

Transcript of Audio – Board of Education Meeting June 1, 2020 (Part 2)

CALL TO ORDER

Okay. Okay. I see, I'm starting to see everyone coming back into the meeting. I, I don't know if Peter Smith is back yet though, I don't, I see him, there he is, okay, very good. Alright everybody it's 8:14 after our very fast three minute break. I'd like to call to order the Jamesville-DeWitt Central School District Board of Education meeting. Susan? Go ahead. Yes Wendy please. I'd like to make a motion that we have a moment of silence to recognize and stand in solidarity with George Floyd and other victims of recent police brutality and I'd also like to make a motion that we amend the agenda to include a discussion of a public statement of the district's response to this. Alright very good. Thank you Wendy for that motion on the moment of silence and amending the agenda. Can I have a second please? Okay Dana a second and Sharon very good. All in favor? Aye, aye. Tish did you catch all that? Aye. It's Renee. Renee and Juanita if you guys could put your hands up too it might make it easier for Tish. Aye. Okay I think I heard Juanita, yeah we're good. Very good, thank you. Ok Wendy. Let's move into the moment of silence for George Floyd and others that are victims of violence. I'll just take a minute please for that. Okay alright so we're going to amend the agenda now to talk about a public statement regarding this same topic. Wendy, do you want to share any ideas you have on that and then also we can go around the table. I know I've heard from many of you on this topic, so I would like the table, everyone around the table to make, to have input if you have some. Wendy, do you want to start? Sure, I would, I know that we've done some initial, preliminary conversations about this. I would just urge us to make our statement specific and brief and to have things that we're going to have action that underlines our words going forward. Thank you. Anybody else want to contribute anything regarding the statement? Anybody have something that they want to include, don't want to include? I know, thank you Will, Will go ahead. Thank you. First of all thank you to the board and particularly for your timely responses to my email which went out I think midday yesterday. The readiness and the fact we

were able to turn around a draft and having conversations today is very meaningful to me so I appreciate that. It's meaningful to the students as well and I've received several contacts from this topic. So I guess just, regarding the statement, I really appreciate the draft, I submitted a revised version myself and I saw Juanita's as well, I really appreciate the language you put there and that was in many ways more insightful and I think there was a lot of stuff we could use there. I'm not really sure the best way to do this virtually to piece everything together. But I agree we need to make it more specific. As well as more current in terms of (INAUDIBLE) so of course that would mean our counselors and support staff but also ways that we could support (INAUDIBLE) and the resources that are necessary (INAUDIBLE). Can anyone else make a comment on that? (INAUDIBLE). Thank you Will. So our process will be Peter put out the draft. You've commented, Wendy's commented. We'll kind of work through that probably via email in order to get a draft ready. Sure. So you've given us a few themes and things to include. Does anyone else have anything? I know some of you may not have received the email it kind of came out a little bit late today, but if anyone has anything else they would like to make sure we touch on in our statement. Alright. Sharon go ahead. I would just like to add that somewhere there should be language about us having a collective response (INAUDIBLE). Okay thank you. Thank you. Dana – did you have your hand up.? No, I just, I just recall what Will just said completely. I just think the specifics of that are good. Okay thank you Dana. Any other board members have anything? Lori? Let's see Lori? Christine, Juanita? Anybody? I would just like us to consider also some of the statements from our strategic planning document and the diversity, equity, and inclusion. Thank you. Strategic planning. Okay thank you. Renee, I can see Renee in my view right here, there she is. (INAUDIBLE). Thank you Renee. Okay alright so if no one has any other input so Peter I know you have your first draft and you have a few edits. We've heard a few things tonight. You know maybe a little more specificity around the methods of support, the ways to have support, that we collectively seek equity and justice referencing some of our IDEA work with strategic planning. I know that's a lot. Actually I'm going to use

the tools at my disposal and I will convert my draft into a Google doc draft then we can get this done. Hopefully I would like to set the board as a target at this time by early afternoon. I have a meeting in the morning but then I can probably get this done by 2 or 3 (INAUDIBLE). Okay so chart it tomorrow. So we should look after lunch for a new draft from you possibly? It will be in the Google doc. Okay in the Google doc by after lunch. Alright thank you. Alright anybody have any questions on that process just so you're aware and you can plan around your day? Does anybody have any questions on that? Go ahead Will. Just to be clear, every time that we, the district would like to make a statement, this process is going to have to happen? Is that correct? Again, assuming that we have this coming end of board, just for future clarification. (INAUDIBLE). That's correct. Okay thank you. Alright anything else?

COMMUNITY COMMENT TIME

Alright moving on to the regular agenda so referring to the regular agenda, we aren't hosting community comment time virtually but we are accepting a lot of comments by email at our board addresses which are published on the website. When I get to my president's report, I'll review a few things that we've received in the mail over the last couple of weeks, so anybody have community comments please access us via email. Again, all of our emails are published right on the JD website. Alright I'm going to move onto item 3 which is board action.

BOARD ACTION - ROUTINE BUSINESS

APPROVE THE MINUTES OF THE MAY 11, 2020 BOARD MEETING

We have routine business here. Our first item is to approve the minutes of the May 11, 2020 board meeting. Anybody have any questions, comments, edits? Anything in the minutes? Okay, may I have a motion to approve the minutes of the May 11, 2020 board meeting? Again, Susan I can make that motion. Thank you Ken. Can I have a second please? Lori I'll second. There's Lori. Thank you very much Lori. All in favor, can you put your hands up? I think we've got, or say Aye, Aye, Aye, Aye. Very

good, thank you, okay, alright, thank you everybody. Alright the next item of routine business is to approve the Superintendent's personnel recommendations. Okay Peter.

PERSONNEL RECOMMENATIONS

Personnel recommendations on your blue sheets. There is an administrative recommendation. There is a request for one of our teachers to extend a parental leave through the 20-21 school year and then two requests for retirements from teaching assistants in the buildings. So relatively small in number but very important set of personnel recommendations. I recommend approval. Excellent. I'd like, who's making that? Is that Dana making that motion? I'll make a motion for approval. Thank you Dana. Alright Sharon, second from Sharon. All in favor? Alright raise your hands, say Aye. Aye. Very good. Any abstentions? Any opposed? Okay one. Wendy's opposed one. And Juanita I don't see you there. She's frozen. She is frozen. She's frozen. Can you hear us Juanita on the voice? Okay, alright we'll just go with what we have here. We'll exclude her. Okay. Susan if I could jump in real quick. Yeah go ahead. And so the Board of Education is very please and I am very pleased to announce the employment of Nate Franz as Assistant Superintendent of Curriculum, Instruction, and Equity. Mr. Franz will begin his new position on, new position on July 1, 2020. Nate has enjoyed a successful career as a math teacher, an instructional coach, supervisor and district leader of teaching and learning. He has over twelve years of administrative experience, most recently as the Assistant Superintendent for Teaching and Learning in the Syracuse City School District. The Assistant Superintendent for Curriculum, Instruction, and Equity is responsible for providing leadership of K-12 instructional programs while providing a safe, caring, inclusive, equitable, and challenging learning environment, environment to build a community that recognizes diversity as one of our greatest strengths. Nate recognizes the importance of connecting curriculum, instruction, and equity, and is very excited to help the district fulfill its mission to meet the needs of all of the students. I believe that I saw Nate on the Zoom call tonight and so I would like all of us to welcome, I am very excited to have him join the team, and the Board of Ed as well, as well, and so I

hope all of us can join in welcoming Nate Franz to the team. Nate, welcome aboard. Alright yay! So Nate I'm very happy that this has come forward. I just want to say thank you Peter, Dr. Smith, Peter Reyes and even the committee, the hiring committees. I know there were several people involved and you guys really found an awesome candidate, that I know he's thrilled to come here and we're thrilled to have him so well done and thank you. This is exciting.

