get those toys. And while
9 you at it, go get something to eat.

10 And so, we're taking -- we make sure that
11 we're taking the resources that we're getting, and
12 we're -- and we're pouring it back in, because
13 that's the only way this is going to work.

14 We're tired of seeing Riviera Beach as one of
15 the lowest numbers, not only just in the State of
16 Florida, but around the nation, with our academic
17 support.

18 And so, we want to make sure that we're
19 working with other vendors, and the other schools
20 around the county to make sure that -- that
21 everyone is being made to be able to excel.

22 So that's one of the main things that we're
23 doing. What's next? Well, Riviera -- what's next
24 for RAW Academic Services? And we're almost done -
25 -

1 MS. EDWARDS: Okay. So, we have the Tripple R
2 that's launching very soon. Actually, we're going
3 to start back January 21st. Parents were calling -
4 - even students are asking when is tutoring?

5 We're like, okay, we're giving you all time to
6 take your assessment. You know, they've been
7 taking their diagnostics, PM2s coming along for
8 high -- middle and high schoolers. So, we're
9 getting that data together so that we can make sure
10 that the data is driving the instructions when they
11 come to us.

12 So -- and with that Tripple R, we have the K-6
13 reading, writing, literacy development, and
14 homework assistance. We also have the CLT, Classic
15 Learning Test program, for high school students,
16 the alternative assessment for ACT and SAT.

17 And then we want to continue our partnership
18 with the local schools. Again, we're here to
19 support the schools, and we're here to ensure that
20 -- I know you all have them -- you have limited
21 time within the schools, but we also can help them
22 after school after hours. That's when they can get
23 the assistance from us.

24 So, we -- we're looking for a continual
25 partnership with Palm Beach Gardens High School.

1 We're looking for a continual partnership with Mary
2 McCleod Bethune. Howell Watkins is pending.

3 And we're looking for partnership with
4 Washington. So that's definitely on the way. And
5 then we're also looking for the partnership with
6 the -- with the City of Riviera Beach, which we
7 truly appreciate the support. And we're born and
8 raised in Riviera Beach --

9 MR. EDWARDS: Yes.

10 MS. EDWARDS: -- so we see the growth, and
11 we're just excited to, like, advocate and say that
12 our students -- our students are doing big thing to
13 make sure that all students receive the assistance
14 that they need when it comes to education. Okay.

15 MR. EDWARDS: And then lastly. Our request
16 for -- from the education community. One, we need
17 additional funding. We were not -- I'm not going
18 to -- let me change the word.

19 What -- we're asking for additional funding
20 just to make sure that we continue to be impactful
21 in our community, to make sure that we continue to
22 deliver services and impact families in hope.

23 The data support needs. Okay. 60 percent of
24 our surveyed families reported needing assistance
25 for children in grades 6 through 12. So again,

1 between grade -- once they leave elementary, you
2 have that 6, 7, 8th grade.

3 We need to make sure that we pour more into
4 that -- we pour more into that. Over 90 percent of
5 participants said they needed support in math.
6 That's huge.

7 And let me tell you what, the problem that's
8 showing up in math is the ELA portion.

9 MS. EDWARDS: Yes.

10 MR. EDWARDS: Not understanding vocabulary,
11 not annotating word problems. You see a lot of
12 them have the ability to execute the algorithm,
13 right? They have the ability to compute. They
14 have the ability to use the computer. But what
15 they don't have the ability to do is break down
16 word problems that have higher level vocabulary.

17 MS. EDWARDS: Yes.

18 MR. EDWARDS: So that's one area that we're
19 making sure that we tie into it. 70 percent of
20 participants said they needed support in reading.
21 And then 39 percent combined for science and social
22 studies. These are actual surveyed students and
23 parents.

24 MS. EDWARDS: Yes.

25 MR. EDWARDS: And so that is where we are.

1 And that is the completion of our presentation.

2 MS. EDWARDS: Yes. The only thing I can say
3 is that the parents are truly thankful for what the
4 City of Riviera Beach has been doing for them and
5 their children. They are.

6 So just so you all are aware, they are truly
7 thankful for, and they're asking asking about it,
8 we're -- we're figuring it out, but we're going to
9 do that and we will, okay. So, thank you all so
10 much.

11 CHAIRPERSON FOUSHEE: Thank you so much.

12 MS. EDWARDS: Thank you.

13 CHAIRPERSON FOUSHEE: Thank you.

14 MR. EDWARDS: Questions?

15 DR. ROBINSON: Oh, questions?

16 CHAIRPERSON FOUSHEE: Yes, ma'am. Dr.
17 Robinson, go ahead.

18 DR. ROBINSON: Thank you. So first, I'm
19 sorry, I had to meet with other people, but a
20 wonderful presentation.

21 MR. EDWARDS: Thank you.

22 DR. ROBINSON: I have comments, and then I
23 have a question that I think is a huge question.
24 So first, I am so glad to see HW, okay, for
25 homework. No, listen.

1 MR. EDWARDS: Yes.

2 DR. ROBINSON: Because I have a major issue --

3 MS. EDWARDS: Yes.

4 DR. ROBINSON: -- when tutoring is

5 disconnected --

6 MR. EDWARDS: Yes.

7 DR. ROBINSON: -- to what they've learned in

8 class.

9 MS. EDWARDS: Yes.

10 MR. EDWARDS: Yes.

11 MS. EDWARDS: It should not.

12 MR. EDWARDS: Yes.

13 DR. ROBINSON: And so, if in -- okay. I -- I

14 would like to talk about that more, but actually --

15 but -- because I think that it needs to start with

16 what -- what did you learn in class?

17 MR. EDWARDS: Absolutely.

18 MS. EDWARDS: Yes.

19 DR. ROBINSON: And then that method, and then

20 --

21 MR. EDWARDS: Absolutely.

22 MS. EDWARDS: Yes.

23 DR. ROBINSON: -- you see that if --

24 MR. EDWARDS: Yes.

25 DR. ROBINSON: -- you can't divide fractions;

1 you would work on that.

2 MS. EDWARDS: Yes. That's exactly --

3 DR. ROBINSON: Right?

4 MS. EDWARDS: -- what we do. Homework --

5 DR. ROBINSON: Okay.

6 MS. EDWARDS: -- is top priority I tell the
7 parents, if they have homework, that's top
8 priority. And then we will give them additional
9 work. But I need them to come --

10 DR. ROBINSON: Right.

11 MS. EDWARDS: -- with their homework, and I
12 need to know what their teacher explained that
13 they're doing. They come in with the notes and
14 screenshot everything. And we drive based on the
15 homework and making sure it's aligned in the
16 classroom first.

17 MR. EDWARDS: And we make sure we get copies
18 of IEP's.

19 MS. EDWARDS: Yes. IEP --

20 DR. ROBINSON: Okay.

21 MS. EDWARDS: -- all that.

22 DR. ROBINSON: And then I -- personally, I
23 think that we are lowering expectations with the
24 Classic Learning Test?

25 MS. EDWARDS: With the CLT?

1 DR. ROBINSON: Listen.

2 MS. EDWARDS: What --

3 DR. ROBINSON: And if I pass that test and get
4 less than 50 percent correct.

5 MS. EDWARDS: Correct.

6 DR. ROBINSON: Okay?

7 MS. EDWARDS: Yeah.

8 DR. ROBINSON: We got to shoot higher than
9 that.

10 MS. EDWARDS: Absolutely.

11 DR. ROBINSON: You can always use your CLT as
12 your backup if you -- if you not making it. We
13 can't be -- no. Our children --

14 MS. EDWARDS: And --

15 DR. ROBINSON: No, no.

16 MS. EDWARDS: Absolutely. And I agree --

17 DR. ROBINSON: Okay.

18 MS. EDWARDS: Just being in high school -- on
19 the high school level, our students are struggling.
20 They -- they're exhausted when they take it four or
21 five times. They feel like giving up.

22 I'm -- I'm there with them, the school-based
23 team, and we have to check in. Our seniors are our
24 top priority. And so, they're testing year-round
25 just to ensure that they get what they need. But

1 that's when it comes to, okay, what else was going
2 on with you? And there -- again, COVID was a huge,
3 you know, distraction.

4 But at the end of the day, we have to play
5 catch-up, which is why I truly think it's important
6 to give them on grade level or above grade level so
7 that we --

8 DR. ROBINSON: Right.

9 MS. EDWARDS: -- can get you where -- what you
10 need to see, and then we can build you up, you
11 know, to that point.

12 DR. ROBINSON: So, you -- you're doing, like,
13 the high performance on the SAT as a goal, and the
14 CLT is the --

15 MR. EDWARDS: 100 percent.

16 DR. ROBINSON: -- backup for --

17 MS. EDWARDS: Yes.

18 MR. EDWARDS: But not only that. Some schools
19 are using the CLT as a -- as a graduation
20 requirement.

21 DR. ROBINSON: I know what you --

22 MR. EDWARDS: So --

23 DR. ROBINSON: -- doing.

24 MR. EDWARDS: So --

25 DR. ROBINSON: And I --

1 MR. EDWARDS: So, it's, like --

2 DR. ROBINSON: They're dumbing our children
3 down. You need --

4 MR. EDWARDS: So --

5 DR. ROBINSON: -- to watch it.

6 MS. EDWARDS: You know, absolutely. And
7 that's one thing that I love that RAW Academics
8 does, is I -- we have to follow protocol, and we
9 understand protocol, but at the end of the day,
10 when they come to us, we can actually personalize -
11 -

12 MR. EDWARDS: Correct.

13 MS. EDWARDS: -- with each child individually,
14 and the parents tell us what they want and how they
15 want it, and we do exactly what it is. And the
16 child -- the student was, I want to go to this --
17 you know, if I'm taking A's -- I'm taking AP.

18 You want us to; we're going to push you. So,
19 there's -- we just don't stay at 3rd. If they're
20 at the 4th or 5th grade, or they're at 2nd grade,
21 we're going to 4th and 5th grade --

22 DR. ROBINSON: Okay.

23 MS. EDWARDS: -- to -- to provide that
24 enrichment piece for them.

25 DR. ROBINSON: Okay. Then -- and I'm sorry.

1 I don't --

2 MS. EDWARDS: It's okay.

3 DR. ROBINSON: I tend to over participate, but
4 I just want to go over one thing. And I -- and
5 maybe you guys can tell me the answer? So, in --
6 in my observation, over decades, the school
7 district professionally develops the hell out of --
8 , right?

