

TRANSCRIPT FROM BOARD OF EDUCATION MEETING 3/23/20

I am going to do a roll call to confirm attendance of all board members Sharon Archer, Lori DeForest, here, Renee Murad, she's here and there she is okay, Ken Souser, here, Will Guisbond, here, Dana Corcoran, here, Juanita Rivera-Ortiz, here, Wendy Rhodes, here and Christine Woodcock Dettor, here. Awesome thank you so everyone is present, everybody's good and then also in attendance we have Dr.. Smith, Mr. Decker, yes, Mr. Reyes, and Ms. Hauser. So now the first item on the agenda is with Dr. Smith and it's the district status report regarding our covid-19 response. Peter. Okay. So thank you so I want to walk through a number of items as it relates to the district's response to covid-19. First and foremost I think it's important that the board know that the guidance that is being provided to school district cross the state comes from a variety of sources including the United States Department of Education in, the New York State Department of Education, the New York State Department of Health, Onondaga County Department of Health, and the County Executive and then as those things roll out we often turn to our legal counsel for interpretation and understanding so that's our most significant guidance providers to the district, Within the district itself, we have an emergency response team that is populated by all of our principals, physical education, our director of Transportation, our director facilities, our director of food service, and our director of Technology, Those people have been instrumental in helping us again, all aspects of the district's response everyone has been involved in putting these plans together Tonight I'm going to talk about you know what was the district's response and primarily going to focus on my student medical needs, continuity of Education, the distribution and availability of meals, child care for essential healthcare workers and First Responders. So first of all when the district decided to close or when we were ordered closed, back on Monday, a week ago, one of the first things that we needed to do was all of our nurses needed to reach out to all of the families for come and collect medication and equipment.. That was a key piece, of one of the first key responses that we did, all the nurses under the direction of the director of health and physical education, all the nurses were able to do that and accomplish that objective making sure that all the medications and equipment that was necessary were returned to families. Next piece I wanted to talk to you about is the updated 180-day requirement. So we have gotten some conflicting information and I'm not sure if the board is kept abreast of things but I want to make sure that everyone is on the same page that is originally, when the county executive declared that we were going to close, he closed us through Tuesday April 14th and then when the governor came forward and provided the executive order that closed all of schools affect the March 18th, he only closed schools through March 31st and so I don't know exactly why he did what he did but essentially, we are

closed currently only through March 31st and that executive order explains that any school days that the district would close outside of the window March 18th through March 31st would not be counted towards 180 days necessary for state aid, but thankfully we closed March Tuesday March 17th, Monday March 16th was our last day for students. Tuesday March 17th was a staff day and so all of our days that we've been closed have been within the window provided by the governor so we're in good shape there but just so you know technically, we are only closed through March 31st so obviously we're expecting that to be updated shortly. Three main pieces that the school district has had to respond to, primary pieces, and that is the continuity of education for students, the availability and distribution of meals and the childcare for essential health care workers. First of all, in the area of education, it's important to define the continuity of Education that is, in the event of a prolonged school closure or student absence that work is provided to students. In our work and all the school district in the United States work to provide continuity of learning is informed by guidance provided by the state education department. There are a lot of different pieces to the continuity of education plan, but essentially, we have to design education for all students and so instructional design, course design and plans for support must be aligned with skill level of age groups and abilities, including students with disabilities and English language Learners. So for example, those serving Elementary Middle School levels have to consider creating instructional materials for both students and parents where high school students are likely more capable, independent learning in Jamesville-DeWitt. This is information I was sent to staff members when we knew that we were going to be closing and a continuity of Education needed to be designed, and so the language that was sent to teachers included that teachers or teams of teachers would provide work to be completed each day for students and that assignments will be appropriate for each grade level and that's for all teachers and all content areas and work was to be provided for students that clearly indicates the date which it was expected to be started and completed. The expectation being that daily work would be provided, not work provided each day but every day there was something for students to do. The priority for instructions would be that you are providing, again instruction that best prepares students to meet the learning outcomes for the course and prepare for a culminating exam if applicable. Someone on the board asked whether or not we are asked to move kids forward to continue to help them learn and grow and absolutely that is the expectation. So we are preparing students to meet the learning outcomes for the course and prepare for the culminating exam, if applicable. That doesn't mean that review and moving forward are obviously both parts of them preparing students for learning outcomes until both pieces of those of that instruction should take place. Someone else asked on the board about course credit and

graduation requirements and the guidance document includes language that as long as the student has met the standards assessed in the provided coursework, the student should be granted the diploma credit. Students are expected to continue to grow as I mentioned and so yes the work being done while we are closed through cognitive education is credit, we are able to grant credit for that work. It was the expectation that teachers and their colleagues in special education to modify, I'm sorry, teachers should work with her colleagues and teams of teachers to have the education materials reviewed and modified as necessary. Modifications should be noted on assignments as needed so that parents and students know what they were looking at. For Jamesville DeWitt, this means that at the K-8 level special education teachers work with gen. ed. teachers to specially design the educational materials provided to the student on the premise of specially-designed instruction. Students receiving resource room programming for the purpose of supplemental skill instruction receive specific materials to address the specifics students, specific student skill deficits. Skill work is focused on addressing doing school work and skill I deficit. We have 37 different students receive counseling on their individual education plan and the school psychologist should be connecting with students via email, phone or checking in with them and their family to make sure that is taking place as well. So that's primarily the work of special education. We insisted that a detailed record of all lessons, assignments, tasks and other work provided to students must be maintained and made available. This was an accountability piece but also a piece in the event that we get audited and we have to explain to the State Education Department how we provided a cognitive education. So, we are making sure we have a record of all the work that's being provided to students at work has been completed. When we set out this document for teachers we identified that the work should be guided by the following principles: There should be a good faith effort to provide appropriate instruction in the content area thinking about and being flexible with students and parents; that regular collaboration with colleagues and teammates should take place; and then a recognition that not all students have access to Internet, phone lines, TV or radio at the same time and so it's important to make sure that we provide a variety of methods of learning. We have started conversations about what I'm starting to call phase two of our continuity of learning and we have an administrative staff meeting tomorrow morning where we are going to dig in fairly deeply around know how are we assessing how we're doing, how have the needs of our students changed, you know, how have the skill level of our students changed, their ability to work independently or with parents at home. You know, is the technology, should be using less technology, we should be using, are there increased expectations we should have, are there decreased expectations we should have, are there other things we should be thinking