APPOINT INSPECTORS OF ELECTION

Okay let's move on to the next item of routine business, to appoint our inspectors of the election. So let me just make a quick comment. This is an unusually large number of inspectors of election for the 20-21 budget vote and that is due to the unprecedented circumstances that we are conducting our budget vote by mail in or drop off vote. This is going to require that the district hand count all of the votes and then as Susan mentioned, I will go over that process later on in the meeting but the unusually large number of inspectors of election resulted from a call for volunteers from the district and I sincerely appreciate these forty people (INAUDIBLE) in this unusual in these unusual circumstances and so I'm pleased that everybody offered up their time and I'm pleased to bring this list to the Board and enthusiastically suggest that this be approved please. Thank you. Okay. Appointing, do I need a, I'm sorry Peter, do I need a vote for the appointment. I do, thank you. Okay. I need a motion to appoint the inspectors of the election as Peter had published in our documents. This is Renee. I make a motion. Thank you Renee. A second please. Second. Alright Ken thank you very much. All in favor? Aye, aye, aye. Okay it looks like all board candidates said aye. Very good. Is Juanita back yet? No she's still frozen. Okay I can't even see her anymore. I see just a frozen image. I don't see her. Okay. Okay so Juanita is not voting. Okay. Okay. Alright maybe Wendy, could you text her or somebody, see what's going on on that end. Okay, technology.

AUTHORIZE OCM BOCES

Alright we're going to move onto item for routine business which is to authorize the OCM BOCES to provide us with equivalent attendance, employment preparation education, and adult continuing education programming. This is an annual agreement that the district enters into with the OCM BOCES again to provide an equivalent of the attendance program, as well as employment preparation program and adult continuing education program. This is all aimed at helping the citizens of the Jamesville-DeWitt School District. So I would recommend approval. This is it's great. Okay, may I have a motion to approve these BOCES equivalent attendance, employment preparation, and adult continuing education? I'll make a motion Susan. Thank you Dana. Can I have a second please? Anybody? There, there's Christine. Thank you Christine. You're welcome. Alright all in favor? Aye, aye, aye. I see everyone again except for Juanita. She's not with us yet. Juanita's asked could her phone be unmuted. I believe she's called in but is muted. Okay there she is. Now she's moving. Peter I just sent you the number to unmute as well as the host. I am also unmuted. We can. Welcome back Juanita. That technology. My vote is yes, thank you. Alright perfect so Tish she has voted yes on the BOCES.

APPROVE ANNUAL COOPERATIVE BIDDING RESOLUTION NOTIFICATION

Alright let's move on to the next item of routine business. It's to approve our annual cooperative bidding resolution notification. Again, annual agreement with the OCM BOCES that the school district will participate in cooperative bidding for different various provisions of New York State general municipal law. This does not mean that we are required to participate in the cooperative bidding but (INAUDIBLE) purpose of BOCES and so we would like to participate and this agreement allows us to do so. Very good. Alright we do this every year annually. Alright may I have a motion to approve the cooperative bidding resolution notification? Can anybody make a motion? Since you can hear me, I make that motion. I see you there now. Very good. Hi Juanita. Thank you, awesome. Can I have a

second please? Alright Sharon thank you very good. All in favor? Aye. Aye. Aye. Aye. Ok we got everybody Tish on that one. Yup. Okay very good.

APPROVE REVISED 2019-2020 SCHOOL CALENDAR

Okay now we're moving on to approving our revised 2019-2020 calendar. We had a few changes due to Covid. Peter, do you want to review those? Last spring the Board of Education approved the 2019-2020 school calendar and we thought that we had something in place but then on March 7, the governor through an executive order, required that school may continue in session during all vacations and so therefore April 6, 7, 8, 9 and 10 were originally supposed to be spring break and those were changed into student instructional days. So as a result of those days becoming instructional days, we have met our 180 day minimum requirement earlier than expected and then so our academic year will change from June 26 to June 18, 2020 will be the last day for last day of attendance for teachers and for students. Susan sent me an email. The resolution is the key piece that the board is approving, however, in the board packet there was a revised 2019-2020 school calendar. The very last line on the school calendar says that June 19th is the last day of school. That is actually a typo. It should be the 18th. But the resolution which is what really matters for the Board of Education states correctly that the last date of attendance for all students should be June 18th. Okay thank you Peter. I wasn't sure if I was misunderstanding that. So that's great. Nope, thank you for the ask. No problem, no problem. So guys if when you're looking at the actual calendar there's a little fine print that said June 19th at the very bottom that should say June 18th on the actual calendar with all of the months. Okay. Alright any questions or comments guys? Anybody on the calendar? There were quite a few changes that he had to make. Anybody have anything else? No? Okay, may I have a motion to approve the revised 2019-2020 school calendar? Or is it the resolution Peter? It is to pass the resolution to revise the 2019-2020 school calendar. Okay, motion to pass the resolution for the revised 2019-2020 school calendar. Someone make a motion please. Alright Sharon thank you. Dana second, very good. All in favor? Aye.

Aye. Aye. Very good. Okay very good, thank you. Ok now we're moving off of our routine business moving on to our new business. Item B on the agenda.

NEW BUSINESS

BOARD POLICIES – 1ST READING

The first item is our first reading of some new board policies or revised board policies. I will turn it over, shall I turn it over. Juanita, can I turn it over to you? Juanita is she back? I'm here I'm just trying to unlock my computer. You can turn it over to me. Juanita is our policy chairperson and so she's leading a group of people including Peter and others. And so she can give us an update on the first reading. So we have four policies coming for the first reading. And I just wanted to point out on policy 5681 the school safety plan, the policy committee had no changes to this policy. We did talk about some procedural changes and one of our members is going to send some examples but no changes for the actual policy language so what you're seeing is what were recommended by the policy committee. 5683 there were also no changes here to the policy itself, so you're seeing it as it was recommended by the policy committee but we did also recommend here some changes to the actual procedure. And so some things will be added there. On 5690 which is the Exposure Control Program, we had one slight working modification, nothing significant to note. And then on 5692 there were no changes. So just so you are aware we did speak at length on all of these but there were no changes and then I'll open it up to the rest of the policy committee to see if they have any other comments on these before we allow questions. I don't. This is Renee. Alright thank you Renee. Thank you. Any other policy committee, anyone make a comment? Alright. Juanita I had a question. I don't recall our old policy manual having exposure control and HIV related illness. Are those new in the policy manual? I did not compare to our old but I just didn't recall it, that's why. Yeah you know that I do though. I know you have a grid. Yeah. I'm just going to check. I don't think the HIV, yeah we actually did. Oh we did? So the 5692 was our old