9 There's the -- they had a bright, shiny book -
10 - which I had a problem with some of that, but
11 that's not it, right? What has been missing, in my
12 observation, is we don't give the children a reason
13 to learn. What's the reason to get --

14 MR. EDWARDS: And that's one --

15 DR. ROBINSON: -- a high-quality education?

16 MR. EDWARDS: -- thing that we focus on big
17 time -- and that's -- that's -- that's an area that
18 we focus on big time at RAW Academics. Why are you
19 here? This is not just about A's, B's, C's, D's.

20 DR. ROBINSON: Right.

21 MR. EDWARDS: This isn't just about --

22 DR. ROBINSON: But what do you say?

23 MR. EDWARDS: -- getting a high school
24 diploma.

25 DR. ROBINSON: What locks in for the children?

1 That's what I'm -- I'm trying to find --

2 MR. EDWARDS: Say it again?

3 DR. ROBINSON: -- the mark. I'm trying to
4 find the hashtag. I got people --

5 MR. EDWARDS: It's a hashtag --

6 DR. ROBINSON: -- about hashtags, and I don't
7 know what it is.

8 MR. EDWARDS: The hashtag is different for
9 every student. Every student wants something
10 different, which is why you got to get down and
11 understand who they are. What do you want? You
12 have to ask that question to every single student
13 there.

14 And pretty much you're going to get a
15 different answer from every five students you ask.
16 And so, we want to make sure that we have enough
17 professionals around us to make sure that, Okay.
18 You want to make sure you do ASAT. Okay?

19 We got some practice. You want to do Law
20 enforcement. We got something for that. You want
21 to do -- you want to be a chef. We got something
22 for that. And so that is the why. That is how we
23 connect that information. That's how we connect
24 them to why we doing it.

25 DR. ROBINSON: I know it's individual, unless

1 you -- and putting them in school. No, I'm just
2 saying.

3 MR. EDWARDS: I got it.

4 DR. ROBINSON: Yeah. But this -- look. And
5 this is what I -- I started saying, is, like, so
6 you need to get your education because that way you
7 can determine where you live. And not get put out
8 your house. You can drive the car that you want
9 and not get it repossessed.

10 MS. EDWARDS: Absolutely.

11 DR. ROBINSON: But, like, I'm -- I'm --
12 because I don't -- and -- and that hasn't resonated
13 with me, okay. But I'm like, we need a hashtag,
14 because -- and then we need -- because we need to
15 all say that because what's missing --

16 MR. EDWARDS: I agree.

17 DR. ROBINSON: -- is children not getting
18 engaged and actively participating in their own
19 education. And you said that the children didn't
20 want to come to the program, and parents made them,
21 okay.

22 MS. EDWARDS: Uh-huh.

23 DR. ROBINSON: Why did I get straight A's?
24 Because I own it. I wouldn't deal with that at
25 home.

1 MS. EDWARDS: Correct.

2 DR. ROBINSON: Until you take that out, why
3 education is important for you, you got to have a
4 reason. They coming to you. They going to -- they
5 going to learn for you. So, I -- I could name the
6 teachers my boys learn for --

7 MS. EDWARDS: Absolutely.

8 DR. ROBINSON: -- right? Or we have to have a
9 community message.

10 MS. EDWARDS: Absolutely. And it takes a
11 village. It --

12 MR. EDWARDS: It does.

13 MS. EDWARDS: It truly does take the village.
14 And understanding the individuals that are in your
15 lives are beneficial to you, and they should -- it
16 should be a -- a give and take situation.

17 What am I learning from you when it comes to
18 the teachers, the coaches, parents, siblings,
19 whoever is in your life, it should be a beneficial
20 moment where you're learning.

21 And that is, again, that is where you
22 personalize it, because they are confused at times.
23 They do not know. They do feel lost. They do feel
24 disconnected. They feel like no one understands
25 them.

1 But that's -- when I bring them in and speak
2 to them -- school-based team leader -- I have to
3 meet with students in different categories every
4 Thursday. It's like, Ms. Edwards, I'm hungry, or
5 Ms. Edwards. My mom -- and I, oh, okay. I
6 understand why you feel that way.

7 So now I'm going to speak to the teachers.
8 So-and-so is -- this is what's going on. And if
9 you can allow this or accommodate this, this is
10 what you'll get from him -- out of them.

11 And it helps. It works. Building those
12 relationships, getting to know more the -- more
13 than just providing the academic right away,
14 getting to know the students and setting those --
15 those positive relationships.

16 CHAIRPERSON FOUSHEE: Thank you so much.

17 MS. EDWARDS: No problem.

18 CHAIRPERSON FOUSHEE: Thank you so much. All
19 right. Next, we'll have public item comments?

20 MS. MARTIN: Madam Chair?

21 CHAIRPERSON FOUSHEE: I'm sorry.

22 MS. MARTIN: Please let the record reflect
23 that the City Manager, Jonathan Evans, is present.

24 CHAIRPERSON FOUSHEE: Okay.

25 MS. MARTIN: We are on items number --

1 CHAIRPERSON FOUSHEE: Good evening, Mr. Evans.

2 MR. EVANS: Hey. Good evening. Happy new
3 year.

4 CHAIRPERSON FOUSHEE: Happy new year.

5 MS. MARTIN: We're on item number two.
6 Discussion regarding fiscal year 2025-2026
7 priorities. Presented by Mr. Sammie Brown.

8 MR. BROWN: Hello. Just some discussion by
9 the --

10 MS. MARTIN: By the Board?

11 MR. BROWN: -- by the Board.

12 MS. MARTIN: Okay.

13 MR. BROWN: -- in regard to the things that
14 we're going to look at, but we can include that all
15 of -- also in the -- we can recall this out of the
16 Advisory Board Retreat and Workshop discussion if
17 you guys want to take it that way?

18 CHAIRPERSON FOUSHEE: That's fine. But I got
19 a question. Just a point of order. Did we skip
20 over the public comment section?

21 MR. BROWN: You can take them now if you'd
22 like to.

23 CHAIRPERSON FOUSHEE: Yeah.

24 MS. MARTIN: It says 7:30, but --

25 CHAIRPERSON FOUSHEE: Oh.

1 MS. MARTIN: -- if you want to take them now.

2 CHAIRPERSON FOUSHEE: Oh, yeah. Let's take
3 them -- let's go ahead and take them now, because
4 we can kind of breeze through the rest of the stuff
5 real fast, okay. Hopefully. All right.

6 MS. MARTIN: We have two public comments.

7 CHAIRPERSON FOUSHEE: All right.

8 MS. MARTIN: The first being Karen Robinson,
9 followed by Vernicka Murray.

10 CHAIRPERSON FOUSHEE: Okay.

11 MR. BROWN: Please --

12 CHAIRPERSON FOUSHEE: Ms. Robinson --

13 MR. BROWN: -- speak into the mic, put your
14 name down --

15 MS. MARTIN: Perfect.

16 CHAIRPERSON FOUSHEE: Good evening.

17 MS. ROBINSON: Good evening, and happy new
18 year. Good evening, everyone. This is Karen -- my
19 name is Karen Robinson. I'm the director and owner
20 of Robinson Tiny Tots Family Childcare Home.

21 And I want to just say, I didn't know there
22 was a meeting change. I got the memo that the
23 meeting was here tonight, but where, I didn't get.
24 I had to find y'all. So, if y'all can -- when
25 y'all change the location, let me know. I promise

1 you; I'll be on time.

2 But with that being said, I definitely liked
3 the presentation from the program before us. They
4 made a statement that resonated with me. If you
5 don't start early, then it affects them later. So,
6 then y'all know what I would say?

7 CHAIRPERSON FOUSHEE: Yeah.

8 DR. ROBINSON: I care for children, 0 to 3. I
9 have after-school care, and I have a 5-year-old in
10 my after-school care, and he cannot get past the
11 letter H, saying his alphabets. I have a child
12 that's 13 months old, 14 months old, can say her
13 ABC's. She can count to 20.

14 And then I have a 5-year-old after school care
15 that cannot. So, somebody tell me, these children
16 need to be pouring in as early as 0 to 3, before
17 they even get to pre-school. But nobody is talking
18 about that. Nobody.

19 It's like it's not -- it's a non-existing
20 thing, but we all have children, and the first
21 three years of those children's lives matters. It
22 tells you a big -- a big thing when they get to
23 Pre-K.

24 I'm just -- I'm baffled that we are not
25 looking at how to pour into centers, family

1 childcare homes, or we can get those children now.
2 Early. We see, you know, there are problems. I
3 see them.

4 I can pick it up. I've been in this business
5 now for 22 years. I can pick this up when a child
6 comes to me on the second day, that there is a
7 concern. That a screening needs to be done on
8 these children.

9 Now, if I can pick it up -- and a lot of these
10 parents see it, but they don't want to see it. We
11 all parents; we see things, but we kind of close
12 our eyes to it.

13 But when you screening these children,
14 documents tell the truth, because even if I have to
15 revisit their documents before they turn it and
16 screen it, I sit down with that parent and -- now,
17 are we going to help them now? Are we going to
18 help them when it's too late? We need to get a
19 funding in these children now.

20 So, I just was trying to figure out, have the
21 subcommittees got together yet, because I haven't
22 gotten an invitation yet.

23 CHAIRPERSON FOUSHEE: No.

24 DR. ROBINSON: So, I -- I hear you guys are
25 working on it, but we still need to have a seat at

1 that table. And I just want you to know I ain't
2 going away because I care about these children in
3 the city of Riviera Beach when they infants, when
4 their parents bring them to me at 6 weeks old. Oh,
5 I got to go.

6 MS. MARTIN: Your time expired.

7 DR. ROBINSON: Sorry.

8 MS. MARTIN: The next speaker is Vernicka
9 Murray.

10 MS. MURRAY: Good evening, everyone. I'm the
11 proud principal at Washington Elementary School.
12 My name is Dr. Vernicka Murray, and I'm here asking
13 for support with our school. The City of Riviera
14 Beach has been a tremendous support.

15 Mr. Evans has always supported us, and we're
16 here today asking for more support. I would like
17 to proudly say that we just finished our PM2
18 testing at Washington Elementary.

19 Reading scores are the highest in Riviera
20 Beach and continues to be -- yes. Thank you.
21 Continues to be year after year. This is public
22 information that you can look up. A lot of you
23 work for the school district, so you can see we
24 pour into reading.