about. So we are digging in and the principals have already already started digging and we're coming together to begin what I am calling phase 2 and in the event that we continue to be extended, our closure is extended. An update that recently came out of New York state is that all elementary and middle level testing has been suspended for the remainder of the school year. So this applies to all grades 3-8 ELA testing, 3-8 Math testing, our grade 4 elementary science test, our grade 8 science test, all NYSELAT testing, the New York State english-as-a-second-language achievement test for all students grades K through 12 as well as the NYS alternative assesment for students with severe cognitive disabilities in grades \_\_\_\_ through high school. So that's our continuity of education. Very practically speaking I think the board is aware that in grades K-8, we took a vote for a low tech approach to the work with the idea or the concerns that our families didn't have technology or internet at home and so we wanted to make sure that the work we provided, was work in an equitable fashion. I know that many of the teachers in K-8 provided extension type activities that do require or that would require technology to be used and I know that, as well as extension activities are not only paper and pencil but would also require technology in. In 9 through 12 where Google Classroom is much more ubiquitous, the high school teachers use Google Classroom almost exclusively as there their learning platform from which all of their instruction is taking place. We had the opportunity for high school students to sign out Chromebooks as needed. We provided on the website how to access free internet through Spectrum cable, and then one of the recent challenges that we found is making sure that students who have word processing or other computer base skills on their individual education plan to make sure they have the resources necessary to access their materials and produce learning in a way that aligns with their individual education. You know so stepping back and you know the mile-high view here is I'm really proud of the work of our teachers and administrators in designing work for students very quickly. It certainly is, you know, no doubt it's not perfect. We are getting all kinds of feedback around, you know there's too much work, there is is too little work, there's too much teacher interaction, not enough teacher interaction and so I think that one of the critical pieces is trying to again step back and take this moment, step back and identify say okay, what have we learned and what do our students need. I'm with the idea that we are going to continue build on their strengths and skills, continue to help them learn and grow and adhere to this statewide definition of continuity of learning and I was thinking about a prolonged closure how can we do this you know next step how can we do it better, what we need to change. With that, before I go on to the distribution and the availability of meals I would open it up to questions from the Board of Education. Alright, thank you. So, hold on a couple seconds, everyone raise a hand. I have Dana. I have Sharon,

anybody else on the board. Okay just Dana and Sharon and Will. I've got my hand up. So I'm going to go Dana, Sharon and Will, Dana, Sharon and Will. Dana go ahead. I'm just wondering if you guys have question around grading, what, do you have a plan in place yet, has there any been any discussion. I know the marking period is ending, it's coming pretty soon and so I'm just wondering if there's been any thought around what they're going to do in terms of know, I know a lot of colleges are doing like the pass-fail and I know you talked about credit but I'm just curious about grading because you know from we were just talking about equity and around some kids might have devices other don't and I know we're working on that and I'm just looking at how we're going to grade kids who you know, there are kids that have access and can do all the work and do those things then there's the ones that don't and how how are you guys looking at that? Okay, so you go right to the third rail question first, thanks so much. Sorry, sorry. So yes the question of grading has come up quite a bit and it is a really challenging question. Taking it on each level primarily the most conversation has been at the high school level. Paul has been taking a lot of feedback from teachers and providing some guidance along the way. The conversation primarily at this point has been around you should be providing primarily feedback to students on how they're progressing the work that they're doing. There has been some, I think he's just taking a lot of input and thinking about, you know how is it that we hold kids accountable, the balance of holding kids accountable but being sensitive is unique circumstances that are going on right now and so that's part of the ongoing conversation right now. We do know that you know colleges and employers are going to be pretty, we think sensitive and respectful of this very unique time. Paul, I know has a department meeting tomorrow and I know that it is at the top of the agenda to try that navigate this territory. I know that the principals across the area are talking about this and I'm trying to get a plan in place. At the middle level and at the elementary level, it should be really about helping kids identify, you know, how are you doing after work, are you progressing, focus on learning, yeah it should be a focus on learning, grading for learning. Thank you, Dana. Sharon please. Yes, so just two quick questions and just a general comment and thank you and shoutout, my kids teachers have really been making an effort to be in touch with my children and it is greatly appreciated. My son's Chinese teacher sang happy birthday to him on Friday, that was really nice and my daughter got a phone call today from her teacher, so all of those efforts are really appreciated, So two quick questions first being is there any moving forward and I know how hard this is cuz I'm doing it too, moving forward is there any thought about norming how much contact students will have with their teachers on say a weekly basis? My son being a 6th grader is getting a lot more daily contact than my daughter as a kindergartner and I'm just

wondering if that's been thought about at all or considered to norm that somehow. I think so we laid out of series of expectations for the first go-around of this and I think we're going to have to do the same thing just primarily, not necessarily to be part of it for an accountability piece but also to give teachers an appropriate target to shoot for, that was one of the things we try to do in defining the continuity of education and and expecting work to be provided that can be done daily. We knew that if we set the bar appropriately, that the teachers would meet it and so yes that's part of the conversation tomorrow, you know is okay what is you know how are we going to bounce synchronous vs. asynchronous learning, what are the expectations, what's achievable for teachers what's achievable for families and I think that those are all part of which could be a pretty spirited discussion tomorrow. And my other question just goes to access, so Spectrum is providing free internet for students, however if there is an outstanding bill, they're not able to get that access and that is something that I've run into quite a bit with my own students and were working on solutions to that I'm wondering if there's like a plan B in place or if we've thought about a plan B for those students who are coming up against that barrier and how we can remove it. Again I think that's one of those things that we continue to discuss countywide in trying to figure out solutions for our kids. I know for me, I think about you know, is there a collection of resources within the school district that are accessible to kids where there is Wi-Fi available. You know I know that that's challenging when you think about that for K-12, because it's a pretty big difference in what a five-year-old can do versus a seventeen year old, to access free Wi-Fi and so do I have an answer for that question, absolutely not but I think that that's something that you know as we as a community engage with this issue, I think we as a community can identify the resources that would be helpful for kids. Thank you. Okay, Will. Okay, thank you, I just wanted to... a teacher of mine sent out emails this morning checking in on all 75 of her students, so again, I would just like to make the community aware of that and recognize the staff for all the hard work they have put in, in the past week. My question is, at the High School level Regents exams, I watched the President's press conference pretty closely and also read the guide that was released and it seemed pretty vague, and so I'm just curious you know what if we are looking at a worst-case scenario, prolonged closing till June, which is a whole another conversation, do you have any idea what that would look like because I know those are different requirements for graduation so I don't know if you have any thoughts on that. Yes, so first thing is I take the from that initial guidance document that I was quoting earlier around the fact that students will be allowed entry to Regents exams based on the work that they complete during the continuity of education. So if we have Regents exams that are going to be held, we are able to admit students to those tasks which is key. Now the