policy and then the exposure control I'm not sure about that one. Okay it's not a, yup, we had that one too. Yup, we did have that also. Okay thank you. Alright anybody around the board table have any questions, comments, edits, on our first reading of these policies? Okay, alright very good. Susan? Oh yeah Ken go ahead. Following up on exposure control, given that we're in the midst of a pandemic, is there any need for language to address exposure controls for what we're going to be dealing with going forward? Very good question. Juanita did you guys talk at all on that topic? With Ken's question about policy or procedure? I thought it was policy, I mean procedure. It's more about the policy because it's referring to blood borne pathogens. My understanding is Covid or Coronavirus is not a blood borne pathogen but it is a cause for concern regarding exposure nonetheless. This is Renee. I think this policy was basically a federal regulation that requires us to have this specific policy but I think going forward as things are developed that's probably something that may be added in the future. Okay thank you Renee. Go ahead. I was just going to say do we think that given what this policy states and given what we are currently going through, do we think that this policy in the interim could do dual purpose? I would suggest. Because this is pretty high level. I would suggest that this might be a question for the BOCES policy service to see if they have something in development as a result of this. Yeah, that's good too. Yeah good question Ken. Alright anybody else on the board table on the first reading? Any other comments or questions? No? Okay alright we'll move off of that then those will come back for second reading and we'll move on to board policies.

BOARD POLICIES - 2ND READING

The second reading of the last last times lots of policies so what Juanita, was there anything you wanted to call out from last time with our second reading? Yes, I just want to call out policy 3420, the one we've been talking about for quite some time now. Yup. We had a recommendation last time to clarify the wording in the first paragraph outlining the classes of coverage and we made an edit to the domestic worker class application to add status to the end of it. And I know that came from Wendy at least,

maybe somebody else had commented on it too. I was just hoping that that met your expectation. Oh I don't believe that comment came from me. Okay. There was a discussion around it but it didn't originate with me. Okay. (INAUDIBLE). Anyone else have comments on the non-discrimination and anti-harassment in the district policy? Ok thank you and then all of the other ones I think were good without exception to the last reading. Okay. Alright with that, thank you policy committee. I know you guys have the lion's share of review and edit and are talking and reviewing and researching. Alright may I have a motion to approve the second reading of the board policy starting with 3420, the non-discrimination and anti-harassment and then jumping to 5610 through 5676? Wendy, thank you Wendy for the motion. Do I have a second? Alright Dana thank you very much. All in favor? Aye, aye, aye, aye. Very good. Thank you everybody's there. Tish – you got us? Yup. Okay Tish is all set.

REPORTS - SUPERINTENDENT

Alright okay now we're moving onto the report section of our agenda, our first report is with Dr. Smith, Superintendent Report. Thank you. I want to begin with the ballot counting process. There have been some concerns expressed and also state-wide regarding how to maintain the anonymity of the voters when ballots are coming in in an envelope that is signed. And one of the things we are very careful about is assuring that we maintain each voter's anonymity. The way we're going to do that is if you picture the the envelope with the signature on it, inside it is the ballot that is tri-fold and we're going to use sort of an assembly line process where the first person in the set of three people will receive a stack of those envelopes and will remove the tri-folded ballot from the signed envelope and separate those two into two separate boxes. So the tri-folded ballot will come out, it will remain folded, and it will go into a separate ballot box. The envelope will go into a different box. So a single person will pull that or one person on the team will pull that ballot out, again maintain that it stay folded, put it in a ballot box and separate it from the envelope that it came in. Once that person, that inspector number one has done that, they will send those ballots to inspector number two. Inspector number two will then unfold

the ballot and then record all of the information that is on the ballot on a tabulation sheet. They will identify what bundle they're working with and what inspector number they are. They will record the yes votes for the budget, the no votes for the budget, the yes vote and no vote for each proposition, and then as the candidates that received votes on each on each ballot. The once inspector number one completes their work with the bundle, they will pass that bundle to inspector number two at that table, or I'm sorry, inspector number one took the envelope out, inspector number two is the first person to see the ballot, inspector number three is the second person to see the ballot. They will take those ballots and they will do their own tabulation on a separate tabulation sheet and then one of our lead inspectors who will be moving between the teams of three people will then take the two tabulation sheets, one from the first inspector that saw the ballot and then the second inspector, they will make sure that those sheets are in agreement and once if the sheets are in agreement, they will take those tabulation sheets up to a central location where those will be entered into a spreadsheet by a single person. The lead inspector and the person with the computer will work together to input that information. So critical things that are of importance for the public I believe is number one we are making sure that the anonymity of each voter is protected by separating the envelopes from the ballots and maintaining those ballots remain folded by the person taking them out and then the second critical piece is making sure the public is aware that two sets of eyes sees every ballot and there is checks and balances to make sure that there no discrepancies between the counts. There's some question about what to do with ballots that are, that may contain so-called errors and we've received some guidance that each of the each of the ballots that could be an error needs to be looked at individually. There needs to be a determination of intent by the voter and that's done with two lead inspectors working together to make a decision. Obviously the goal is to assume intent of the voter but there are certain things that have to be met, those signatures on the envelopes are key that's sort of checks and balances. So again, the key pieces here are making sure that people understand that anonymity of the voters are

protected. That is one of the huge questions that has come up pretty regularly and we've built that into our process and then making sure that at least two, or that two sets of eyes sees every single ballot to protect against any irregulars in the counting of the numbers. Before I move on, are there any questions about that's sort of a high level overview of the process? Actually, if you picture the way the physical room will be set up, we will practice social distancing, we will have eleven or twelve different tables set up with teams of three people working together, those inspectors that we just approved, again, one person will take on each team of three one person will take the role of opening the envelope, the next person will take the role of counting the ballots for the first time, and the third person will take the role of counting the ballots for the second time. We will have three lead inspectors moving between the different tables delivering bundles of ballots as needed. We'll be keeping track of the bundles that are counted so if there are any issues, we can go back to a specific bundle. And then just to clarify, a bundle of ballots will not contain the actual confirmation envelope. Again, once those confirmation envelopes once they get separated, they go into a separate pile away from the ballots completely so there's no again there's no way to connect a voter to their ballot. We are required by law that we hold onto those confirmation envelopes for one year but they will be in a box again just stored in a box. So you've got eleven or twelve tables, teams of three, working together to count all of the ballots and then three lead inspectors moving between the tables delivering bundles deliberating between and making sure that the tabulation sheets between the two inspectors line up, making sure that the numbers align and then taking that information up to the person on the computer recording the results. We have no idea unfortunately how long this is going to take that's why I'm exceptionally pleased that we had as many volunteers as we did so that we have a good chance of getting this done hopefully all on the night of June 9th. If not, we will pause, we will secure the ballots, and we will start again the following morning with the same or some subset of inspectors but I'm very hopeful and we're planning on making sure that we finish on June 9th. Again, we'll be practicing social distance guidelines. We'll be providing masks