25 What I'd like to ask for, first, because I

1 have limited time, is we're taking 20 students to
2 Washington DC next week. They will fly into the --
3 the nation's capital, and they will be able to tour
4 our Capital Building, the White House, our African
5 American Museum.

6 They will get to learn about Congress and
7 everything that's going on right now. Amongst the
8 protest with Venezuela, to know that protest is
9 good and that your voice needs to be heard.

10 We are asking for support to get them gear
11 because it will be snowing on that Friday when we
12 come in. And our students are from Florida, so
13 they do not have base layers or boots.

14 So, we met with parents, and we told them the
15 importance of keeping them warm, but I don't think
16 our parents understand how cold it's going to be
17 when we get there on next Friday. We're going
18 during the MLK weekend. So, we want to make sure
19 that they have food, they have fun, but they're
20 also warm.

21 We also have an initiative called Books and
22 Bros and Books and Barbies. And I feel like these
23 two initiatives are what helps our reading scores
24 every year.

25 The Books and Bros is something that I started

1 when I first became principal in 2021. The nation
2 has this thing called Donuts with Dads. And when
3 we had it, we had so many kids upset because their
4 dad was not able to come to school.

5 So, what I started to do was have all the men
6 in the community come and support all of the boys
7 in the school so it wouldn't be a discrepancy,
8 well, your dad showed up. My dad is incarcerated.
9 My dad is deceased.

10 All the men in the community come, and the
11 city of Riviera Beach has helped us with that,
12 including the police department. So that is on
13 February 14th. We do it on Valentine's Day, every
14 year.

15 The boys get roses that they can share with
16 anyone that they like. But they also get goodie
17 bags and books. So, they get screwdrivers, things
18 they can help out around the home. Not to be
19 gender specific, but if they're hands on, which
20 most of our boys are, we give them little kits.

21 Then the Girls come in March. On March 13, we
22 have Books and Barbies. Every girl leaves with a
23 Barbie that represents them, and books as well.

24 And this initiative has grown tremendously
25 over the years as well because, again, it's going -

1 - tapping into that childhood level of reading but
2 also having kids -- okay, time. Okay. Having kids
3 want to learn how to read.

4 So lastly, we have our end of the year trip to
5 Islands of Adventure that students, when they
6 perform the way they are -- they say they're going
7 to perform. They set their goal, and they meet
8 their goal. We go on an end of this year trip, and
9 we would love the support of the committee. Thank
10 you so much.

11 MS. MARTIN: Madam Chair, that is the end of
12 the public comments.

13 CHAIRPERSON FOUSHEE: All right. Thank you.
14 All right. We'll move on to Mr. Evans.

15 MR. EVANS: Good evening, Madam Chair, and
16 members of the Board. So, you had an opportunity
17 to hear from Washington Elementary concerning the
18 request. Historically and traditionally, we have
19 assisted with this particular trip over the past
20 couple of years.

21 Now, since that there is monies allocated to
22 the Education Advisory Board, one of the things
23 that we wanted to do is to get the Board's
24 perspective with regards to assisting in this
25 particular expenditure. This is something that I

1 believe that they, like I communicated, that
2 they're looking to go in a -- in -- in a -- in a
3 couple of days, actually.

4 So, if this is something that the Board is
5 inclined to support, we as staff can facilitate
6 processing it, but we will look to ratify this in
7 some type of official action from the Board. So,
8 before I went ahead and authorize it, we did want
9 to bring that item before you all for consideration
10 because really, that is what your charge is.

11 The City has allocated right now roughly about
12 \$390,000 for education related initiatives. And
13 so, we wanted to make sure anything that touches
14 that and may be communicated with the principal
15 that it comes before you all for consideration.

16 So, there's not, you know, different pathways,
17 that the City is moving in the same direction when
18 it comes to education and support of our schools.
19 So, I'm here to answer any questions and -- and
20 seek direction and clarity from the Board tonight.

21 DR. BOTEL: Madam Chairperson. Yeah, Mr.
22 Evans, we had a budget for some of this.

23 MR. EVANS: Madam Chair, if I may?

24 CHAIRPERSON FOUSHEE: I -- I didn't even -- I
25 didn't even understand what Dr. Botel said. Can

1 you repeat it?

2 DR. BOTEL: I'm sorry. Do we have a budget
3 for -- are they -- do they -- have they provided us
4 with a budget for these? I'm presuming -- are you
5 saying support the Washington trip, and then
6 support the Books and Barbies, and then also
7 support the trip to Islands and whatever --

8 MR. EVANS: The -- the Principal --

9 DR. BOTEL: Or -- or are we talking initially
10 about Washington?

11 MR. EVANS: The Principal request was to
12 assist, and it's roughly about \$6,000 for the trip
13 to Washington.

14 DR. BOTEL: Okay. Thank you. You need a
15 motion. Madam Chair, you want to motion?

16 MS. MARTIN: Madam Chair?

17 CHAIRPERSON FOUSHEE: One moment.

18 Before we do a motion, can I just say
19 something?

20 MR. EVANS: Absolutely.

21 CHAIRPERSON FOUSHEE: I'm totally for
22 supporting Washington Elementary in this because I
23 know that, right now, times economically for
24 parents are hard, but I would caution us to be
25 careful because if we're going to start arbitrarily

1 approving things, I think that we have to be
2 equitable across the board to other schools, right?

3 So, if this is going to be the process, I
4 think that we need to come up with a micro grant, a
5 mini grant, something to open it up to everyone.
6 But absolutely, do I think that they need this
7 money? I would love to help the students at
8 Washington, and I'm okay with the vote.

9 But again, I just want it to be on the record
10 that whatever we do moving forward, that it -- it --
11 -- I just caution us with people just showing up the
12 day of and asking for funds, because the minute the
13 word gets out that all you have to do is show up
14 and ask and you're going to get money, next -- I
15 mean -- I mean, the numbers will go up.

16 But I just -- I think that the money will get
17 spent fast. So, we just need to streamline the
18 process and get it out there sooner so other
19 schools in the area can take advantage of it as
20 well.

21 MR. EVANS: Yes. Madam Chair? Yeah. So
22 certainly, in -- in perfect circumstances, this
23 would be an agenda item. There would be --

24 CHAIRPERSON FOUSHEE: Right.

25 MR. EVANS: -- robust conversation associated

1 with it. But the request did come in. We wanted
2 to process it, but I told staff, Hey, we need to
3 take this to the Education --

4 CHAIRPERSON FOUSHEE: Right.

5 MR. EVANS: -- Advisory Board --

6 CHAIRPERSON FOUSHEE: Absolutely.

7 MR. EVANS: -- before the holidays --

8 CHAIRPERSON FOUSHEE: Thank you.

9 MR. EVANS: -- and the like. But I will tell
10 you, subsequent requests, we will make sure that we
11 handle that after your retreat, when you do set,
12 what is formalized policy associated with that.

13 So, we -- point well taken, and we'll make
14 sure that there is a bona fide process that you all
15 can review and then provide us perspective on, and
16 then we can adopt it as -- as formal policy of this
17 board.

18 CHAIRPERSON FOUSHEE: Okay. Absolutely.
19 Let's go ahead and go forward with the vote.

20 MS. MARTIN: You need a motion. It's got to
21 be in a --

22 MS. MURRAY: Madam Chair?

23 CHAIRPERSON FOUSHEE: Yes, ma'am.

24 MS. MURRAY: Before we go with the vote, if
25 you -- if you don't, I also would like to add, I

1 agree with what you said. And so, since that
2 process isn't yet set in stone, I do have a ask.

3 If -- if it -- if we could -- this is approved
4 by the Board, if we can get some type of a report
5 from the students themselves or something like that
6 when they return from the trip, that would be good
7 so that we know, you know, whatever occurred on the
8 trip that they learned from the trip so that we
9 can, you know, at least know some of what they did.

10 CHAIRPERSON FOUSHEE: Absolutely. Okay.
11 Sounds good.

12 MS. MURRAY: Okay.

13 CHAIRPERSON FOUSHEE: All right.

14 MR. EVANS: And -- and Madam Chair, actually,
15 the school has been very good. They -- they --
16 actually have been doing -- they send us pictures.
17 They show -- you know.

18 So, they -- I think there would be no problem
19 with the -- the principal coming back and sharing
20 with you the experience that the kids had as a
21 result of the -- of the Board's generosity. So, we
22 can certainly facilitate that if the Board is
23 inclined to support moving forward.

24 CHAIRPERSON FOUSHEE: Sounds great. Okay.

25 We have a motion?

1 VICE CHAIR BOTEL: I move that we allocate the
2 funding to support the Washington Elementary school
3 trip to Washington.

4 CHAIRPERSON FOUSHEE: I'll second the motion.

5 MS. HALL: Board Member Bostic?

6 BOARD MEMBER WASHINGTON-BOSTIC: Yes.

7 MS. HALL: Vice Chair Botel?

8 VICE CHAIR BOTEL: Yes.

9 MS. HALL: Board Member Martin?

10 BOARD MEMBER MARTIN: Yes.

11 MS. HALL: Board Member Smith?

12 BOARD MEMBER SMITH: Yes.

13 MS. HALL: Chairperson Foushee?

14 CHAIRPERSON FOUSHEE: Yes.

15 MS. HALL: That's a unanimous vote.

16 MR. EVANS: Thank you.

17 CHAIRPERSON FOUSHEE: All right. Okay.

18 Moving on.

19 MS. HALL: So, Madam Chair, under discussion
20 and deliberation, you have fiscal year 2025 through
21 2026 priorities. And I believe you wanted to
22 discuss all three at the same time, which includes
23 proposed February Education Advisory Board Retreat
24 Workshop and summer camp program offerings.

25 MALE SPEAKER: Madam Chair, so you brought up

1 some really good points during the -- the
2 conversation that you just had with the manager
3 regarding the funds for Washington Elementary,
4 including microgrants and things like that.

5 And we also mentioned things like the Pre-K
6 Collaborative Initiative and other things that
7 we've been kind of workshopping the last few
8 meetings that we've held. So, we want to get some
9 feedback from the Board as relates to what we would
10 like to see moving forward.

11 So, the -- so we're looking for February,
12 towards the beginning of February, to have a
13 retreat by the Education Advisory Board to talk
14 about what the -- 2026 looks like and set what your
15 priorities are. You -- you've -- many of you have
16 articulated that you wanted to see some pre-K --
17 we're doing the subcommittee for Pre-K -- Pre-K
18 Collaborative Initiative.