question is will those tests be held and that one is sort of out there. I have heard absolutely nothing, no inclinations from the State of Education Department at all about the status of that at this point. Ok. Thank you Will. Does anybody else have a question for Peter on that first part of continuity of education? Wendy does. I think she's on mute Peter. Okay there she. Peter, what is it that we have to provide, has the state given us guidance like what is it that we have to provide to them to document or show what this continuity of education is. The only thing that we've had to do, I have had to provide three reports the State Education Department so far, One of them was on continuity of education and all it did was, it was a series of tick marks, you know, are you providing technology-based lessons, not technology, packets, you know, all of the things, so it's just a series of low-impact questions of the things you are doing so far. No nothing that leads to like an audit or any sort of documentation you may think, it's just more of how are you approaching this. Was it broken down by district or broken out by Elementary, Middle, High School. They did both of them. Alright let's see I'm looking here I don't see anybody with a hand up, I know Juanita does not have her video running Juanita if do you have a question you'd have to interrupt me okay No I just I want to hear more about what support you're getting to the teachers but it sounds like they have a meeting tomorrow so. Actually so that's one of the challenges is the support that we've been trying to give to the teachers. I know a couple of principles have had faculty meetings, but one of the challenges that I see from my perspective is the overwhelming influx of resources available. You know this, and it's it seems like it's a great thing, is all of these tools and all these free things are coming at us so fast it's unbelievable but to some degree you have to wade through that to figure out, okay what's going to be useful, what's going to help me move my kids along towards a state requirement, which tool is going to be helpful which tools are not going to be helpful, and so really we do need as an administrative team with the support of our teachers are a conversation with our teachers we need to identify what is it that you need more of it that's in the delivery of instruction but also the resources you need as well. And that's not just in the delivery and instruction but it's also thinking, okay as we help kids become self-directed learners what is it that we need to be providing students as well. Just sort of my soapbox for a minute is I think about that you know what we've done for kids and how challenging this is been is you know if you think about the idea of someone being in school from kindergarten through 12th grade they actually learn how to what I call do school. They know how to come in, they know how to go to a classroom, take a seat and they know that they're going to be led by a teacher and there's going to be some independent work and there's going to be some guided work and now all of a sudden instantaneously we force them to an entirely different learning environment. Something that we didn't or

something that we didn't train them for we didn't teach him how to do it and I think that you know that's what gives me the angst for our kids is you know are we, what more can we be doing to help these kids who are just in such an unfamiliar learning environment and some kids are going to thrive and some kids are going to struggle like crazy and so we need to be very thoughtful about about and helping teachers to think about and provide the resources for their classes so the kids can be successful. I see that as one of the most critical challenges. So sorry for the soapbox. So given that, can I just ask you a follow up. Are we given feedback from the teachers on how the children are doing with the adjustment... I'm sorry I didn't hear the last part. I was just asking if we have any way to gauge how they're adjusting from either the teachers or the parents. Yes, I know there has been a lot of anecdotal information has been coming in and I do know that the principals have been getting information from teachers as well.

Absolutely. Okay thank you Juanita. We have two follow on questions. I'm going to go to Lori first and then I'll come back to Wendy's, so Lori go ahead. I think just tied with Peter soapbox the one piece I'm concerned about is our primary kids who have social emotional learning that occurs in the classroom as they learn to interact with others and so I know that the huge challenges we think about, you know sending paper packets home, but how do we help continue that interaction and are there ways we can get creative with that, future phase two, phase three.

Thank you Lori, There is Moses DeWitt, is actually already on that, their social worker is posting YouTube videos and being very interactive with the students and that would be you know, that's one step, but that would be great to see district-wide. Great, I'm going to go to Wendy now. Thank you, Wendy. I guess along with the highlights that you've pointed out about the tremendous wealth of resources that have popped up almost overnight in terms of things that are available online and things that are being opened up or streams for free, what curricular guidance are we giving our teachers. I know that before this had been sort of a weak point for us so now that they're having to pivot and create these new lessons for our kids, are building leaders directing that for them or is the curriculum council meeting and talking about it, how are we structuring that to support them and help them filter those resources. Good question, so that's a combination of teams of teachers working together across buildings, grade level the teams of teachers working together with again, their special ed teacher and also being supported by the by the principals as well. All of the grade-level teams and I'm thinking grades K-8 here primarily all the grade level teams here have an idea where they need to go. They've all got experience and they know, where there is a test at the end of the year and they know the targets they need a hit and so they have the capability and the experience to be able to to work together to build an appropriate program. I think that was it. Peter go ahead there were no other

questions. So the next primary focus has been on the distribution and availability of meals. Again this is been Guided by Guidance provided by a state education department and also the county. Again to Wendy's point this is a place where we had to provide our plan to this state education department, as well we provided our plan to Onondaga County. The County's been very, I think all of you have picked up that this is a huge piece of the county, is making sure the kids remain in and have access to Child Nutrition programs. Just today the county kicked in a new accountability piece and we are reporting all of our numbers our daily numbers to the County now. So again our school, the requirement is that we provide meals to all low-income children during school closure and every child that comes to the school come to a meal site, that any student 18 years or younger. I think all of you have seen or at least I really hope you've seen the notices that have come out of the district and out of the buildings about the fact that we're providing two meals each day Monday through Friday at no cost to any student in the district, that what we provide is a grab-and-go breakfast and lunch from 11 to 1 every day and we got three locations where we're doing that, Moses DeWitt, Jamesville Elementary and the high school. Just to give you a sense of what that is, we use a shelf-stable breakfast that includes a cereal, packaged fruit squeeze things, and a milk for the breakfast and then lunch is generally a peanut butter and jelly sandwich, a salad a piece of fruit and then another milk. On Fridays, we are offering to families, meals for the weekend so anybody that shows up on Friday can take, if they so desire, meals for their children for Saturday and Sunday. I think you would be interested to know that we, I wanted to get you some numbers, at the high school we served, for last week so this is Wednesday, Thursday, Friday, Saturday, and Sunday last week, we served 235 meals from the high school including 98 meals delivered. We had an email address that was set up for people to request delivery, so we had 98 meals that were delivered from the high school. From Jamesville Elementary, we served, again Wednesday, Thursday, Friday, 358 meals and then from Moses served 267 meals. So the total number of meals served in the first 5 days with 816 putting 98 meals that were delivered. I don't know about you but that struck me as fairly high. I was very pleased that people are accessing that resource and using it. I visited each of the sites today and things seem to be going very smoothly. They've got systems setup where they can provide again the breakfast and the lunch to anybody that shows up and they do it in a way that maintains the social or the social distancing as per the recommendation of the governor. We have got workers there, we have got preparation going on everyday, it seems to be going very smoothly. When I talked to our food service director and asked him about our inventory which I think should be a concern, he said that we are good for a month, easily good for a month and then he's a little bit, not concerned but just that right now