and gloves and hand sanitizer for all of the inspectors. Linda Schellinger will be our chief inspector. She walks around and then I think that's the general gist of it. Our sheet is actually a little bit more specific but that is sort of the high level overview of exactly how we are going to count the ballots. Anybody on the board have a question about that or feel confident about that. Lori does. Lori go ahead. I am curious to know what check and balances there in the entry piece of the work because it's easy on a spreadsheet or whatever to lose track so not sure what that check and balance is. Right so each inspector will create or will have a tabulation sheet that they will record their own information on. Again, the second tabulator on that team will have a similar sheet. Those sheets if they line up will be stapled together and then that those sheets will be connected to a bundle of 25 ballots. So for example, the very first group will be ballot, or bundle A and there will be a total on each of those sheets that will go to that central location for tabulation and when the person inputs that information in the computer, the lead inspector will be monitoring that input into the computer as well and then that allows us if there's any discrepancies we can go back and make sure that those tabulation sheets align with what was inputted in the computer. Thank you. You're welcome. Thank you. Any other board questions. Susan if I can ask a question. Yes, go ahead Ken. Peter I know an individual that checked off Diane Bates without recognizing or realizing that Diane had withdrawn. The envelope is sealed. Can that individual open their envelope, which considering it has not been mailed, make a correction, initial it, and then mail it in? Yes they can. As long as they sign and indicate that they have made the change and the confirmation envelope that they are sending it in is sealed with their signature on it. All the envelopes are sealed, but they can be reopened, changed, resealed and submitted. I would just recommend that they initial that they've opened it and they put an initial next to it so we know that's happened and it's not something that when we go through opening it, that somehow it would be looked at as someone else tampered with it so I think that if we have some kind of confirmation from that person and it's initialed, you know, that it would be ok. Thank you Tim. And actually, I would make, I didn't realize that

the envelope was actually sealed, I would make the suggestion that if they have the time and the resources that they reach out to Tish and make arrangements to actually pick up a new confirmation envelope. I just have a quick question. Yup we'll, go ahead. How are the election results going to be announced? I would imagine, I remember in the past like when they when it was in person and everything it was announced publicly in the same area or if I'm incorrect, is that going to be the same or how will I communicated to the public? We will post results on the website that as soon as they're done and also we will contact media outlets. Ok thank you. And Peter, you'll be calling, like Alice used to, you'll call the candidates that have won that night? You know it's funny, in my history everybody's been in the room, I haven't needed to call anybody. Right right. And I have not thought about that but yes, I can certainly make a point of calling the candidates who are successful. Okay, thank you. Alright I had a question and this is maybe, it was answered by Peter and for the public and those around the table here, if people have voted for Diane Bates, who've withdrawn and they already sent in their ballot Peter you informed me that her votes will not be counted. They just are discarded. Is that right? Right. And just to clarify for the public, that is not something we want to do but by law because she withdrew her candidacy after the closure of the nominating process, we were required by law to keep her name on the ballot. Alright, yup. So, okay. So if you can get the word out to people that have not voted on their ballot, that Diane is not running. Okay any other questions for Peter around the ballot process? Okay Peter, go ahead. You have more on your report. Yup. The next thing I wanted to address on my report is graduation. And this is so difficult and this has been a huge conversation actually I know it's taking place statewide, it's taking place across the county, certainly taken place across the superintendents, high school principals, and with seniors in our school district. And obviously our goal is to honor and celebrate our graduates, our graduates in a safe and meaningful way. Currently, just so people know, our graduation is scheduled for Sunday, June 21st at the Civic Center. And of course we know that a large scale, in person event such as this doesn't meet social distancing guidelines so obviously that

doesn't work. Given that, we began to look for alternatives and a lot of ideas have been floated about how best to do that. And really we're down to two choices. The first is we tried to do a graduation ceremony around the same time and adhering to social distancing guidelines. The other option would be to wait and postpone graduation until sometime in the future when social distancing guidelines or what we think of as the different phases, we've moved through different phases into a situation where a large scale gathering (INAUDIBLE). In conversation with Mr. Gasparini and Mr. Keenan, and other superintendents in the county, I believe that waiting until July or August to have a graduation is irresponsible on our part. I believe that for a couple of reasons. One is as we saw during the move from Phase 1 to Phase 2 and the hesitation that took place, we don't believe, I don't have the confidence that we're going to move from Phase 1 to Phase 2 to Phase 3 to Phase 4 with any sort of consistency or predictability. And I have a very serious concern that if we plan something for July or August that we may not ever get to, not ever, but we may not get to as quickly as we think we're going to, a time when we can have a large scale, in person graduation. And I don't want to get to a situation where we plan something for the second or third week in July and all of the sudden we can't do that; we can't get graduates their diplomas, and of the sudden we're in a situation where people are taking off for, you know, they've got summer activities, they've got summer jobs, students are moving into careers, they're moving into college, they're moving into military, they're moving into the next stages of their lives. And so certainly I think that postponing graduation poses a whole other set of challenges that, and risks, that I don't think we want to take. And so therefore, we're left with providing our graduates with some sort of a celebration in the near future but one that respects the social distancing guidelines put forth by the governor, by the county executive. We received just last week, guidance around, from the Onondaga County Health Department, about graduation ceremonies and there were a couple of different recommendations. There is the drive-thru graduation where people put up in their cars and actually have their diploma handed to them. But what we have settled on and what we believe is an appropriate

way to honor our graduates is to put together a prerecorded video for graduation and what we're going to do is hire a professional company to put together the ceremony. And so we will have speeches by students recorded. We will record every student who earns a diploma walking across the stage, getting their diploma. We will actually invite them in, we will social distance. We will ask them to walk across the stage, we will hand them their diploma. We will record, we'll record that and then we'll put all of this together, the speeches, the receiving of the diplomas, I believe they'll be some music involved and we'll put that together in a professionally produced, nice graduation with the goal that we can air this video around the time of graduation, June 21st, I believe the graduation typically takes place at 1:00. So our goal would be to put this together or the graduates so that they can watch the video, he prerecorded video of the entire ceremony with their families in a safe environment. Again, it's certainly not ideal but I does, again, it's something that students can take away with them. It does provide them with the opportunity to be individually recognized by walking across the stage and receiving their diplomas. It allows for our student speakers to be part of the graduation. It allows us to actually have as much of a typical graduation as we can. We're just presenting it in a different format. I know that Mr. Gasparini is hammering out a number of the very specific details and he intends to send a letter home to the families within the next day or so. Again, you know, I can't stress enough that this has been a very, very challenging part of the whole school closure and pandemic but we believe that this is as good of an opportunity as we can to celebrate our graduates in a safe and meaningful way. So that's our plan for graduation. Any questions or comments around that? Peter, hi it's Susan. Hello. The, usually our board, we're on stage with our graduates and we alternate different parts of the alphabet for handing on, do you want us to be participating at all, or will we be viewing the, I mean I'm going to view the video, but do you want us to participate in anything with the walking across the stage part? So we thought about that and with the board's permission, we would not have you involved, primarily because of the social distancing guidelines. It's okay, it's okay. Okay? Yeah. No problem. I just didn't know