19 And then we also talked about possible grant
20 opportunities for -- for the schools and teachers
21 being able to submit applications for that. So, we
22 just want to get some feedback from the Board as
23 to, one, we want to set a date for the February --

24 CHAIRPERSON FOUSHEE: Right.

25 MALE SPEAKER: -- retreat and also come up

1 with an agenda of some of the things that you guys
2 would like to discuss for consideration for the
3 priorities moving forward.

4 CHAIRPERSON FOUSHEE: Okay. You want to have
5 the discussion now?

6 MALE SPEAKER: Yeah.

7 CHAIRPERSON FOUSHEE: Okay. So as far as the
8 focus -- so it's twofold. We need to pick a date.
9 And are we going to go ahead and discuss the items
10 that we plan on discussing at the retreat, or just
11 pick a date for it, and we'll discuss it at the
12 retreat?

13 MALE SPEAKER: So, we could pick a date --

14 CHAIRPERSON FOUSHEE: Okay.

15 MALE SPEAKER: -- first, which we were
16 thinking about doing it the same day of your
17 regular meeting if you all are still available for
18 that.

19 CHAIRPERSON FOUSHEE: What's that date? You
20 have it?

21 MALE SPEAKER: It's February -- It's February
22 12th.

23 CHAIRPERSON FOUSHEE: Can we do the retreat on
24 a Saturday?

25 MALE SPEAKER: I think so. Let me just double

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check.

VICE CHAIR BOTEL: That's on Valentine's Day.

CHAIRPERSON FOUSHEE: So --

BOARD MEMBER MARTIN: On Valentine's Day?

MALE SPEAKER: No, you guys want to do it on -

-

VICE CHAIR BOTEL: Valentine's Day.

CHAIRPERSON FOUSHEE: No. We don't want to do that.

VICE CHAIR BOTEL: On Valentine's Day.

MALE SPEAKER: So --

CHAIRPERSON FOUSHEE: The 21st?

MALE SPEAKER: You have the 21st and the 17th.

MR. EVANS: Actually, it would save me financially if you guys did it on Valentine's Day.

BOARD MEMBER MARTIN: What?

CHAIRPERSON FOUSHEE: Absolutely not.

MR. EVANS: I may be single after.

CHAIRPERSON FOUSHEE: No. No, you and your wife and that baby all going out. Maybe without the baby, but you're -- no, you're not going to put that on us, Mr. Evans.

The 21st?

VICE CHAIR BOTEL: I have a -- Madam Chair?

CHAIRPERSON FOUSHEE: Uh-huh.

1 VICE CHAIR BOTEL: I have a -- a COASI
2 meeting, a Community Officer's Association of
3 Singer Island meeting that day that starts at 8:30
4 and goes till 10:00, so I'm good after 10:00 that
5 day.

6 CHAIRPERSON FOUSHEE: What about the 28th?

7 VICE CHAIR BOTEL: I'm free.

8 BOARD MEMBER WASHINGTON-BOSTIC: I'm free.

9 MALE SPEAKER: Does the 28th work for anyone?

10 CHAIRPERSON FOUSHEE: The 28th? February
11 28th? Okay. February 28th. Location?

12 MALE SPEAKER: The location's to be
13 determined. We'll figure out what venue spaces are
14 available --

15 CHAIRPERSON FOUSHEE: Okay.

16 MALE SPEAKER: -- and then we'll get back to
17 you with the education -- education arrangements.

18 CHAIRPERSON FOUSHEE: Okay. I very much
19 enjoyed the -- meeting at the Ritz.

20 MALE SPEAKER: Okay. We'll see what we can
21 do.

22 CHAIRPERSON FOUSHEE: It's really nice.

23 MALE SPEAKER: They did have those special
24 bottled water. I liked that.

25 CHAIRPERSON FOUSHEE: It was nice. Okay. all

1 right. Do we -- do we need to go into what the
2 subjects are going to be, our discussion pieces?

3 MALE SPEAKER: You can provide some of them
4 now --

5 CHAIRPERSON FOUSHEE: Okay.

6 MALE SPEAKER: -- but you can also send them
7 to -- you guys can send them individually via email
8 or to Dr. Hayes and I.

9 CHAIRPERSON FOUSHEE: Okay.

10 MALE SPEAKER: And then we can begin to put
11 together some agenda so we have some general topics
12 --

13 CHAIRPERSON FOUSHEE: Okay.

14 MALE SPEAKER: -- to work with.

15 CHAIRPERSON FOUSHEE: Is everybody okay with
16 that, just because of time? Right now, it's
17 already 7:23.

18 BOARD MEMBER SMITH: Yeah.

19 CHAIRPERSON FOUSHEE: Can we just send in the
20 topics --

21 VICE CHAIR BOTEL: Yeah. Are we talking 9:00
22 to 5:00 --

23 CHAIRPERSON FOUSHEE: -- that we'd like to
24 discuss?

25 VICE CHAIR BOTEL: -- on that day?

1 CHAIRPERSON FOUSHEE: I don't know. I'm just
2 going to keep the day open. I don't know yet.
3 Maybe once they get a venue, they'll tell us the
4 availability.

5 VICE CHAIR BOTEL: Okay.

6 MALE SPEAKER: As far as time, we were --

7 CHAIRPERSON FOUSHEE: Yeah.

8 MALE SPEAKER: I think we said at the last
9 meeting, something like 8:30 to 12:30.

10 CHAIRPERSON FOUSHEE: Okay. 8:30 to 12:30.

11 MR. EVANS: And -- and also, as part of your
12 retreat, I would say that you start a time and then
13 you just work through the agenda because, you know,
14 if there's a situation where you put an end time
15 and you end earlier, people may be inclined to stop
16 by.

17 And -- and then if there is -- as part of the
18 items that you want to discuss, if there's any
19 speakers or persons that you would like for us to
20 reach out to for the purposes of briefing or
21 bringing some of the additional context that you
22 want to talk about related to those topics, let us
23 know, and we'll reach out to them and send an
24 invite --

25 CHAIRPERSON FOUSHEE: Okay.

1 MR. EVANS: -- so they're -- so they're aware.

2 CHAIRPERSON FOUSHEE: Okay.

3 So definitely -- I mean, I don't want to get
4 into it, but we definitely -- for early childhood,
5 we need to send out some invites.

6 And for that collaborative piece with Tropical
7 Shipping, we probably need to send out invites for
8 that as well. And maybe even tutorial. But just
9 off the top of my head, early childhood, will need
10 invites --

11 MR. EVANS: For sure.

12 CHAIRPERSON FOUSHEE: -- with Dr. Robinson as
13 well. And then for the -- the work part -- and
14 also maybe add Viking on there because -- yeah,
15 Viking Yachts.

16 Our priorities for next year -- now, wait,
17 before we go to that, can I quickly -- when we were
18 talking about that microgrant, is it possible at
19 the retreat that we come up with something that we
20 can do for this year? Because we're talking about
21 implementation for next school year.

22 MALE SPEAKER: That will be the purpose of the
23 retreat -- retreat --

24 CHAIRPERSON FOUSHEE: Okay.

25 MALE SPEAKER: -- so we can workshop through

1 all that.

2 CHAIRPERSON FOUSHEE: Okay. Because I would -
3 - yeah, I would love to be able to put something
4 out this year for schools.

5 VICE CHAIR BOTEL: I agree.

6 MR. EVANS: We do have a -- a program -- our
7 Community Benefits grant program that Dr. Hayes
8 actually administers. So, we already have what is
9 the -- the shell for that --

10 CHAIRPERSON FOUSHEE: Okay.

11 MR. EVANS: -- and we can share that with you.
12 And then by that -- by the time of your retreat, we
13 can change the -- the name and -- and show you what
14 it would look like.

15 But conceivably, if you were to adopt what is
16 the -- the same practice that we do for our
17 community grants, you could turn something out this
18 year.

19 CHAIRPERSON FOUSHEE: That's perfect because
20 I'm even thinking -- Dr. Murray was talking about
21 the other projects that she has in mind. And I'm
22 sure there are some other schools that have some
23 things that they'd like to get funded before the
24 end of the year. Schools and other programs,
25 right?

1 MS. MURRAY: Absolutely. Yes, ma'am.

2 MALE SPEAKER: Well, we can also discuss those
3 priorities at the retreat.

4 CHAIRPERSON FOUSHEE: I heard you.

5 MS. MURRAY: Okay.

6 CHAIRPERSON FOUSHEE: Yes, ma'am.

7 Okay. Sounds good. Sounds good.

8 MALE SPEAKER: And then we'll bring a document
9 back to you guys articulating everything that was
10 discussed during the retreat.

11 CHAIRPERSON FOUSHEE: Okay. Perfect. Okay.

12 MALE SPEAKER: Dr. Hayes, did you want to add
13 anything?

14 MS. HAYES: No, I'm good.

15 MS. MURRAY: Thank you for your time.

16 CHAIRPERSON FOUSHEE: Okay. I'm sorry. We --
17 we should be discussing this. So, the discussion
18 is whether or not we should, yes, open it up to the
19 invites, but maybe have some time just for us to
20 have the discussions, and then add the extra pieces
21 and insight at the end of the day.

22 So, we might have to stick to the 8:30 to
23 12:30 if we're going to have our guests come in.
24 But Dr. Bostic is saying that she'd like some time
25 just for the committee to sit down together and for

1 us to discuss.

2 MR. EVANS: Yeah. The -- the -- the -- the
3 real intent from the retreat is really for you all
4 as the Board --

5 CHAIRPERSON FOUSHEE: Right.

6 MR. EVANS: -- to set the direction that the
7 (sneezes) Education Advisory --

8 CHAIRPERSON FOUSHEE: Bless you.

9 MR. EVANS: -- as it relates to the persons
10 that we would bring in. We want to make sure that,
11 for instance, if it's early childhood development
12 and you have a specialist that -- from the school
13 board that can give some context to the discussion
14 as to why this is a topic or that you want to make
15 a priority, that's the intent about bringing the
16 folks in.

17 This is really you all to have a conversation
18 to work through and allocating what programs are
19 going to be priorities, how much funding that we
20 want to set towards, and what are the timelines and
21 the deliverables and the measurables.

22 So, it's really -- anybody that we bring in
23 should support the collective vision that you all
24 have and provide for information for you to make an
25 informed policy decision.