we have food on hand for a month and so at some point we're going to need to reorder if it looks like an extended closing is in order and we'll have to take that into account and reorder as far out as necessary. I'm really pleased, I think that this is you know, a model program. I think that the food service workers and the and the cafeteria managers are doing a really great job. Again, I watched them greet people at the door with a smile and provide them whatever they needed. I'm really pleased with the way things are going there. Any questions or thoughts? Wendy has a question, Wendy's on mute. Peter, I just wanted to clarify as I have had several questions this week, any student in the district can access this food, correct? You do not have to qualify for free or reduced lunches. I'm not sure that our community has a hundred percent clear on that because I have I received multiple questions this week about that and obviously as everyone copes to deal with this new reality and many people have significant financial changes, this is a really wonderful program that's available, so it would be great if we could continue to message that any child can access this in the district and make sure the minutes reflect that. Thank you Wendy. Ken also has a question. Dr. Smith, I think it's phenomenal that we're getting that done and I was curious, you thought the number seemed high, I thought the number seemed a little high as well. What are you attributing that to? I have absolutely no basis on which to attribute that at all. Actually, I will tell you I went down on Wednesday the first day to see how things were going at about 12 or 12:30 and I walk down to the high school and they had had a very low participation rate and so then over the weekend when I reached out to our food service director and asked him for the numbers and he shot me back 860 based on that very slow start on Wednesday, I was a little surprised at the at the number that he sent me over the weekend. I thin, I have absolutely no way to predict what this is going to look like over the course of the next few weeks, whether it's going to go up or go down or what the deliveries are going to do, I have absolutely no way to predict that. I think the key is to make sure that we're prepared for whatever comes at us and again I have a lot of confidence in our food service director and our cafeteria folks and food service workers that we are going to be prepared for whether it's a dramatic increase in deliveries or whether it's a you know sustaining at this pace I think we're in good shape. Thank you. That looks like that's it there. Peter, I had my hand raised, Susan? This is Juanita, I had my hand raised. Are you in the chat? She's got a little blue hand. I'm sorry go ahead. My question was what safety precautions are we taking in the making of the food and the delivering of the food for our staff that's having to interact with people. So the making of the food. Everybody, same thing, just sort of standard social distancing from each other while they're preparing the food and then also standard hand washing and cleaning and then with the deliveries everybody is gloved and we are leaving food at an appropriate distance,

knock on the door and leave the food, not a hand-to-hand exchange. Thank you. Okay thank you very much so Peter, the next, you had another topic on this. The next significant thing we are reporting on is our child care plan. School districts are required to establish and submit a plan to State education department for the care program for children of health care workers and first responders. This has been very challenging for me. This was announced that we had to provide a report to the state education department last week, I think it was on Wednesday or Thursday, and I know a lot of the superintendent's scrambled to try to identify what it was we supposed to do. My initial response was holy cow, are we supposed to create a daycare center or child care center and then as we gained a lot more information really this is about school districts being a conduit for information about approved child care providers that are within the school district for healthcare workers and first responders is the school district, that's the primary thing. The secondary thing is, is the school district able to provide space should that be necessary from one of the child care providers. So, we have slowly come to the realization that this is what is expected from us. This has been the area in which the guidance has come most slowly. We are still getting stuff daily trickling in on this and so primarily what we're doing there, is an office of family and I can remember, of course the office of family and something else, that has a list of approved child care providers by School District, which is a critical piece of information that we provide to people as needed and we provided that to the State education department as the outlet. But again this is hard, you know, I'm waiting for feedback on our plan to make sure that we did that appropriately. I'm not entirely confident. I have all the confidence in the world we can meet whatever the state requires of us, I'm not exactly confident that what I wrote meets it because the guidance came in so slowly. It's sort of a slowly emerging topic and actually I would ask Sharon and Dana if you guys have any information to add on this, or Lori if you guys have anything I'd love to hear it. Sharon is saying no. Lori is saying no. I think that we're all kind of in the same boat, that we're trying to figure this out and collectively discuss what's going on but I think that we're, in our district, we're feeling the same angst, going through the same thing, trying to navigate all the waters. I feel like we have a new set of circumstances everyday right now. Everybody does, I think the whole world does. This is likely to be a critical piece, child care for our first responders and for those on the front lines of this thing, so I really hope that we get the right guidance and we get the correct resources to the people who need it as soon as possible. Thank you. Next piece I wanted to just touch on is student and staff social emotional and mental piece. Again, I think that this is a place where we need to level set all of our staff, make sure that we have addressed, you know some accountability, some expectations for people to make sure that they are reaching out

that again to our tier 1 and tier 2 students. Sharon mentioned that the Moses DeWitt social worker is reaching out to families, which I appreciate. I think what we need to do is get a better understanding what everyone is doing and then again set an expectation, I have no doubt people will meet, but again we have to set the expectation. I want to give a shout out of kudos to our High School counseling team who sent out an email to all of their students. It was it was just a really folksy and very warm message all of the students that essentially said, hey, nobody's ever been in this situation before we don't know what we're doing you don't know what you're doing, if you want to talk we're available here's all of our contact information please reach out to us or your teachers and it was really just an opportunity to connect. I was really pleased to see that come out and I'd like to see those opportunities and make sure that that as we continue down this road that we really keep the focus as I mentioned on the social emotional piece that's so critical for families at this time. So I just wanted to mention that as well. thank you. Peter, those are the four topics you mentioned at the start, have you covered it. Okay, I'll just ask the board, does anyone have any closing comment or question, just raise your hands if you do. Okay we're going to move on now to agenda item number two, which is community, time and what we're not actually having Community, time today just due to the nature of this platform but what I want to encourage, there's so many faces out there and I know there's a bunch of dial-in, if any of you that are participating today have a question, a comment, for the board, for me, for Peter, please email it to us right after the meeting or during the meeting and then tomorrow I'll be going through the email and getting answers. Okay, so we're not going to do a round table with the community today but do email us and all of our web, all of our email addresses around the BOE webpage. I also want to remind people that's in the community that are on the phone the call, you guys know that you're actually like watching a board meeting, you're not really engaging or participating in the board meeting, so you're watching, it so I know it might be hard to do that, you might have questions that you want to just raise your hand and jump in on. That's not the nature of this. This is really, you're watching our board meeting and we're going to go through our own questions and comments but please again, email us. My phone number is actually on the website so if you want to call or text or something, you can do that too. Okay, so moving off of community, time I'm going to move on to our board action and our board action has the routine business and as I brief the board, some of these items are so routine in nature. I would like to just ask for a motion and then we can have approval or not, but some of them we will have a little dialogue. Okay the first one is around the minutes. Again like I said I didn't have a chance to check my email at the end of the day so I don't know if there were any further questions or comments on minutes from anyone on the board. Does anyone