what your thoughts were. Originally we were in so now we okay, so now we can watch the video when you guys publish it along with the others. Okay. Yup. Yup. Very good. I think that the person who takes it on the chin here is the board member with the senior who may have been looking forward to this for some number of years and that is, I don't have a good answer for that except I'm sorry. I just wanted to quickly say just thank you to. Lori. And Mr. Keenan because I know having not only a senior daughter but senior class officer, they have been meeting weekly on a regular basis with their senior class officers and their student government officers to keep them informed and communicate and plan in every way possible and I greatly appreciate that. The kids know they care and they want to do the best by them, and nobody can control this pandemic, so we greatly understand that and we appreciate everything they have tried to do so thank you. Great. I'd like to echo that as well. I've been a part of those meetings. You guys in administration have done a great job of trying to keep us updated, trying to include us in the process. So I think that, based off of other places I've seen and other graduations that have been holding, you know this is a great opportunity for all of the students to walk the stage and to be individually recognized as you said and I'm looking forward to it, so thank you. Thanks for, thank you for saying that. That actually means a tremendous amount, it really does, so thank you for saying that. Next thing on my list is enrollment predictions so I want to share my screen. You know I'm good with sharing my screen but people have the zoom thing still takes up a big chunk of it and I can't see what I'm showing. You can shrink your zoom with that little hide the video in the box. The last time, there I just did that, the last time I did that I almost ended the meeting and it made me nervous. Oh I got you. Don't click. Okay so you have a spreadsheet in front of you of our current enrollments and projected enrollments for next year. This is as of last Friday and I draw your attention to a couple of things. One is, and what I'll do is I will drop this into the Dropbox so you have this (INAUDIBLE). What you have and what I want to draw your attention to first and foremost are the italicized numbers at Kindergarten. So looking you see vertically left hand side, you see each of the grades. Horizontally in the row 2 you see

each of the schools, each of the schools and obviously (INAUDIBLE). First thing I draw your attention to is that Kindergarten enrollments right now are very small, as would be expected for this time of the year. We'll be putting out within the next day or so the notice to families to make sure they enroll them in Kindergarten, so we're keeping an eye on that. But just so you know, that skews all of the other numbers. Can I just say there's thirty in the cue for kindergarten right now? Say that again. There's thirty people in the cue just waiting on final registration documents. Oh beautiful, great, how many more (INAUDIBLE) or at least there's another thirty that we're getting in. Then I think that I would, next thing I would draw your attention to is short of big trends that I'm starting to see that I think the board should see as well, if I draw your attention to column K, J and K, I'm sorry, these are high school numbers, I would like to draw your attention to the fact that consistently here two years running you will see class sizes of 220 230, 240. Now if we move to the other left, you will see middle school and what you'll see there is instead of 220, 230, 240, you will see in middle schools 200, 210, 220, and then if you move over to the right in columns M and N and if you look at the enrollment for each grade, you start to see that in elementary, you'll see 170, 180 and maybe 190. And so one of the things I'm pointing out is we have been decreasing our enrollment slower than other school districts in the county, but similar to other school districts in the county, we are decreasing. This is about again, as I mentioned earlier in the budget presentation, to the tune of about 1 ½ to 2 percent per year. That's been associated with decreases in state aid and, and now you're starting to see the impact on our staffing with decreased elementary sections, decreased need for high school staff, middle school staff, you know which we decrease staffing for next year. And the question is is are we, where are we going to settle out? You know as I see, as I look at the facts, you know, the high school again, we see 220, 230, 240 per grade, middle school 200, 210, 220, elementary 170, 180. When we dropped in the current fourth grade to the current third, third grade, we dropped fourteen students there, 187 to 170 back when they were in kindergarten and we were very nervous that was the start of a precipitous fall. Now you can see from

over the past couple years that that seems to have stabilized. And so the question for me is is this new 170, 180, 190, is that our new normal that we're going to move through the district? I just wanted to give you that update primarily so you can see, you know, again, we had made some reductions to staffing for budgeting next year based on decreased enrollments so this sort of gives you the numbers more specifically behind that. Obviously, for us right now, the key is kindergarten making sure we get all of our kindergarteners enrolled as quickly as possible. That has staffing implications, and that's the primary reason I wanted to share with you at this time. These numbers that are constantly dynamic, these numbers are constantly shifting and we'll provide this to you pretty regularly from now until probably until October 1st around the BEDS day when our numbers stabilize for the year. Are there any questions from the board about this? Peter, it's Wendy. I have a question. Have we analyzed these numbers in relation to population in our school district as well as relative to surrounding school districts? Do they directly correlate to population decline or are there other factors like enrollments, increasing our people going to private schools, or people moving into surrounding districts, anything like that? Do we know? You know, I can't answer that question specifically. I do that the decrease in the district's population is at a slower rate than the decrease in the population of the county. But I don't have it directly related to other school districts or to private school enrollment. Okay, and then I just had a comment from my colleagues on the board, because it was something that was harder for me to understand. In the finance committee when we asked the question why with declining enrollment, does our staffing not shrink, in the direct correlation, Peter explained it's because of the way students fall across buildings, so it takes a significant level of shrinkage in the student population before you really start seeing staffing changes because if it's a couple students in each building, it may be an aggregate total of say ten kids in their grade, but it doesn't bring you below the number you need for class sizes in each class. So that was an important distinction for the finance committee, I just wanted to share with everyone else. Thank you. Peter, I had a question, in the budget hearing when you showed the

enrollment slide, I think you had 2,694 total for the 19-20 schoolyear, but in the Excel file you were just sharing, I think you had 2,701. I didn't write it down but you had a different number. Is that a timing difference? Yes, it is. Yup, the number that was in the budget presentation is based on our BEDS data which is taken on the first Wednesday in October and the data you just saw right now is real time. Okay, thank you. I also just have one question about kindergarten registration. Currently, the only way to register is electronically, is that correct? No, we've opened things back up to, I'm going to defer this to Pete. Pete? So right, what Peter is saying is accurate. You can reach out to our register and set up in face, in person appointment to present your documents if you don't have access to a scanner or something like that. So they do have the alternative (INAUDIBLE). Thank you. And actually, probably doing a little bit business here while I'm online – Tish, did we change that announcement on our website? No, I didn't know that, but I'll change it tonight. And then tied with that and with kindergarten orientation, typically it would be this time of year when they'd be riding the bus and coming to school and so what are we doing and what are we thinking about doing to welcome the students remotely as well as screening? The principals have been discussing screening taking place in the fall, not until the fall. I don't know that there's been any discussion about welcoming them or some sort of announcement before then. I'm sure, I'm sure they've thought about that and have something in place. I don't know exactly what they plan to do. Pete, do you know anything yet? S there has been discussion but it has been extremely preliminary. They really are looking for the option that provides them to connect with the students the best and so they need a little bit closer timeline to what the end of the summer's going to look like to determine how much in person contact they do, how much has to be virtual and what they really need to do to get this estimate in terms of creating class lists so they had a preliminary discussion but they really are waiting to see exactly how far they can take it based on the guidelines as we go into August. Ok, anybody else around the board table? Questions on the enrollment? Just one other question. Oh go ahead Lori. Tied with enrollment numbers and I know we