1 CHAIRPERSON FOUSHEE: Okay.

2 MR. EVANS: So, that's the nature of, you
3 know, how the conversation is to go. And if it's
4 something that you also want us to look to have, if
5 there's somebody that you all work -- that's a good
6 facilitator to help facilitate that, because what
7 we want to do as staff, we want to get those
8 priorities. We want to get the budget. We want to
9 be able to then bring you something that you can
10 ratify and then we can publish.

11 And so, the community at large will know these
12 are the five major priorities of the Education
13 Advisory Board. Everything that you fund should
14 fall under those five priorities.

15 And if it doesn't, it's not consistent with
16 the direction of the Board until you have an
17 opportunity to say you want to change it. So
18 that's really what the retreat is for you all to
19 set the course as to how you want us to proceed
20 moving forward.

21 BOARD MEMBER WASHINGTON-BOSTIC: We haven't
22 had a chance to do that.

23 CHAIRPERSON FOUSHEE: No, we haven't.

24 Okay. Sounds good.

25 Thank you, Mr. Evans.

1 Okay. Priorities for next year? That's
2 something else that we can discuss --

3 MALE SPEAKER: Yeah. We can -- we can do all
4 that --

5 BOARD MEMBER WASHINGTON-BOSTIC: At the
6 retreat. Yeah.

7 CHAIRPERSON FOUSHEE: -- yeah, at the retreat.
8 The next item of discussion regarding proposed
9 February Education Advisory Board retreat. We just
10 did two and three. Discussion regarding summer
11 camp program offerings.

12 MALE SPEAKER: And we'll discuss that --

13 CHAIRPERSON FOUSHEE: We'll do that at the
14 retreat as well. Mr. Evans?

15 MR. EVANS: So, thank you for the Board
16 indulging us the opportunity to share the -- the
17 program at -- at Washington.

18 And -- and I have given my staff the direction
19 that if people are interested in educational-
20 related endeavors or how you should work
21 collaboratively with the City concerning education,
22 we're bringing those items before you.

23 So, we'll make sure that we communicate --
24 before an item comes before you in subsequent
25 meetings, what we'll do is we'll brief you, and

1 then we'll set it for our next meeting. So, you'll
2 have what is possibly, you know, 30 days for us to
3 give you any backup, any information.

4 I will share with you that the Boys and Girls
5 Club wanted to appear in front of the Education
6 Advisory Board, not for the request to ask for
7 anything, per se, but they did want to share some
8 of the programs that they have that are available
9 for kids that are registered at the center.

10 And also, as you heard from our -- our
11 partners here with -- with Raw Academics, they also
12 have data and information concerning what a Riviera
13 Beach student is challenged with and some of the
14 things that they're working to do.

15 And so, one of the things that you'll see and
16 I think we need to discuss, we have a lot of people
17 leaning in, but where are they leaning in and what
18 are they leaning in?

19 What are the services that are provided?
20 Because I think as part of your retreat, we should
21 be able to almost publish a -- a parent help guide,
22 right, for academic success in Riviera Beach is
23 intentional, and -- and you -- there's no way that
24 you can't find help because we have a resource
25 guide.

1 If you're interested in address, here's all
2 the different resources. Because there's a lot of
3 people doing a lot of different things, but we're
4 not necessarily connected with them.

5 And so that was one of the things that the
6 Boys and Girls Club said, hey, we've got the
7 classroom space. We're doing these things.

8 We want -- you know, we need to have more
9 partnership with the City. So that was the intent
10 behind them reaching out and wanting to have a
11 discussion with the Board. But that -- that's all
12 me. That's my comments for this evening.

13 CHAIRPERSON FOUSHEE: Thank you.

14 MALE SPEAKER: And for the Boys and Girls Club
15 to possibly come before you guys in March after
16 your retreat.

17 CHAIRPERSON FOUSHEE: In March?

18 MALE SPEAKER: Yes.

19 CHAIRPERSON FOUSHEE: Okay. Thank you. All
20 right.

21 Discussion by Committee Liason?

22 MS. HAYES: Good evening, Chair, Board. Just
23 a couple of quick updates. AlphaStar, who provided
24 ACT/SAT boot camps, they concluded on December the
25 6th. They were able to reach between 35 and 45

1 students.

2 If it is the Board's desire, AlphaStar can
3 come and present their outcomes. I also wanted to
4 remind you all that February the 12th, we will be
5 having our meeting at the Riviera Beach Library.

6 CHAIRPERSON FOUSHEE: The library library or
7 the Brooks Center?

8 MS. HAYES: The library library.

9 CHAIRPERSON FOUSHEE: Ooh. It'll be done?

10 MS. HAYES: Newly done, renovated. Yes.

11 BOARD MEMBER SMITH: February 12th?

12 MS. HAYES: Yeah.

13 That -- also, and just to touch a little bit
14 on Raw Academics and the services that they
15 provided, they did share that they did utilize
16 paper for their -- their tools, their -- their
17 assessments. However, I want to share with the
18 Board that we were able to purchase some laptops.

19 A part of our discussion for the future or
20 even at the retreat could be to discuss investing a
21 little bit more into more laptops to be able to
22 cover those 250 students that they were able to
23 reach during the summer program. And that
24 concludes my --

25 CHAIRPERSON FOUSHEE: Thank you so much.

1 Discussion by Office of the City -- oh, wait.
2 Before we move on -- well, no. I'll wait to the
3 end. Discussion by Office of the City Council
4 Chairperson?

5 MALE SPEAKER: Thank you, Madam Chair. We
6 don't have any updates at this time with the
7 exception that you will still be meeting at your
8 next regular meeting on the -- what is that? The
9 12th?

10 CHAIRPERSON FOUSHEE: Yes.

11 MALE SPEAKER: And then you'll also have your
12 retreat at the end of the month.

13 CHAIRPERSON FOUSHEE: Okay.

14 MALE SPEAKER: Also, there is a vacancy in
15 District 1. So, if you know anybody who would like
16 to serve on the Education Advisory Committee who
17 lives in District 1, please have them reach out to
18 the Office of the City Clerk to fill out an
19 application for the Education Advisory Board.

20 But the -- I've updated the chairperson in
21 regard to some of the developments in the Education
22 Advisory Committee, and she's happy to see that
23 things are moving forward. And she's really
24 excited about the retreat that she'll also be
25 attending.

1 And also, an update in regard to the Pre-K
2 Collaborative Program and Initiative. There hasn't
3 been monumental things going on, but we have met
4 with Ms. Robinson, who has a connection with one of
5 the pre-K and home-based providers, and she shared
6 with us some of the contact information that we
7 have been missing, that we're trying to connect
8 those dots as far as reaching out to those
9 providers. So, we'll be working closely with her
10 in our subcommittee -- in building our subcommittee
11 for the Pre-K Collaborative Initiative.

12 CHAIRPERSON FOUSHEE: Okay. Quick question.
13 Is it possible for us to utilize the City's social
14 media to advertise for the vacancy for that
15 District 1 seat?

16 MALE SPEAKER: Yeah.

17 CHAIRPERSON FOUSHEE: Yeah? We'll put it out
18 there on social media. People always say, "I
19 didn't know."

20 MALE SPEAKER: And that's all from our office.

21 CHAIRPERSON FOUSHEE: All right. Thank you so
22 much.

23 MALE SPEAKER: Thank you.

24 CHAIRPERSON FOUSHEE: All right. Board
25 members? Dr. Botel?

1 VICE CHAIR BOTEL: Happy to be here in person.

2 CHAIRPERSON FOUSHEE: Happy to see you in
3 person. Okay. All right. Dr. Bostic?

4 BOARD MEMBER WASHINGTON-BOSTIC: Just the one
5 thing I -- I want to share because I know this is -
6 - this is definitely coming down the pipeline
7 because of the changes that are happening in
8 Riviera Beach with West Riviera and Mary McLeod
9 Bethune, with the three ages and being changed.

10 So, at some point, I -- we definitely need to
11 have that conversation because, as we know, it's
12 definitely going to impact a lot of things in our
13 city. And also, we know that our new high school
14 is -- I guess it's -- it's really coming. It's
15 really coming.

16 CHAIRPERSON FOUSHEE: Yeah.

17 BOARD MEMBER WASHINGTON-BOSTIC: So, making
18 sure that we are preparing for that, especially
19 listening to all the data that has definitely been
20 shared, that is going to make a difference. And we
21 really, really need to make sure, Committee, that
22 we really do put a focus on that as well.

23 CHAIRPERSON FOUSHEE: It's funny you say that.
24 I got a phone call over the break about the change,
25 right? But it wasn't what I expected to get a

1 phone call about. It was actually about the
2 changing of -- you know, so we're collapsing and
3 making Lincoln and West Riv one, right? And the
4 call was from an older person who had concerns
5 about us doing away with Lincoln in name because of
6 the history in Riviera Beach.

7 And the question was, was there a way to -- at
8 the end of the day, you have to dissolve one,
9 right? Was there a way to keep Lincoln as the
10 school, because West Riv apparently wasn't built
11 until the '60s.

12 And Lincoln goes back to the original schools
13 like 1913. And I was like, I don't know. So, I
14 did reach out to someone in the district, and I was
15 told that the decision, the Board had already voted
16 on it. So, I don't know. I kind of just left it
17 at that.

18 But it had come up because of the history of
19 Lincoln Elementary in Riviera Beach. And that
20 their feeling was if we had to just pick one,
21 right, because either way, it's going to be a new
22 school, hold on to the history of Lincoln instead
23 of going to --

24 BOARD MEMBER WASHINGTON-BOSTIC: It's
25 historic.

1 CHAIRPERSON FOUSHEE: Yeah, because it's
2 historic. It's historic. But I think the -- the
3 Board has already voted, so I don't know that we
4 can do anything about that.

5 VICE CHAIR BOTEL: Is it really too late for
6 us to weigh in? I mean, we should have an opinion.
7 We should be able to -- this is our city.

8 MALE SPEAKER: -- with that.

9 VICE CHAIR BOTEL: I mean, can we petition the
10 school board to --

11 MR. EVANS: Well, that's --

12 CHAIRPERSON FOUSHEE: Because I think that's
13 why anyone --

14 VICE CHAIR BOTEL: I mean, West Riv -- there's
15 no historical reason to call something West Riv
16 just because of where it is.