feel, okay I have Lori, anybody else, and Dana. Okay, Lori and Dana so I'm going to say for Lori why don't you start and then Dana. Which minutes are you referring to the March 9th or the March 15th. So the March 9th and Dana I don't know if you have an additional or if it's the same actions. No it's the same one and we spoke but about the email earlier but I'm not sure if Tish got the change there so that she can have it and we need to forward it to Tish. Lori, go ahead and now review the March 9th comment you had. So it's at the bottom of page eight and it's regarding the Strategic plan. So Tish, I'm sending it to you right now so you have it. So it's basically that rather than a saying that the Strategic plan took a long time it's changing it to Dr. Corcoran has never seen a strategic plan be completed so quickly in just four days and then Mrs. DeForest stated that in most other districts she has worked with it took about a year-and-a-half. While the U of R process is quicker and established the clear vision of where the district wants to go. So we sent us directions. Thank you Lori thank you Dana . Okay anybody else have something that needs to be updated or commented on in the minutes. It's Juanita, there's a typon on page 9 of the minutes, there's just s just a typo on the NYSSBA acronym it's super small but it says NYSBA, I got it you. Thanks Juanita. Okay anybody else, there Ken, I'd like to make a motion to approve these amendments, okay. We've got one more with Will Guisbond here and then we'll go and take Ken's motion. I guess this is maybe page 9 or page 10, of the actual document, right above where the board president report starts that says Mrs. Rhodes asked if there is any additional resources needed from the board he will pass that along to Dr. Smith. I am assuming that's a typo. You got that Tish? Yes. Well okay, alright if that's, it right, no one else has any other comments, okay so Ken, may I have a motion to approve both the minutes of the March 9th, and the March 15th, the March 9th as amended I have a motion, thank you Ken, and then a second I have Sharon as a second. Okay all in favor everybody I see everybody in favor and Juanita are in favor I can't see Juanita's hand anymore, it's gone I know you do I don't know what's happening in my screen okay Alright so we got everybody and then I also need a motion to approve the March 15th minutes as amended, okay thanks Sharon the first and I've a second, Ken thank you, all in favor, okay looks like everybody's got it okay great. I could thank you and Tish you caught all that right? Okay now we're going to move on to hopefully a very simple thing here item two accepting the claims auditor report, this one looks pretty clean to me Peter, Tim, do you want to say anything about that? Nope, it's a standard form, I have no concerns. May I have a motion, is that Dana? Yes I'll make a motion to accept the claims audit report. Thank you Dana, second I have Sharon up in the left, thank you Sharon. All in favor, okay very good. Okay and then the next item again another relatively simple one accept the recommendation of the CPSE and the CSE. Yes, and the board

has all the notes and the tally sheet and all parents are in agreement. Alright, looked good, may I have a motion to approve the CPSE and the CSE, anybody, all right Lori thank you, second please, all right Renee thank you all in favor, alright everybody, any opposed any abstentions? Okay all right moving onto our Superintendent's Personnel recommendations. So we are trying to be very thoughtful about the personal recommendations or bring it this time period. We have two in the instructional ranks, we have two requests for leave one for a middle school teacher as you see the dates are very short with the expectation that she looking back in the fall and then a high school teacher who is requesting an extension of their parental leave through, that teachers out this year and what is extending through all of next year and then the extra duty assignments are the those coaches who had extended season during the winter season. Okay, alright, May I have a motion to approve the Personnel Recommendations, alright I have Lori and then second with Renee, thank you, All in favor, okay, any opposed, yup 2 and then any abstentions. Juanita was opposed? Okay I don't see a hand on there. I don't see a hand on there all the time either. Sometimes its there sometimes it's not. Okay thank you all, right moving on now to our school district calendar this is good. Okay approve the 2020-2021 school district calendar. So, Peter do you want to say a few words on that? Just after much discussion, the board I believe came to the agreement that we needed to recognize two Muslim holidays, Eid Al Fatir and Eid Al Adah on the next year's school calendar. One of those takes place, one of those holidays takes place during the summer and one is recognized on May 13th. This calendar, other than that, a standard 185 day calendar and I recommend approval. Thanks Peter. Before you do that I just want to say thank you Peter I know Peter Reyes probably Tim, a bunch of you guys worked on this thank you very very much I know that this was a little bit of a big jigsaw puzzle or is a big jigsaw puzzle thank you for making that work so well done . Okay Dana made the motion I need a second, I'll go with Lori in the middle, all in favor, okay you're waving, we'll try again later. So I do support the calendar as a first step but also ask us to reflect on our Equity letter statement which is we want all of our students and family to feel welcomed and supported. So to that and I ask us that we continue to discuss how to support students and families of all cultures, races and religions and some possible considerations include the Board of Ed writing a letter to support the Senate Bill which will recognize Muslim, Christian, Sikh and Hindu holidays publicizing calendars and school calendar websites with a list of religious and ethnic observances like Ithaca, Baldwinville, Andover, Massachusetts and establishing policies regarding regular expression instructional programs like all this, FM, Ithaca, accommodations for religious observances and absences in school year calendar policies like Andover, Needham and Burlington. So I would just like us to continue to be thoughtful

inclusive and proactive in our approach and use this as a first step. Thank you. Renee are you making a motion or you want to say something? She's on mute. I agree, I think it's a good step, but I would like to see going forward some consideration, some criteria of how we treat other religious holidays and I agree another a good first step would be to list those holidays for other educators even the ones that we don't get school off so that they're aware of when tests shouldn't be scheduled in and other things going forward. Yes, that's very good. I agree with you Lori and Renee. On that, anybody else on the calendar? Then I'll go for the motion, all right I'd like a motion to approve the calendar for the 2020- 2021 school year. I have Dana with the first, Sharon with the second and all in favor. Awesome, thank you. There you go. Okay thank you very much. Alright, moving on to the approving, okay this is a big topic, approve funds to implement the three-year contract with Jamesville-Dewitt Faculty Association. I just kick it off in our in the confidential memo I provided the actual tentative agreement, the proposals that are in there, as well as our conversation that was a summary of the conversation that was had with the finance committee regarding the benefits of the contract to the District in the savings afforded to the district but also the challenges given this unprecedented time and we had a spirited discussion in the finance committee around you know committing to a three-year contract given the economic uncertainty that faces the world right now. Again, the contract does offer some good savings the school district that allows us to pursue some initiatives that the board has supported. Wendy is the chair, she would like to jump in as well. Wendy Rhoades is our finance chairperson go ahead Wendy. Yes, I mean I think we have laid out pretty well for the board in writing the pros and cons about this. We recognize it is an unprecedented financial time and we may be on the precipice of a significant financial take your word that you could fit, something awful, we do recognize that and different members of the finance committee have expressed their views about that. I sent more context around that to explain why we felt that this was the best step forward, but I would encourage the board to make an informed vote about this so hopefully everyone read the materials that you received. If you have more questions we can talk about whatever is appropriate to talk about in public session or we can absolutely adjourn to Executive session to have a more detailed conversation about it. We are bringing it forward for approval we do believe that it is the right step forward but we understand that we are in a very very challenging financial time right now and we look forward to even rougher financial times in the future with many men variables that we cannot predict right now around TRS, ERS and state aid. Dana. I just want to say thank you so much for all your work around this I mean all the material that information that you guys have been sending us the work with the teachers and everything I mean I know how