just had to vote on the budget where we saw an enrollment decline. I'm wondering if monthly the board can get a report on enrollment and not only by full enrollment but also by our demographics. So with our diversity so we're aware as we make decisions of our students and the population we're serving so we make sure we're meeting those needs. That's a good comment Lori. Alright, anybody else have questions on enrollment? I had a question. Yes, oh Juanita there you are. Go ahead. I'm sorry, I had to turn my (INAUDIBLE). No that's okay. We, in a response to your question, Peter mentioned, I think BEDS data or some other acronym name. BEDS. Yeah BEDS. Does everybody know what that is, and how often does that come out? Thank you. I'm just not sure about all of the people who are at the board table and all. Thank you. The BEDS data is the Basic Education Data System. Pete? System? Correct. Thank you. And that is a snapshot in time on the first Wednesday in October when all school districts are, well actually, I'm going to show how old I am is districts are expected to report their data to the state, but in fact, enrollment data to the state, but in fact, they don't report anymore, the state actually reaches in and grabs your data. So it's the first Wednesday in October and it is a snapshot in time but it becomes the enrollment, the official enrollment numbers including demographics for the school district for the year. And so that has implications for everything from accountability to state aid to a number of different pieces of state information. Thank you for that. Thank you. Yes. Thank you. Any other enrollment questions? Alright Peter you have one last topic here you were planning. Yes, planning for the fall, so in planning for the fall, really taking on the mantra of providing or making sure we have barriers to the virus but not barriers to education. We've done planning by looking at a number of different scenarios, these include returning to school full time. These include not returning to school at all, returning to school in some less than full capacity. Returning to school and then needing to go back out. And so we are exhausting all of those different scenarios as well as scenarios that keep coming up as school districts across the country continue to engage in this conversation. Really what we're doing is watching and learning from other organizations as they go through the (INAUDIBLE)

process, we're tapping the resources that are available to us. We've gotten some information from BOCES across the state, we've gotten information from the CDC, and then again there's other models from other school districts both locally, not so much locally, but nationally and other states that are helpful. Working really in a number of different spheres, including the physical environment, the wellness of students and staff, learning in the education sense, but then also learning how to adopt safe behaviors. Really the primary focus is on the health and safety of students and staff. There's a lot of work to do here. One of the things that we're focusing on as we're working through these scenarios, you always come up against you go as far as you can go, but then you always bump into we need more guidance on whatever you're discussing, whether it be you know, when we did a day in the life of the student and thought about all of the different ways, or all the different things we need to think about in making adjustments for reentry, you know you just need guidance on everything from buses, to walking to the school, to walk out of the school, to the hallways to the cafeterias, to the library, to the locker, to the computers, to the textbooks, everything. Every aspect of a student's life. And s when you walk through these scenarios, you run into limits in how far you can plan based on a lack of complete guidance about where we are going to be at in the fall. However, there are certain things that don't require guidance for us to think about as we begin planning such as identifying the education and the social emotional needs of all students and how we are going to address those. And so those are things we can plan for regardless of the scenario we faced in the fall and so we're doing that now while preparing to be able to put into place answers to specific questions around the fiscal environment when we have guardrails or more guidance or more information that will be coming forward. We've heard from the governor that we are going to get more guidance in June with expectations that school districts provide plans to the state in July. That is of course, yet to be seen. Again, I go back to what I mentioned about graduation, which is you know, we just moved into Phase 2, that was a little bit bumpy. It's hard to know what phase we're going to be in and again, I think that it's optimistic to think that the

movement through the phases is going to be linear. It could be cyclical and so we have to be prepared for that. We've begun ordering supplies and materials that are going to be necessary for cleaning and for the nurse's office and for out of their areas and again we are taking sort of a staged approach to that. We are putting, we've put together orders and have submitted orders for supplies and materials based on things that we'll need regardless of the situation we face in the fall and then we have staged other orders of other supplies and materials that we may amend or not amend, again depending upon the situation that we face. Certainly we're going to be asking for input and information from the community and from the staff regarding our plan for reentry. And we'll be putting together a group of people who will help us make sure we think this plan through entirely. And again, there is all kinds of aspects, the fiscal environment, wellness of students and staff, again, learning in an education sense and also learning how to adapt some safe behaviors. I've been very privileged, as you know, we meet weekly as a superintendent's group. This is to focus on in each of our meetings and we bounce ideas off of each other. It's been extremely helpful and as I think I mentioned to the board, and I don't know if the public knows, I'm involved with a small group of superintendents who work with the architects and sort of you know we've had a lot of very high level discussions about what this looks like and how we can use this as an opportunity, this time period as an opportunity to rethink some of the things we are doing but also very concretely about our fiscal spaces and how we need, the architects want a very unique and specialized view about how we can think about our fiscal environment and (INAUDIBLE). There's not a lot of concrete information at this point but I want you to have confidence that we are engaged in these conversations and it's a lot of fits and starts and again, we're learning from people all around us and waiting for guidance and doing what we can now and it's been challenging and frustrating and (INAUDIBLE) all at the same time. Questions from the board on that? There's obviously a lot more to come and I'll be keeping you up to date constantly as we move through this, as this is just obviously a huge topic. Peter, I understand the challenges for planning for logistics right now, but what are we

doing specifically to plan for students, social emotional needs? Meeting them during the close of the school year, through the summer, through the transition in the fall, whether that's a specific plan with our counselors and social workers, or whether that's looking at things like looping classes or finding ways for students to have you know, some kind of closure before they move up to a grade. What kind of conversations or workers do you have around that? Okay, so you just, you touched upon a lot of different topics. So closing the year, that's at the building level and providing meaningful ways to make sure that students do have an opportunity to say goodbye, especially in the transition years, the 4 to 5, 8 to 9. Any year requires some closure, but especially those years. So that's at the building level focusing on doing that as teachers, as principals, as buildings, see fit. There are plans in development in all of the buildings around that. The second thing you talked about was planning for next year and Tracey is working with her leadership group around social emotional learning and the way we've been thinking about this is in tier 1, tier 2, tier 3, multiple systems of support around helping students and really it's about identifying what, who do we know is going need extra sets of support, those tier 3 kids, how we're going to monitor those and then making sure that we have some systems in place to make sure that we identify students who are not necessarily on our radar at the moment. Just before school starts and just when school starts to make sure the transitions occur smoothly and then making sure we put into place something tier 1 level for all students. (INAUDIBLE) There's just such a huge awareness of the fact that our students ideally will be walking through the doors of our buildings for the first time in six months and it's going to be a significant event for students of all ages and we're going to need to do something for everyone, and we're going to need to do more for some, and we're going to need to do a lot for some students, in making sure they've got all of those pieces on our radar and someone attached to those tasks. Thank you. I just had a quick question regarding, I don't know if you saw the email I sent earlier specifically the policy brief that was sent. One of the lines that I felt was really interesting there and a larger concept preparing for what can we do. Students in the free and reduced lunch program,