17 CHAIRPERSON FOUSHEE: Right.

18 VICE CHAIR BOTEL: Whereas Lincoln, there's a
19 historical reason to call it that.

20 CHAIRPERSON FOUSHEE: Yeah. You went to West
21 Riv?

22 MS. MURRAY: I'm a -- I'm a Mustang.

23 CHAIRPERSON FOUSHEE: You're a Mustang. Well,
24 I went to Palm Beach Public, so I don't -- I don't
25 have a dog in the fight. I was like, Oh, I don't

1 know. I'll ask. And I asked. It was like, Oh,
2 but they already voted on -- I was like, Okay. So,
3 I left it at that. But yeah.

4 VICE CHAIR BOTEL: We should be able to --

5 MR. EVANS: To --

6 CHAIRPERSON FOUSHEE: Yeah. Lincoln. Yeah.

7 MR. EVANS: To -- to -- to that -- to that
8 point, no, it's not too late for you to -- to -- to
9 share a perspective. And -- and -- and ultimately,
10 it's -- you know, if -- if it's the action that
11 this board takes, then we as city staff can take
12 that action and actually multiply it and bring it
13 to the City Council and say, hey, there's some --
14 West Riviera, obviously, we know about the
15 renovations, but there -- it came up through the
16 Education Advisory Committee that, you know, they'd
17 like for us to send a resolution to the, you know,
18 school board saying that we would like the namesake
19 of Lincoln recognized in some form or fashion, and
20 maybe you call it West -- Lincoln West Riv,
21 whatever you want to be calling it. But -- but
22 it's a -- but it's a --

23 CHAIRPERSON FOUSHEE: Hashtag that.

24 MR. EVANS: Yeah.

25 VICE CHAIR BOTEL: If a certain person put his

1 name on the Kennedy Center --

2 CHAIRPERSON FOUSHEE: Yeah. All right. Okay.
3 So, you can add a name to stuff, right? It's a
4 thing now.

5 VICE CHAIR BOTTEL: It's -- it's a thing.

6 CHAIRPERSON FOUSHEE: It is a thing.

7 MR. EVANS: It is. So --

8 CHAIRPERSON FOUSHEE: Lincoln West Riv.

9 MS. MURRAY: I say Lincoln -- something that -
10 -

11 MR. EVANS: Yeah. So maybe --

12 CHAIRPERSON FOUSHEE: I feel like -- yeah. I
13 -- I -- I -- I'd -- I -- yeah.

14 MR. EVANS: So -- so maybe it's the -- the
15 media center of the library or something that has -
16 -

17 CHAIRPERSON FOUSHEE: Lincoln.

18 MR. EVANS: -- significance -- has
19 significance to it. But we can certainly, if it's
20 the direction of this board, take something and get
21 some more information from our city council, and
22 then adopt a joint resolution that is, you know,
23 codified by the members of the Education Advisory
24 Committee, the City Council, and send it to the
25 school board. And I think even though the school

1 board hasn't taken a vote on it, I -- you all are
2 paying for it.

3 CHAIRPERSON FOUSHEE: Yeah.

4 MR. EVANS: That's a fact.

5 CHAIRPERSON FOUSHEE: Yeah.

6 MR. EVANS: You pay taxes to the school board.
7 You are funding the construction of that project.
8 No -- you can't mix words about that. So as the
9 folks that are paying for it, you should absolutely
10 be able to advocate for what is the namesake of --
11 of the school. So, we can certainly send
12 something.

13 CHAIRPERSON FOUSHEE: Dr. Murray?

14 MS. MURRAY: Yes. My clarification in this is
15 that Lincoln is not just dissolving to West Riv.
16 West Riv is going to be a preK-2 site. So, all the
17 students from Lincoln that are in preK-2 will be
18 going to West Riv. The other half, third through
19 fifth, will be going to Bethune.

20 BOARD MEMBER WASHINGTON-BOSTIC: Right.

21 CHAIRPERSON FOUSHEE: Right.

22 MS. MURRAY: So, it -- it is -- it's not just
23 one school.

24 CHAIRPERSON FOUSHEE: No, no. We got that.

25 We were just saying we got to pick a name --

1 MS. MURRAY: Right.

2 CHAIRPERSON FOUSHEE: -- between West Riv and
3 Lincoln. Can we call it Lincoln to keep Lincoln?
4 Because Lincoln has been around since 1913.

5 BOARD MEMBER WASHINGTON-BOSTIC: And it's
6 historic.

7 CHAIRPERSON FOUSHEE: And it's historic.

8 MS. MURRAY: Yeah.

9 CHAIRPERSON FOUSHEE: No, but I got -- I got -
10 - you know, I totally understand.

11 MS. MURRAY: Yes.

12 CHAIRPERSON FOUSHEE: I totally understand.

13 MS. MURRAY: Yes. So --

14 CHAIRPERSON FOUSHEE: I get it.

15 MS. MURRAY: -- the community was saying --

16 CHAIRPERSON FOUSHEE: Yeah.

17 MS. MURRAY: -- you know, why just West Riv
18 when the kids are being split between the two
19 schools?

20 CHAIRPERSON FOUSHEE: Yeah. Well, that's
21 where I think we came to the Kennedy Center
22 resolve. Lincoln West Riviera. I don't want that
23 to be my legacy on this board. Who said that?

24 BOARD MEMBER WASHINGTON-BOSTIC: Let the
25 record say Ms. Foushee and Dr. Botel said Lincoln

1 West Riviera Elementary.

2 MS. MURRAY: So, then it would have to be
3 Lincoln Dr. Murray.

4 CHAIRPERSON FOUSHEE: I don't know.

5 MS. MURRAY: That's the newest.

6 CHAIRPERSON FOUSHEE: Bethune does stand on
7 it's own. You're right.

8 VICE CHAIR BOTEL: It's just to preserve
9 Lincoln.

10 CHAIRPERSON FOUSHEE: Yeah.

11 VICE CHAIR BOTEL: It's really -- the -- the
12 intent is not to let the Lincoln go away --

13 CHAIRPERSON FOUSHEE: Right. Right. Right.

14 VICE CHAIR BOTEL: -- at all. Yeah.

15 CHAIRPERSON FOUSHEE: I don't know.

16 Mr. Evans, what do you think?

17 MR. EVANS: They tell us at city manager
18 school, if it's the pleasure of the Board, we can
19 do whatever you'd like to do. So, if it is
20 something that -- that you all want us to do some
21 research, get that research, and then share that
22 back with the Board, or we can do the research and
23 then bring something for the City Council to
24 consider, sending a -- a resolution and a letter
25 over to the school board. We can request the

1 school board member see if he would entertain an
2 audience in front of the -- the Education Advisory
3 Committee. So, there's multiple options.

4 But I would tell you, the sooner before you
5 get kids in that school, the -- the faster you move
6 on that, the faster it -- it allows for the school
7 board to -- because their agenda process is
8 probably -- you know, probably 60 days before you
9 get something on the agenda for consideration, so.

10 CHAIRPERSON FOUSHEE: See, I was thinking the
11 marquee was already awarded sent in. Yeah.

12 BOARD MEMBER WASHINGTON-BOSTIC: And if you
13 just had that one problem, just imagine how many
14 more --

15 MR. EVANS: Yeah. So --

16 BOARD MEMBER WASHINGTON-BOSTIC: They don't
17 realize it.

18 CHAIRPERSON FOUSHEE: Right.

19 MR. EVANS: Well, yeah. And that's the --
20 this thing. It's -- you know, they -- they -- they
21 do not realize it. Their capital construction team
22 is building a school to accommodate X. They're not
23 going to get -- if nobody says anything and nobody
24 elevates it; they're going to continue to go down
25 that particular pathway.

1 But I don't think that the school board will -
2 - or the school board member -- district member
3 will turn a blind eye on, you know, the Education
4 Advisory Board and the -- and City Council saying,
5 Hey, we want you to consider this.

6 CHAIRPERSON FOUSHEE: Okay. All right.
7 Sounds good.

8 MR. EVANS: So, if it -- if it is something
9 that you all want us to do, we would be needing
10 direction by virtue of a motion. And in that
11 motion, you would instruct us to do what you would
12 like, whether it's -- we would elevate something to
13 the City Council or the City Council to send a
14 resolution that is supporting the Education
15 Advisory Board to ask for, you know --

16 VICE CHAIR BOTTEL: I mean, I think -- I -- I
17 am not a Riviera Beach native. Y'all know that
18 because of my New York accent. So, I don't know
19 how many people would be highly offended if we did
20 away with the name West Riv.

21 I mean, I said that kind of frequently before,
22 but I -- to be truthful, there may be people that
23 will say, Oh, my God. I went to West Riv, or, My
24 kids went there, and my -- you can't do that.

25 But I think the Lincoln West Riviera solution

1 is a good one because it honors the old name, the
2 Lincoln name, and it -- it combines -- and it's not
3 an awkward thing to call. So, in my opinion, to
4 call a school Lincoln West Riv. So, for me, I
5 would like the city staff to look into the
6 possibility maybe of -- of asking the school board
7 if they could --

8 CHAIRPERSON FOUSHEE: Is it a early child --
9 what is it going to be called? Like, what is it?
10 Because just like you said, it's K-2 -- or preK-2.
11 What is it?

12 MS. MURRAY: It's still West Riv Elementary.

13 BOARD MEMBER WASHINGTON-BOSTIC: It's still
14 elementary.

15 MS. MURRAY: -- at our last meeting that
16 school board member Ferguson did say he was putting
17 out a survey for the name of the new high school
18 that they don't have a name yet. So that could be
19 a recommendation that it'd be Lincoln high school
20 since it's on the same --

21 CHAIRPERSON FOUSHEE: Well, they did that for
22 Kennedy, so.

23 MS. MURRAY: Right.

24 CHAIRPERSON FOUSHEE: So, Kennedy was high,
25 and then they added Suncoast, and then they dropped

1 it to middle and then made it Suncoast High. So,
2 we've done it before because it was Kennedy High
3 School, not Kennedy Middle.

4 VICE CHAIR BOTTEL: So, are you suggesting that
5 we call the new high school Lincoln? Is that what
6 you --

7 MS. MURRAY: Well, that's just -- just putting
8 it out there --

9 BOARD MEMBER WASHINGTON-BOSTIC: Yeah.

10 MS. MURRAY: -- that they are --

11 BOARD MEMBER WASHINGTON-BOSTIC: That sounds
12 like a good compromise.

13 MS. MURRAY: Yeah.

14 CHAIRPERSON FOUSHEE: That does that sound
15 like kind of --

16 MS. MURRAY: For the new high school. It
17 doesn't have a name yet. So -- because the
18 community to change West Riv, I don't know. You
19 can put it out there, but there was a lot of
20 discussion beforehand when the new school was being
21 built. Because, you know, so many people went to
22 West Riv. It's like, a part of them.