heavy that lift is and I really want to say I appreciate all the effort and all the work you put into because I know how much it took to get where we got so thank you very much for taking that on. Sharon, thank you, Sharon? Okay, so I think I've emailed you about how I feel about it because of the environment, the uncertainty, the commitment, the layoffs, the state aid possible downturn, the healthcare costs rising so I have a lot of concerns. So are you guys already to vote now, do you want to adjourn to executive session, I just kind of need a little show of hands or do you want me to ask for a vote or do you want to have an executive session to talk further before we vote. I'm ready to vote, Okay Sharon. I see Juanita's hand up. How do you see that. I just have a question about given all the concerns expressed, how prudent is it that we vote tonight, is there a deadline that we're trying to make or why do we need to vote on it tonight. We need to keep moving, we need to keep moving the process forward. The actual facts are we can either vote tonight, we can table it and vote at the next meeting, but you can't extend a vote in perpetuity we have to take action. What conditions do you think will be different by the next board meeting. I don't think any conditions will be different by the next meeting. I think the challenge is where we're not likely going to know the state aid number by the next meeting. There is a very slim possibility but I think it's not likely and we're sure not going to know the issues that we raised that will probably hit up next year by next meeting so that's why I'm bringing it forward tonight but I just think it's very important for the whole board to consider all of the information that was raised to me an informed vote. Peter, I just had one question for you I'd ask to you in my email I just wanted to clarify there's no way to change the length of the contract correct that's one of the negotiating variables. That is correct. Okay. So let me just say one thing for the public since they're here I love this contract I think that the finance team and the JDFA and Peter and the BOCES, I think they created a very good contract I love it I am very very uncomfortable approving a three-year contract right now given the crisis that's happening both in our financial system and in our Healthcare System,. I work for Healthcare company and so I can't in good faith and in good conscience based on what I'm doing in my professional career I can't approve a three-year contract. That's nothing to do with the great work the teachers are doing the staff of all the faculty everybody everybody's doing great in this is a great contract. I just can't in my good conscience approve a three-year contract knowing what is just around the corner. So with that I will ask for the motion to approve. I'm sorry we're approving, let me word this correctly, approving funds to implement a three-year contract with the Jamesville-Dewitt Faculty Association, may I have a motion to approve that contract. Thank you Wendy I need a second please, that Sharon thank you Sharon. Okay Sharon got it. All in favor okay so I'm going to read the in favors, Sharon, Lori, Renee, Ken, Dana, Wendy,

Christine. I don't see Juanita. Are there any opposed. I'm opposed, Juanita is opposed. Juanita is opposed? Yes. Any abstentions. Does that add up Tish. Yes. Again, thank you Wendy, the finance committee, Peter, everybody, like I said this is a great contract, I just I can't approve a three-year contract right now. Okay alright let's move on. We're moving on to adopt a resolution, this is an easy one, to adopt a resolution to establish a budget hearing in lieu of an annual meeting. This begins the discussions we've been having, this begins the formal process to actually have a budget vote. One of the things that the Board needs to do is in lieu of the annual meeting that's required in education law we are having a budget hearing in lieu of that meeting and we need a resolution to do that the budget hearing will be held on Monday May 11th 2020. At that time the budget will be presented to the public. Alright thank you that's easy may I have a motion to approve adopting a resolution to establish a budget hearing in lieu of an annual meeting, may I have a motion for that please. I see Wendy thank you Wendy. May I have a second who's out there come on let's go, there's Renee, there she is. All right, all in favor okay. Okay I see Juanita's little hand there now, I got your hand, I found it Juanita. Okay, the next item is to, this one is identifying our propositions for annual vote our school bus proposition which is normal we do that every year, purchasing of a district dump truck and snow plow, that's a new one and levy and collect the tax for the Community Library of DeWitt & Jamesville, we do that every year. Peter. The only thing that I would add is that when you read the propositions, again as you mentioned Susan the school bus replacement, purchase of the dump truck and the library, you don't see the actual proposition for the budget and that actually is embedded within the introductory language that will be on the ballot and so right now you identify these three propositions as the key propositions that in effect become the part of this. Tim, do you want to add anything to that? We are required to put forth four legal notices associated with the propositions being put forth so we have to do that four times within 45 days prior to the vote. So we are ahead. That's good. Okay. May I have a motion to, we need a motion on this correct Peter? Yes. A motion for the propositions for an annual vote, the bus school bus, the purchase of the district dump truck and to levy and collect tax for the libraries. I see Dana as a first and Ken as a second. Thank you, all in favor. All right, looks good and Juanita there's her hand she's up to okay very good. Tish you got everyone on that one. Okay. Now we're going to move on to our budget discussion and this is the instructional budget so Peter has a PowerPoint that we usually share in the boardroom there he goes all right very good nice looks good. Hold on, I want to make sure I do this correctly. You want to do your slideshow maybe. And there should be a way, Pete, can you hear me? Hold on one second? Can you guys see my slideshow, do you see the slideshow to the slides themselves, yes. Peter, I

teach a grad class on this every week, are you just trying to show the slides? Yes. You just run it like you are doing a regular PowerPoint on your computer and it'll go through. I need to flip the screen, hold on one second, bear with me here. Peter also Christine Dettor is muted can you unmute her. Yes, in a minute. When he's done with his PowerPoint he'll get there. Okay, so unmute Christine. There she can talk. I can mute myself but when.... Now Pete, I currently see the correct view. We all do. You can just hit your enter button maybe and you can just go through the slides. Oh for goodness sakes, none of my buttons are working. I practiced this afternoon I want you to know that. Your down arrow. Yeah, none of those are working. There we go. Hold on. Problem is I'm going quickly. All right. Do you see the recommended purchases for 20-21. This may be what you see for the rest of the meeting, I'm not confident I'll be I'll get out of here and I have no idea how to go backwards so I'm starting here. This is at the end of the transportation segment of the purchasing a diesel bus, 3 gasoline buses, the proposition that we just approve. We've gone through our operations and maintenance budget, a slight increase 2.16% slight increase in operations and maintenance budget and again another one of the resolutions that was just approved was to bond for a district dump truck, snow plow to the tune of \$244,000. The next segment of the budget that was presented was benefits, currently the proposed budget is \$17,700,000 dollars. We will actually make an adjustment to that, given the right after the approval of the contract and this will change in the next budget presentation. This reflects a 6% increase to this budget line. The central office budget, it was approved next very modest increase of \$24,000 to this budget, 1.97% The summary of change factors in the central office don't forget that we increase the board of education's budget for professional learning and then some other factors as well within the central office. Athletics was the budget that was presented at the last board meeting, a slight increase their 3.5% increase. I believe Mr. Goodson presented information and Mr. Reyes about that budget at that time, again just a modest increase to the Athletics budget. Tonight we present the instructional budget. This is the largest segment of the budget you can see that we are growing it at 2.92% increase from 29.7 million dollars to 30 million dollars an increase of \$868,000. That increase in \$868,000 is due to some pretty critical operational changes for the school district that we are excited about. The board, this fall, approved the addition of a second assistant superintendent for curriculum, instruction and equity. The salary and benefits or the salary for that position is in this budget and part of that \$868,000 increase. As well we've got an increase for staff development and curriculum development lines. This is almost a 100% increase from \$30,000 to \$55,000. This will provide the opportunity for teachers to do more curriculum writing and also to provide some staff development in curriculum development. We have money in the budget, increased