students who are unable to afford these days will be considered to be (INAUDIBLE) masks, gloves, PPE. I know that's sort of one of the things that I'm sure is difficult to prepare but nonetheless is one we're going to need regardless of these scenarios if we are in person in the fall. So are we doing anything to think about possible ways that we can ensure that those students have similar resources (INAUDIBLE)? Absolutely, thanks so much yeah and that's one of those things where as I mentioned the supplies and materials we are purchasing and the different sort of phases that we've got built into our purchasing by now again, it's Phase 1, things that we know we are going to need regardless of the situation. Phase 2 thinking about okay, you know, if we need to expand the amount of PPE that we supply to people. What does that look like? And then Phase 3 is okay, we need to supply everything to everybody and so what does that look like? Thank you. Peter, (INAUDIBLE) I have just one question, maybe one legit board question and then one personal question. The personal question I'll go first. (INAUDIBLE) for the students in their transitional years, do we have any insight on what's happening to elementary and middle school for the moving up ceremony (INAUDIBLE)? Yes Andy Eldridge is planning, he is planning a virtual moving up ceremony for last week as well as he's planning an end of year, some sort of kickoff for all of the students grades 5 through 8. I'm not sure exactly where he is with his planning. He's gone through a couple of different of ideas, but he's definitely got a virtual moving up ceremony being designed and planned and then something, put together something for all the students at the middle school. Great. What about the elementary? Dana asked the question about the 4 to 5 transition. This is the time of the year when fourth graders visit the middle school and Andy's putting together a video, some sort of video production to introduce students in the middle school to be sent to fourth graders. Thank you. So, and Juanita just to let you know, we got notice today, because I have a kindergartener and a fourth grader, they're going to do a little. They're staggering times like if your last name initial is within like A-K, you go within this hour, you circle up in your car. They're going to give the students, everybody's in their masks, they're going to give the students their little diploma, wave goodbye, so the

students are going to be able to see all the staff one last time, especially the fourth graders. You know, it's a little hard for them, you know I talked to Peter a little bit earlier and while I understand our seniors have the (INAUDIBLE) they can talk about this, they can figure it out and they can plan. But when you're nine and this happens, it's a little bit more difficult to rationalize why all of the sudden you just can't be with your friends anymore. So I appreciate that the school is giving them the opportunity to come back and even just see their teacher in person and not over zoom. I think that's really impactful for them and helpful. And then I heard you mention that you'll be involved in (INAUDIBLE). What is your timeline around that engagement? (INAUDIBLE). Right, so my first move is I want to use the Thought Exchange in some way to reach out to hear from the community their concerns and primarily their concerns and thoughts, comments and concerns about re-reentry. Making sure that we are thinking about all of the things that the community is thinking about and make sure that we're exhausting that. And then, as we get into planning physical adjustments for the buildings, we'll be looking to community members around, that can help us doing that logistical planning. Thank you. Anyone else? Alright. Next thing I know the last board meeting will have brought out the question of the student government and I spoke with Mr. Gasparini. He's targeted September 24th. Again all of us, all of us, have our fingers crossed that we are in school but I guess this can be done virtually as well. But September 24th is the date of the student elections in the fall. That'll be when the student government does their elections and that will also be the election of the ex-officio member of the school board. We have the job description available that we used last fall for when Will came on, we'll provide that to the students who express interest and then they'll be a ballot and candidacy and will target again that as we did last year, we'll target the first meeting in October to get that (INAUDIBLE). So that was the, I wanted to follow up on that. And then the last piece is as I mentioned at the last board meeting but now that we're closer, I'm hoping that all of you are getting information about the No Exodus virtual performance and fundraiser on Sunday, June 7th. (INAUDIBLE). It was written and directed by senior (INAUDIBLE). They've scheduled the virtual

performance for Sunday, June 7, 2020. It's a multimedia performance (INAUDIBLE) the talents of the entire Jamesville-DeWitt High School art community. And then, you know, this warms my heart this show has been linked to a fundraiser in place of ticket sales and all profits of the fundraiser will go to the CNY Arts to provide scholarships for children in the area who want to attend art, music, and drama camps. So the show will be lived streamed on Sunday, June 7th at 7 p.m. You can get to the show by, it's on Facebook. Will, is there anything else you want to add to that? Yeah, I thank you for publicizing that. I would just like to make the board aware. I don't think I fully realized this on the part of the production and the very small piece I'm contributing to one of the music tracks. The way that this is working is really incredible and it's completely (INAUDIBLE). Just for background for music with vocal arrangements. All of the arrangements were handwritten by students and then they were assigned to us with clickers and headphones that we had to record them and submit them and the actors are all on Zoom. And they're filming via Zoom. And the director, who also wrote this entire script for the play, has been editing twelve hour days the past week trying to put this all together for this fundraiser. It's really an incredible cause. The show is fantastic, the script is fantastic, and I'm a little biased obviously and she's a fantastic writer, but I really encourage you all to tune in on Sunday. It should be a fantastic performance. Will this is Susan. Sorry, Peter, one second. Is there another...I'm not on Facebook. Is there a way to access it outside of Facebook? Yeah, there's a YouTube channel I believe, the drama, or the No Exodus Channel., I think she's on every single platform. So you can watch it somehow, yeah. Ok thank you. Alright, go ahead Peter, sorry. That's it for my report. Alright very good. Alright thank you.

REPORTS – BOARD PRESIDENT

The next report is mine, as the board president. First thing I'd like to do is just quickly summarize our community comment time is now via email so I just wanted to summarize for the board a few emails that I've gotten over the last couple weeks since we last met. We did have, I did have some questions around the snowplow and the dump truck. People asked me why it was so expensive, and I appreciate

Peter, you describing that it's more like a Town of DeWitt snowplow, not like the guy that does my driveway snowplow. Because it was a big price tag on that one. So I got a couple questions on that. I had a few questions on, and Peter did as well, about the fifth grade at the middle school being down one section and Peter, you spoke to that as you reviewed the enrollment and the budget. And so we've answered those that came in from the community. I've also been in touch quite a bit with of course Will and Dana from our Sierra Club colleagues that are very interested in the electric buses. So we've gotten; they've been back in touch with us to let us know that the new York State truck voucher program, truck voucher incentive program, which would reimburse the district for initial costs for setting up electric buses and some of the ongoing costs and also the acquisition of the electric bus that's now available. SO they are trying to work with us, the board, and help maybe, helping us consider an electric bus. I know Peter, you talked about why we made the decisions for the gas and diesel, but they are still interested in that. Of course, it's a sustainability measure that I know some students and community members are interested in. Alright, the next item I'd like to talk about is the budget. We are not, by law, allowed to promote the budget, which is what I would naturally do. I would be out there promoting budget and I can't do that so we can only inform about our budget so for those of you who are left on the phone here at 9:33, I do want to encourage everyone to vote with your ballot, your mail in ballot. I know many of you have said it, but please vote. Encourage you family members that are of age to vote, and also your friends and neighbors to vote. I do want to say and reaffirm what Wendy ad Peter have said that our budget, I'm informing our budget does reflect our mission. We built a budget making sure we're meeting the criteria of our mission. We are prioritizing this year professional development for our teachers. We're also prioritizing curriculum and curriculum review. We also prioritized the hiring of Nate Franz, who we just announced This is our new Curriculum, Instruction, and Equity officer, or I'm sorry, Assistant Superintendent in the district office. So that reflected in our budget. And of course like Peter said, we are increasing communication and we will continue to increase communication as

Michelle Kielbasinski called out but we are as hopefully you can all see we are making more of an effort to communicate in various channels. So please do vote, and again, please encourage everyone you know. The last thing I want to say is I want to thank Will and some of my board members who contacted us about putting out a statement regarding these incidence of violence and discrimination and racial injustice that are occurring in our community here and across the nation. It just reminds me again of how much racism exists still in our society and that we do have systemic injustice and that it's real and that we're kind of playing it out again. And that I hope JD remains, and I know they will, that they will remain committed to our diversity, equity, and inclusion efforts. So I think, I think we do have that and I'm proud of JD for doing that. Okay, that's it for my report.