23 BOARD MEMBER WASHINGTON-BOSTIC: Yeah. But,
24 you know technically, more went to Lincoln. It was
25 open longer.

1 MS. MURRAY: Right.

2 CHAIRPERSON FOUSHEE: I feel like -- I feel
3 like the Lincoln people are the older people.
4 Yeah. They're older, so they're out of the loop.
5 Yeah. They're older. They're out of the loop.
6 Yeah.

7 MR. EVANS: But --

8 BOARD MEMBER WASHINGTON-BOSTIC: Yeah. I
9 think --

10 MR. EVANS: But -- but, Madam Chair, I -- I
11 think -- realistically as well, I think a lot of
12 people in our community don't even know that that's
13 happening. And I think that's really the issue
14 when it closes and it's no longer -- that's when
15 you're going to see the people that --

16 CHAIRPERSON FOUSHEE: Yeah. Who didn't know -
17 -

18 MR. EVANS: -- that are -- that are tied to
19 Lincoln --

20 CHAIRPERSON FOUSHEE: -- what happened.

21 MR. EVANS: -- and didn't know what happened.

22 CHAIRPERSON FOUSHEE: What happened.

23 MR. EVANS: And that's -- because they're not
24 going to really -- based on how -- and we're
25 working with them, obviously, with the Riviera

1 Beach High School, but Inlet Grove is going to
2 assume the property where -- where Lincoln is. So,
3 the normal resident is going to see construction-
4 related activities, and they're going to think
5 they're rebuilding what is Lincoln --

6 CHAIRPERSON FOUSHEE: Lincoln.

7 MR. EVANS: -- not knowing that, no, that is
8 going to be Inlet, and Lincoln -- the Lincoln
9 namesake --

10 CHAIRPERSON FOUSHEE: Gone, yeah.

11 MR. EVANS: -- is going to disappear.

12 CHAIRPERSON FOUSHEE: Yeah.

13 MR. EVANS: So that's -- that's really -- I
14 think you just have a lot of people that don't know
15 --

16 CHAIRPERSON FOUSHEE: I just said that.

17 MR. EVANS: -- what's happening. So that's --
18 that's --

19 CHAIRPERSON FOUSHEE: I like that idea you
20 just shared.

21 VICE CHAIR BOTEL: I like that idea.

22 MS. MURRAY: Yeah. It was a concern last
23 year. As a matter of fact, I know we -- Ms.
24 Grainger tried to get together and maybe this
25 summer.

1 I don't know what happened, but she was trying
2 to meet with the principals and the city officials
3 because we were concerned that parents did not
4 know. And this is since last year. So, I think
5 the ball just somehow got dropped, but we've got to
6 get the word out there to -- to our families so
7 they know what's happening.

8 CHAIRPERSON FOUSHEE: What's happening?

9 MS. MURRAY: Because right now, it's going to
10 happen right up under them, and --

11 CHAIRPERSON FOUSHEE: It'll be done. And the
12 name will be -- and the name will be on the school
13 in the marquee --

14 MS. MURRAY: In the marquee.

15 CHAIRPERSON FOUSHEE: -- and that one will be
16 closed. And -- yeah.

17 I'm sorry. Ms. Halsey is -- is late. That's
18 what she said. Okay.

19 MS. MURRAY: Oh, Dr. Smith has that --

20 CHAIRPERSON FOUSHEE: Oh. Dr. Smith, you
21 still there? Hello? She's gone.

22 BOARD MEMBER SMITH: I'm still here.

23 CHAIRPERSON FOUSHEE: Oh, she's here. She's
24 here. She's here. She's here. She's right here.
25 Do you have any comments?

1 BOARD MEMBER SMITH: No. I mean, I'm -- I'm
2 like Dr. Botel. I -- I didn't go to school in
3 Riviera Beach at all, so I don't have a bone in the
4 fight, but I do get -- you know, I agree with the
5 Lincoln. So, if we could have some weigh in in the
6 name, that would be great, I think.

7 BOARD MEMBER WASHINGTON-BOSTIC: And I think
8 that's going to be the better bet if we could do
9 the high schools like you mentioned --

10 VICE CHAIR BOTEL: Can you say that louder,
11 please?

12 BOARD MEMBER WASHINGTON-BOSTIC: I think
13 that's going to be a -- a better bet, just like how
14 they did at Kennedy, that we do -- you know, we can
15 have a opportunity to call in the school Lincoln so
16 they can still have its history here.

17 VICE CHAIR BOTEL: The high school.

18 BOARD MEMBER WASHINGTON-BOSTIC: The high
19 school.

20 VICE CHAIR BOTEL: Yeah. That would be a good
21 solution.

22 BOARD MEMBER WASHINGTON-BOSTIC: It would be a
23 good solution. Okay.

24 MALE SPEAKER: So just for clarity, because I
25 know as Dr. Murray articulated what they did with

1 the other high school that they just did out west -
2 - the Dr. -- I can't remember the gentleman's name.
3 He was like the former principal. Yeah.

4 In -- in that area, they did a poll from the
5 community -- from the community, and that's how
6 they decided the name. But do you guys just want
7 to go back to Council with the recommendation to
8 make the school district aware on the reform of the
9 --

10 BOARD MEMBER WASHINGTON-BOSTIC: Yeah.

11 CHAIRPERSON FOUSHEE: I think so. I think so.
12 Because they might come up with --

13 MALE SPEAKER: I think it might be --

14 CHAIRPERSON FOUSHEE: -- Ronnie Fields High
15 School --

16 MALE SPEAKER: Yeah. It might just be a
17 little --

18 CHAIRPERSON FOUSHEE: -- and move Lincoln
19 right on out.

20 MALE SPEAKER: -- to request that they name
21 the school Lincoln, and the community has it on the
22 form, so. I think we bring it to the City
23 Council's attention.

24 CHAIRPERSON FOUSHEE: And we thinking it was
25 going to be Lincoln High, and they're like, No.

1 And we're like, well, we tried.

2 VICE CHAIR BOTEL: Okay. Yeah. I know.

3 CHAIRPERSON FOUSHEE: I think, yes, what you
4 just said. We should still just -- and not -- not
5 to put our eggs in the -- well, we always have a
6 high school basket.

7 Now, let's go ahead and address that. That is
8 the issue. And see what happens and the solution
9 we can come up with. Yeah.

10 VICE CHAIR BOTEL: Yeah. You need us to vote
11 -- do you need us to vote on that?

12 CHAIRPERSON FOUSHEE: Yes. That's -- . I'll
13 make the motion to do what you just said.

14 MS. HAYES: I second that motion.

15 MS. HALL: Board Member Bostic?

16 BOARD MEMBER WASHINGTON-BOSTIC: Yes.

17 MS. HALL: Vice Chair Botel?

18 VICE CHAIR BOTEL: Yes.

19 MS. HALL: Board Member Martin?

20 BOARD MEMBER MARTIN: Yes.

21 MS. HALL: Board Member Smith?

22 BOARD MEMBER SMITH: Yes.

23 MS. HALL: Chairperson Foushee?

24 CHAIRPERSON FOUSHEE: Yes.

25 MS. HALL: That's a unanimous vote.

1 CHAIRPERSON FOUSHEE: Okay. And then the
2 discussion regarding the next meeting. So, is it
3 time for me to take on the agenda? I'm just
4 waiting for someone to release it.

5 MALE SPEAKER: She's got the agenda.

6 CHAIRPERSON FOUSHEE: Like sending it out? Am
7 I supposed to be doing that?

8 MALE SPEAKER: Oh, no. That's -- that's
9 staff.

10 CHAIRPERSON FOUSHEE: Oh, I don't have to do
11 that? Okay. Listen. That is fine with me.

12 MALE SPEAKER: Oh, no. You're fine. No,
13 we're going to send it out -- else.

14 CHAIRPERSON FOUSHEE: Okay. I don't want you
15 to think I'm not doing my chairlady duties.

16 MALE SPEAKER: Oh. No, no, no.

17 CHAIRPERSON FOUSHEE: All right. You stick
18 and I'll grab.

19 MALE SPEAKER: No, when we retire, we'll let
20 you know.

21 CHAIRPERSON FOUSHEE: Please tap me in. Tap
22 me in. All right. So --

23 MS. HALL: Chairperson -- Chairperson Foushee?

24 CHAIRPERSON FOUSHEE: Yes.

25 MS. HALL: Debrah Hall, City Clerk. I just

1 wanted to make the Board aware, our city manager --

2 CHAIRPERSON FOUSHEE: Yes.

3 MS. HALL: -- Dr. Hayes and Mr. Brown, Mr.
4 Evans, and Ms. Larnier, that I'll be be bringing
5 Ms. Deb Lawson from the City Clerk's Office as sort
6 of a trainee for her to transition her to start
7 helping in this meeting. So, Deb Lawson, everyone.
8 She'll be helping out.

9 CHAIRPERSON FOUSHEE: Right.

10 MS. HALL: She'll be in touch with Mr. Brown
11 and Dr. Hayes for our next meeting.

12 CHAIRPERSON FOUSHEE: Is that your way of
13 telling us you're leaving us?

14 MS. HALL: Not necessarily leaving, but.
15 We'll have some -- a representative from the
16 clerk's office.

17 CHAIRPERSON FOUSHEE: Okay.

18 MS. HALL: If I'm not here. Yeah.

19 CHAIRPERSON FOUSHEE: Okay.

20 MALE SPEAKER: Well, congratulations to Ms.
21 Hall. She's know our permanent --

22 VICE CHAIR BOTEL: Well overdue.

23 CHAIRPERSON FOUSHEE: Well overdue. Can't
24 think of a better person. Okay. And now it is
25 time to -- I thought I was supposed to get a gavel.

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MALE SPEAKER: That's your next meeting.

CHAIRPERSON FOUSHEE: You said that three meetings ago.

All right. We're going to go ahead and call it at 7:52. Thank you, everyone.

(Thereupon, the proceedings were concluded at 7:52 PM.)

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CERTIFICATE OF TRANSCRIPTION

The above and foregoing transcript is a true and correct typed copy of the contents of the file, which was digitally recorded in the proceeding identified at the beginning of the transcript, to the best of my ability, knowledge, and belief.