money in the budget for us to support our contract with the Metro Center. One of the great things about that work is that we can partner with the BOCES so that we get some revenue back on that, but the instructional budget and part of that \$868,000 increase is the contract with the Metro Center. We have added one hundred thousand dollars to the instructional budget to support the K-6 English language arts program. We're not exactly sure at this point how we're going to spend that hundred thousand dollars, whether that's going to be in the purchase of a new K-6 ELA program or if we're going to use that money to enhance our teachers' ability or and the resources that we currently have. We are working with a ELA leadership group and we are looking for the new assistant superintendent for curriculum, instruction and equity and our work with the Metro Center to inform that work going forward but what we've done is identified about \$100,000 to help us support the K-6 ELSA program which is probably the single most important curricular initiative at this point in the school district. Just so the board has an awareness if we were to purchase a K-6 ELA program you are looking at approximately \$250,000 to \$270,000 and so this hundred thousand dollars doesn't necessarily allow us to go out and buy an entire program but what it does is it allows us to begin, if we were to enter personal program we could begin implementation role in a gradual implementation of a program or again we can use it to support teachers and resources being used in K-6. As you know from Mrs. Menapace's presentations on special education that we have changed our model of instruction to consultant teacher direct in many of our special education classrooms. This budget will add personnel to support that model of instruction which is appropriate and we hope it will definitely increase the amount of time that our special education students have in the general education classroom which is one of the key indicators that we are working to improve and obviously we expect that will result in increased performance for special education. Within the \$860,000 increase in the instructional budget we have some increasing costs associated with BOCES special ed programming. Those are real numbers, we have students attending certain programs and we needed to increase the number of spaces available for some of our students and then finally another significant increase in the instructional budget is the addition of another technology lease this is something that Tim brought to the school district a couple years ago by adding a \$50,000 lease we are able to purchase significantly more technology not just \$50,000 but actually leasing that amount of money over a few years allows us to buy so more technology and so we will be targeting primarily a lot of obsolescence making sure that we have up-to-date access to Chromebooks and also making sure that all of our or many of our classrooms most of our classrooms have Promethean boards and other tools necessary for instruction instructional presentation, and also student engagement. That's primarily it for the instructional budget. Thenext

slide, I'm very leery about going forward until we've answered all the questions. So what's next and the next piece of the budget puzzle is revenues. Mrs. Rhodes is there anything you would like to add for us as the finance committee chair, to this? She's on mute Peter can you unmute her, yes, this is challenging. Once you get the hang of it it's okay. Ok Peter, you can just unmute me and then I have the power to unmute myself. I just wanted to add that as in past years the budget that we have brought forward that's been presented thus far is a draft budget and you will be going through as a finance committee the budget as a whole in light of the new contract in light of the global financial situation and definitely in light up as much revenue side information as we have before the budget vote. So I just wanted to remind the board of that these are all moving pieces the parts that we reviewed tonight were our first draft budget and we will now look at the budget in its entirety in light of all these other factors that are happening. Tim is there anything you want to add. Nope. Okay, any questions from the board. This is Susan, I'm sorry and then Ken, I see Ken's hand. Is there there any indication about revenue, about the state aid. I'm going to let Tim answer this question. Remind me to let him answer this question as well the only thing that we've heard is that you know that we have the Governors Run on state aid, typically we expect more money when the legislature and the governor get together next to approve the budget. I think that it is foolhardy to expect any other increases. I think that well I don't know that I think what I'm hearing is that a state aid that is coming to school districts will be at the governor's proposed budget or slightly decreased from that. I confirm that I'm hearing things. Okay Tim thank you. Then Ken, you had a question go ahead. My question Sue was about the state aid and secondarily you know we've already gone to vote for one major build-out project and of course people were feeling much more comfortable financially when we went to vote with that so we're going to come into a new budget proposal with another increase, is there a contingency plan if any of those propositions get turned down. Putting the budget aside for just a minute, but with these propositions maybe we've moved beyond that but you do we have something to fall back on I guess is what I'm asking. I'm just clarifying your question are you asking about the three propositions that were passed tonight and if we have a fallback plan with those? Well because its falling into this budget too because there's more increases for several other items but then again I guess I remember now about the voting process and what we would have to do if the budget were to get turned down, so I'll rescind my question but the first question was more about the state aid and that's been answered so thank you. Okay anybody else. Peter would you mind closing your screen? Thank you. Anybody else have a question from the board. okay good thank you so like you said the next one is what, the board hearing right? The next one is the public forum on April 13th public forum. Thank you. Okay

alright we're going to move on now to item 5 which are our reports, so we'll have Dr. Smith's superintendent report although he gave us a really big one at the beginning but maybe, maybe you have more to say Peter... in other words, keep it short, no, no you can talk as long as you want. Actually, I don't have anything more prepared under reports except that you know again just, I think just recognize the very unprecedented times that we're in. I think that I want the public and I want the board to be aware of the understanding that all of our employees have in this time period and I want you to have confidence that you know our food service workers are stepping up our maintenance team is stepping up our drivers are stepping up people are volunteering all over the place asking how they can help. We are seeing are social workers reaching out as Sharon mentioned our teachers are reaching out and you know again this is just such an unknown and an unprecedented time period and you know we're really, everybody, School Districts, School Employees across the country are learning how to do this, how to handle the closing of a school for an extended period of time and making sure the kids are fed and making sure that we are supplying information about child care plans. You know again it's happened so quickly and despite everyone's best planning and efforts you know we're really, the know the metaphors are all over the place you're trying to build a plane while it's in the area trying to build the bus while driving down the road you know all those things but, know I really just have all the confidence in the world in the Jamesville DeWitt Community, the employees, our kids, our community. We're getting feedback some of its positive some of its negative and we're trying to take all that into account and I just want to recognize the efforts that people are put in truly always to benefit our kids and we are going to continue to strive to do the best that we possibly can for our kids that's what everybody's is for is doing the best for kids and you know again I just I have all the confidence in the world in in this district and again the community and the support that we get and so I really appreciate that. What I think we feel that and we will take it upon ourselves to make sure that we continue to provide the best education we possibly can for the students at Jamesville-Dewitt and I'm really proud of everyone and all the work they've done so far. Thank you Peter. Alright I actually it's my report. Peter are you done do you have anything further. I'm done. I actually wrote wrote up something that I wanted to say to you all because I'm in a it's an awful place where we all are right now and I know we're all trying to be positive and think through it and I'm dealing with things here at home at work here at the school board there so many things coming at us all of us from many angles. So I wrote a little thing for us and I just want to read it out to you guys and I'll start first of all thank you all for joining us tonight via zoom this is this is great look what look what we can do via zoom and I will figure out how to take Community, time in Zoom I'm just