UNFINISHED AND CONTINUING BUSINESS

Let's move on to the second to last item which is the unfinished and continued business. Does anyone on the board table have anything they want to bring up? I just have one we talked about in the last meeting which was bringing forward the topics that we talked about for board discussion back onto the agenda and I know tonight's meeting was very full, but I'm hoping that in the next meeting we could have the strategic plan (INAUDIBLE). So Wendy let's bring that forward, the strategic plan, and then I do have the updated, upcoming, I do have the topics upcoming that I have all now organized and prioritized so we can bring that forward s hopefully I can now hand off to you guys to bring it forward in the future meetings. Anyone else for unfinished and continuing business? So one quick question (INAUDIBLE) the Metro Center and the status of that. I know there were, before all this happened, there were discussions about staff training sessions that were to occur before the start of the school year. Is that going to happen virtually or is it not (INAUDIBLE). So we have connected back with them. Originally they were in favor of only doing in person trainings but we got back in touch with them to see if we could move that along and actually had some emails back and forth and we're trying to get some professional development set up for the summer and the fall so yes, again,, regardless of what this looks

like, they're going to provide some, the professional learning that's in the contract that we have with them, ideally beginning this summer either virtually or in person. Thank you. Thank you. I just have one thing. Will had sent, Will had sent an email discussing the process of a new policy, maybe I'm saying it wrong, maybe you can talk a little bit about it. I thought it was a great idea, it's pretty robust, but a lot of the components included (INAUDIBLE) really to our reentry plan for the fall. So I know we aren't taking that under advisement at the policy committee (INAUDIBLE), but I'm just wondering how we could entertain some of the thoughts and concepts from that robust policy and that recommendation as we develop that reentry plan. And maybe Will could just give us a brief synopsis of what he recommended because it was a pretty long email (INAUDIBLE). Oh I appreciate that. Yes, so for context, this is a policy, part policy, part research, part brief, that was created by an organization in Virginia called the Greater Good Initiative. It's a group of high school students that formed a couple months ago to create policy to react to the various changes as a result of the Covid-19 pandemic. High school senior Sophie Clinton is a policy fellow there and she wrote a good portion of this educational policy which is pretty cool, so that's very exciting. And I actually reached out to her after reading it to kind of get her point down and she said if we had any questions, she'd be happy to answer them. But yes, Juanita, to your point, a lot of the stuff in here is fantastic for the DC Metro Public school system, so obviously you kind of have to take the things they said there with a grain of salt, knowing that we're not necessarily an urban district. But particularly a lot of the points that I found in the middle section through page 7 were really interesting, particularly having lunch in class instead of the cafeteria, providing greater sanitary for classes and bathrooms, (INAUDIBLE) providing PPE for all students (INAUDIBLE) at no cost. And I don't know if that's necessarily stuff that we want or should put in the policy because it's so specific, but the big theme, and it is 51 pages and I didn't read the whole thing, but I read a good portion of it, is that the standardization of procedures is incredibly important. And so we're more at this sort of crux right now, to Dr. Smith's point, where we really can't plan a good amount of what the fall will look like. I did sort of

struggle with okay, this is very general. A lot of it was researched about just how Covid affects education which I think we already know, you know, in our hearts and our minds with how bad it's been. But a lot of the points that I think it really boils down to standardization of procedures and to what Ken was saying earlier, perhaps that manifests into a policy, you know, specifically it talks about equitable experiences for students in this specific capacity and also standardization of some procedure. I don't know what that would look like but we'd have to research more with that. Thank you. Any reactions from the board? Everyone else think that's a good idea? Yeah, Juanita I did not have a chance to fully digest the material that Will sent and also your reply so I feel I'm unprepared to comment but it sounds like a good idea. I just hadn't prepared, so I will read it and I will be back to, I will reply. No, no it's good, I just didn't get enough. Anybody else on the board on that? On Will's topic? I think it sounds like a great idea. I didn't read through all 52 pages of it yet Will. I definitely will. I'll get on that but I'm just super impressed at some of the stuff that our kids are doing here too. To have a student write an educational policy. You know it's pretty hefty work so. And yeah you know, even as I (INAUDIBLE), I'd be happy to connect the board to her and she will be the (INAUDIBLE) on that policy I'm sure, so yeah. Thank you Juanita. (INAUDIBLE). Go ahead Ken. Juanita hold on a second, hold on Ken. Juanita were you finished? Yes, I'm all done, I just wanted to thank Will for that thoughtful lesson (INAUDIBLE). Alright Ken go ahead. As we start to wander into the next couple of weeks of cancellations and closings, I wanted to publicly acknowledge Will and all of the hard work that he has done. His level of maturity has blown me away. I think as a person and certainly as a board, our, we are collectively better for having had Will join us on the board. And I don't know who will be filling his shoes, but I can tell you they will be very large shoes to fill. Will – you have been impressive and I wish you nothing but the best. Thank you. Thank you. Can we can have a round of applause next meeting for Will? I'll put up our balloon background. Thank you. I do actually along the lines, I thank you Ken for that public recognition for Will. Will – do you have any idea for a potential pipeline like what do you think we might get in the

fall? Do you might know, like are you recruiting? You don't have to disclose anything. But is there interest to someone to stay with us? That's a good questions. It's been particularly difficult to judge with what's been going on lately but I have been working with Mr. Gasparini to talk to some students who we both think would be fantastic to fill this role but you know at the end of the day it is an election. It is a fair process. Anyone who is interested can come forward and run and that's the beauty of it so you know I'm sure that somebody who I don't even know is interested and they could run and perhaps be sitting in this seat next year. So I will keep you updated. We're trying to establish a pipeline and I think that you know, by nature of everything that's going on, we're doing our best and I think, I look forward to whoever does take this place. Alright, thank you. Than you. So there are possibilities I guess. Absolutely. Awesome. Very good, alright thank you. Anything else for unfinished and continuing business. Ok alright. I need a motion to adjourn. Who has the motion to adjourn? There's Renee. She was first. Okay Renee. Aye. Aye. Aye. Aye. Yeah I heard Christine and Ken, good. Aye Aye. Okay very good. We got everyone Tish. Alright. Goodnight everyone. Thank you.

ADJOURN