Haiddy Discua

Haiddy Discua, Transcriber

AGENDA ITEM 3



City of Riviera Beach

To: Riviera Beach Education Advisory Board

From: Latronda Hayes, Ph.D., Assistant to the City Manager (**Committee Liaison**)
Sammie T. Brown, IBA, FRA-RP, MEDP

Through: Jonathan Evans, City Manager, MPA, MBA, FRA-RA, ICMA-CM
Shirley Lanier, City Council Chairperson (**Council Representative**)

Subject: **Item 1: Update from the School District of Palm Beach
County Area Superintendent Dr. Camille Long-Coleman**

Date: Thursday, March 12, 2026

CC: General Public

Background:

The Education Advisory Board will receive an update from Dr. Camille Long-Coleman, Area Superintendent for the School District of Palm Beach County, regarding schools serving the City of Riviera Beach. The presentation will provide information on Riviera Beach schools as well as updates on initiatives, programs, and developments occurring within the North County area that may impact Riviera Beach students and families.

This item will also provide an opportunity for Board members to engage in discussion with Dr. Long-Coleman regarding educational trends, challenges, and opportunities for collaboration between the city and the School District.

Recommendation:

Staff recommends that the Education Advisory Board receive the update and engage in discussion as appropriate.

Attachments:

N/A

AGENDA ITEM 4



City of Riviera Beach

To: Riviera Beach Education Advisory Board

From: Latronda Hayes, Ph.D., Assistant to the City Manager (**Committee Liaison**)
Sammie T. Brown, IBA, FRA-RP, MEDP

Through: Jonathan Evans, City Manager, MPA, MBA, FRA-RA, ICMA-CM
Shirley Lanier, City Council Chairperson (**Council Representative**)

Subject: **Item 4: Presentation by Boys & Girls Club of Palm Beach County**

Date: Thursday, March 12, 2026

CC: General Public

Background:

The Boys & Girls Clubs of Palm Beach County will provide a presentation to the Riviera Beach Education Advisory Board regarding the programs and services currently offered at the Riviera Beach Boys & Girls Club facility. The purpose of this presentation is to inform the Board about the organization's ongoing work within the community, including youth development initiatives, educational support programs, and recreational opportunities available to students and families in Riviera Beach. Representatives from the Boys & Girls Clubs of Palm Beach County will highlight upcoming summer camp offerings and discuss opportunities for continued collaboration with the City of Riviera Beach and its education partners to support youth engagement and academic enrichment throughout the summer months.

This item is presented for informational purposes to allow members of the Education Advisory Board to learn more about the programs available to Riviera Beach youth and to engage in discussion with the presenters regarding potential partnerships and community outreach opportunities.

Recommendation:

Staff recommend that the Education Advisory Board discuss potential dates for rescheduling the Workshop/Retreat and review, discuss, and approve the proposed agenda to guide the future session.

Attachments:

Draft Riviera Beach Education Advisory Board Work/Retreat Agenda

AGENDA ITEM 5



City of Riviera Beach

To: Riviera Beach Education Advisory Board

From: Latronda Hayes, Ph.D., Assistant to the City Manager (**Committee Liaison**)
Sammie T. Brown, IBA, FRA-RP, MEDP

Through: Jonathan Evans, City Manager, MPA, MBA, FRA-RA, ICMA-CM
Shirley Lanier, City Council Chairperson (**Council Representative**)

Subject: **Item 4: Discussion of Proposed Workshop/Retreat Agenda**

Date: Thursday, March 12, 2026

CC: General Public

Background:

The Education Advisory Board previously scheduled a Board Workshop/Retreat for February 28, 2026, intended to provide an opportunity for the Board to engage in strategic discussions regarding the direction, priorities, and programming of the Board moving forward. The workshop was designed to allow members to participate in deeper conversations regarding education-related initiatives, funding priorities, partnerships, and operational structure.

However, the previously scheduled retreat was cancelled due to a lack of availability among Board members, preventing the Board from achieving full participation necessary for a productive strategic session.

In preparation for the originally scheduled workshop, staff developed a proposed agenda outlining several key areas of discussion, including education funding within the City budget, programmatic initiatives, partnerships with the School District and community organizations, evaluation frameworks for funding requests, board structure, and the establishment of strategic priorities for the upcoming fiscal year. The proposed agenda is attached for the Board's review.

The purpose of this agenda item is for the Education Advisory Board to:

1. Discuss and identify a new date and time for the Board Workshop/Retreat that accommodates the full availability of Board members.

2. Review the proposed workshop agenda prepared by staff.
3. Provide feedback, discussion, and potential revisions to the proposed agenda topics.
4. Approve the agenda framework for the rescheduled Workshop/Retreat.

The workshop will serve as an important opportunity for the Board to align priorities, strengthen partnerships, and establish a clear framework for education-related initiatives supported by the City of Riviera Beach.

Recommendation:

Staff recommend that the Education Advisory Board discuss potential dates for rescheduling the Workshop/Retreat and review, discuss, and approve the proposed agenda to guide the future session.

Attachments:

Draft Riviera Beach Education Advisory Board Work/Retreat Agenda

City of Riviera Beach

Education Advisory Board

Retreat & Workshop

Proposed Agenda

Date: February 28, 2026

Time: 9:00 A.M. – 1:00 P.M.

Location: Riviera Beach Library

1. Call to Order and Welcome

9:00 A.M. – 9:10 A.M.

- Opening remarks
 - Purpose of the Retreat
 - Overview of expected outcomes
-

2. Overview of Education Funding within the City Budget

9:10 A.M. – 9:45 A.M.

Discussion Topics:

- Current financial state of education-related funding within the General Fund
 - Breakdown of expenditures to date
 - Existing commitments and allocations
 - Opportunities for future funding enhancements
-

3. Programmatic Review and Discussion

9:45 A.M. – 10:10 A.M.

Discussion Topics:

- Summer camp programming with educational components
- READ Initiative updates and expansion opportunities

- Evaluation of outcomes and community impact
-

4. Partnerships with the School District and Local Schools

10:10 A.M. – 10:35 A.M.

Discussion Topics:

- Strengthening relationships with the School District and schools serving Riviera Beach students
 - Utilization of available educational resources and support services
 - Opportunities for collaboration on academic support, enrichment, and workforce readiness
 - Establishing a process for **regular updates from School District staff** regarding:
 - School performance and academic trends
 - Student needs and challenges
 - Opportunities for City and Board support
-

5. Partnerships, Foundations, and Community Support Initiatives

10:35 A.M. – 11:00 A.M.

Discussion Topics:

- Opportunities to partner with local nonprofits, foundations, and community organizations
 - Collaboration with businesses and higher education institutions
 - Supporting educational foundations and scholarship partners
 - Planning and coordination for annual Back-to-School events and supply drives
 - Identifying sponsors and long-term community partners
-

6. Break

11:00 A.M. – 11:10 A.M.

7. Framework for Evaluating Funding Requests and Proposals

11:10 A.M. – 11:30 A.M.

Discussion Topics:

- Establishing a standardized process for reviewing proposals
 - Criteria for evaluating requests from:
 - Schools
 - Teachers
 - Individual classrooms
 - Nonprofits and businesses providing educational services to Riviera Beach students
 - Transparency, equity, and accountability considerations
-

8. Standard Annual Commitments of the Education Advisory Board

11:30 A.M. – 11:45 A.M.

Discussion Topics:

- Funding support to schools
 - Grants and mini-grant opportunities
 - Scholarship programs
 - Community education initiatives
-

9. Board Structure and Operations

11:45 A.M. – 12:10 P.M.

Discussion Topics:

- Creation of subcommittees
 - Committees to be established, which may include:
 - Early Education Committee
 - Scholarship Committee
 - Grants and Funding Committee
 - Programming and Partnerships Committee
 - Youth and Workforce Pipeline Committee
-

10. Annual Planning and Governance

12:10 P.M. – 12:30 P.M.

Discussion Topics:

- Yearly calendar and meeting schedule
 - Identification of key priorities and areas of focus
 - Alignment with City Council priorities and strategic initiatives
-

11. Establishment of Top Three Priorities for Fiscal Year 2025–2026

12:30 P.M. – 12:50 P.M.

Discussion Topics:

- Identification and consensus on top three strategic priorities
 - Discussion of measurable goals and outcomes
-

12. Summary of Action Items and Next Steps

12:50 P.M. – 12:55 P.M.

- Recap of decisions and direction provided
 - Assignment of follow-up responsibilities
-

13. Adjournment of Retreat and Workshop

1:00 P.M.

AGENDA ITEM 6

AGENDA ITEM 7



City of Riviera Beach

To: Riviera Beach Education Advisory Board

From: Latronda Hayes, Ph.D., Assistant to the City Manager (**Committee Liaison**)
Sammie T. Brown, IBA, FRA-RP, MEDP

Through: Jonathan Evans, City Manager, MPA, MBA, FRA-RA, ICMA-CM
Shirley Lanier, City Council Chairperson (**Council Representative**)

Subject: **Update on the Riviera Beach Pre-K Collaborative Subcommittee**

Date: Thursday, March 12, 2026

CC: General Public

Background:

Staff would like to inform the Education Advisory Board that the Riviera Beach Pre-K Collaborative Subcommittee will reconvene during the month of April. Invitations will be distributed within the next week to both home-based and center-based early learning childcare providers serving the Riviera Beach community to participate in the collaborative effort. The purpose of the Pre-K Collaborative is to bring together early childhood education providers and stakeholders to strengthen coordination, share resources, and support early learning opportunities for children in Riviera Beach.

Through the efforts of the Subcommittee members, staff has been fortunate to retrieve and compile proper contact information for outreach to early learning providers throughout the community. Staff has also worked with the City of Riviera Beach Business Tax Receipt Office to help identify and pinpoint licensed providers operating within the City and has received assistance from the Florida Department of Health in helping to identify additional providers and ensure that outreach efforts are as comprehensive as possible.

At this time, the Pre-K Collaborative Subcommittee includes approximately four participating individuals, and staff anticipates additional participation as invitations are extended to providers across the community.

Following the upcoming meeting, the Education Advisory Board representative assigned to the Pre-K Collaborative Subcommittee will provide regular monthly updates to the Education Advisory Board during its scheduled meetings. These updates will ensure that the Board remains informed regarding the activities, discussions, and initiatives being developed through the Pre-K Collaborative as it works to support early childhood education opportunities within the City of Riviera Beach.

Recommendation:

Staff recommends that the Education Advisory Board receive this update for informational purposes and continue to support the efforts of the Riviera Beach Pre-K Collaborative Subcommittee

Attachments:

N/A