not ready for it right now but I will figure it out anyway, while most of our country shelters in place and adjust to this new reality it's important to recognize our many blessings and to be grateful for the opportunities we have to come together as a community and to provide a positive example for our children on how to embrace and overcome adversity. This past week has presented a new if not a surreal experience for everyone, our teachers our parents, our students our pets, probably our pets are wondering what we're doing at home. But the beauty and all of this is that we are forging our way through it this week together and we're figuring out how to navigate our home life, our work life, educating our kids, managing our jobs remotely but most importantly supporting one another through a new and confusing time in our country's history. I'm really shadowing what Peter said as we begin the second week and beyond and we know beyond is probably longer than we all know, it's important that we reach out to people who might be isolated. Let's use our technology to make face-to-face connections. I'm actually really happy to see all your faces tonight, I like that. So make your connections, show your smiles this will all pass but as we wait for the day let's use the opportunity to display our humanity and to exemplify grace and really lift each other up and remember our children are watching. With that, thank you everybody. Let's see the next item on the agenda is unfinished and continuing business so this is round the board table if there's anybody want to bring something up from another time. I will say Lori, Lori, Lori, thank you very much for getting that survey out thank you. I know you don't have 100% participation but we're going to get it, so everybody answer Lori's survey because we're just trying to prioritize our agenda topics for future meeting so we can do that and we'll talk about it at our next meeting. All right anybody else I'm finished in continuing business I don't see any hand and, Juanita but did you raise your hand? I didn't raise my hand, I'm just talking, so we had a couple of questions at the last meeting and Peter wasn't here so I wanted to know if we can follow up on that, the first one being about the hiring committee for the assistant. I don't know if you got that question Peter. No but what was the question? The question was around, I gave the example that when we hired the assistant principal at the high school we had a pretty deep hiring committee and when I looked at what we have projected for the hiring committee for the assistant superintendent it seems very narrow. Do we plan on having a broad hiring committee for this position since it's a district-level position or why would we not do the same thing we did last time. I was trying to come up with the people that would have that... so right now, I don't have it in front of me, but I believe it is a superintendent, assistant superintendent representative from the faculty association and a representative from the administrators association and then a meeting with the Board of Education towards the end. I really think that this is focused, you know on the expertise that's going to be

leading the school district in curriculum instruction and equity and you know, really having a very focused group around that sort of piece. I don't have a really strong answer for why it's not an expansive group of people who are involved, to me it was about you know, so the expertise and and the people are going to be interacting most often again the administrators, the teachers and the Board of Education with them and certainly they are going to be face front with a lot of public as a relates to the equity. I don't know exactly why we decided narrow the search committee to be honest with you, but I think we might have been following a model that we use in the past as well. Pete do you have anything to add on that one? No, so that it that was it was modeling of the process was used in the past, there was a question around why a little bit different than the assistant principal position that we had posted, I don't know whether it was kind of a you know, what we need you to offer, what we offer, you is kind of a cover sheet there. Dr. Smith and I had discussed that and we had gone through the fact that this was a little bit more of a streamlined process and have you looking more at a central office position as opposed to a second level building level position so that this was a little bit different and that I really do think one of the big things that in not having that same cover she is at that job description has been recently reviewed and created, is very expensive as to what is needed for that position and it is a company by are hiring equity statement so that's out there with all the advertisements for assistant superintendent for curriculum, instruction and equity. So all of those pieces combined kind of led us to the process we've been following. I don't know how the rest of the board feels but I would love to see it include family and students. I think given all of our conversation around the board table about transparency and inclusion I'd love to see those stakeholders have a chance to meet the candidate for this position as well. This is Wendy, I agree with that and then I was also just wondering can you highlight for the board how many applications you received how many you've moved on to the next round, used in round and where we go from here. We received about 70 applications, they're right here in these folders. I am reviewing them right now and once I got a set I will send them on to Dr. Smith to review and then we'll start to compare notes. We don't we typically don't predetermine the number people are going to bring in we use ..... Alright, got it. Alright, Renee has a question. I think it is important that we have the community and parents in put in this process. It sounded like the high school one I had a broader reach maybe we just mirror that I don't know if it has to be that broad, I don't know all the people on the high school but maybe we mirror that for the district office position. Is that achievable? Absolutely. A question for Peter Reyes, you said there's 70 applicants and you'll move them on to Peter Smith. Do you move on everybody that's qualified you move them on or do you have to put some filter on it yourself based on some criteria you might

be looking. So initially, so I have 19 check marks on the front of the folder, those are people who are just absolutely not qualified for the position. So that takes 18 or 19 off the top. Then as I dig into the resumes I typically print everyone who has any sort of educational related experience but then I go through and see who has the proper degrees or certification and then you know then I go through do a deeper read to select who I would like to see, Dr. Smith does the same and we compare notes and see what we come up with. Using a job description as the criteria for moving on we try to be broader than narrower the first one. Anybody else, that was a good question that was from Juanita, I believe. Anybody else, Dana? I am just wondering, I know a lot of things obviously been going on in the last couple weeks there was mention that we were going to be able to see a draft of the the plan we were going to talk about strategic plan or get a chance to look at that I'm just wondering where we're at the process with that. Yeah, that's all on me, I've got to get you guys a draft of the plan that's it. Alright, get to it. The management plans are not done I know that you talked about that at the last meeting but the draft of the plan itself is ready. Are you planning April 2nd Peter? Yes we are. I'm sorry you're planning what for April 2nd? Say that again Susan. For the presentation of the plan to the board. Wendy has another question she's on mute though and she'll unmute herself, I guess. My other question is do you have an update for the Tecumseh principal hiring process. So we had to had to postpone the screening interviews, they were scheduled for last week, we postponed those to this week. We will be looking to do the finalist interviews the week of April 13th with a meeting of the Board of Education the week of April 20th and an appointment on May 11th which is just slightly adjusted from the original schedule and still plenty of time to get that person on board by July 1st. How many applicants did you receive for that position. We received somewhere between 30 and 40. I don't have the exact number right in front of me but we are screening 11, they will be coming in this Thursday. That hiring committee is comprised of Dr. Smith, myself, an administrator, three parents and three teachers. Peter Reyes, I believe the original search plan for the Tecumseh Elementary principal was they were going to meet with the board on April 2nd is that now pushed out, I'm looking at a document here. Did I miss a date, what did you say? April 20th. Okay. That was going to be the board appointment so we're just pushing everything back? Okay thank you. I'm sorry I missed that. Someone else had their hand up. Okay anybody else, any other board members have anything for unfinished and continuing business. Okay, alright, I think then that's it, right? I'll need a motion to adjourn. Alright I need a motion to adjourn, Lori, thank you. And just before we adjourn, I'd like to close with a huge thank you thank you to everybody within our community to come together, our administrators our teachers, our Food Service. I think of habits of mine which are life related skill and some key

ones are persisting and everybody has shown persistence in this in this unprecedented time in being open to continuous learning everybody's learned new prophecies, new ways of teaching in a week's time and also thinking flexibly. I just want to thank everybody and it's huge and I know many of us have thanked everybody throughout this meeting so again just kudos to everyone for what you've done this week. Thank you Lori. And I'll adjourn. Thank you, that's a motion to adjourn. Alright, Renee, thank you. All in favor, everybody. Alright, thank you all thanks for the zoom and have a good night