

**Transcript of Board of Education Meeting
September 9, 2020**

Mr. Buono:

Call the meeting to order. I have 7:13 in my Chromebook. For tonight's meeting, attendance-wise, all members are present, except for Mr. Dunn. He is unavailable this evening. We do have a special part of our meeting tonight. We are going to welcome our newest Board member. Thank you, Jeanne.

Mr. Buono:

Frank Yeboah is here to accept an appointment as our newest Board member. The Board met a couple weeks ago to meet some of the interested applicants and after a lot of discussion, interviews and talking to people, the Board has selected Frank to join us on the East Greenbush Central School District Board of Education. So we welcome him here and we're going to proceed with the oath of office for Frank. So, Jeannie, take it away.

Ms. Pangburn:

Okay. Raise your right hand. Do you solemnly swear that you will support the constitution of the United States and the Constitution of the State of New York and that you will faithfully impart the duties of Board of Education member according to the best of your ability?

Mr. Yeboah:

Yes, I do.

Ms. Pangburn:

Thank you.

Mr. Buono:

Frank, do you want to take the opportunity to say a few words or do you want to reserve that for later?

Mr. Yeboah:

Absolutely, yeah, I'll reserve that for later.

Mr. Buono:

Okay. No problem. It's a new experience. Welcome Board members, we're all thrilled to have you join us and have a [inaudible 00:01:45] Board members. With that, if you could please rise and join me in the Pledge of Allegiance?

Everyone:

I pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.

Mr. Buono:

Thank you. Moving on to our agenda. After the pledge we have, typically, the student council, but school is not in session so we will hear from them, I'm sure, at our future meetings. We'll now move to the

public forum, and as we have in the past, because there's no public at the Board meeting, we do have the email set up on the website for those who would like to comment. Please remember that we would need your information, as well.

Mr. Buono:

So I'll read our public content. Residents, students, employees, and business representatives of the East Greenbush Central School District may address the Board on matters concerning programs and/or operation of the district, other than matters involving personnel. Members of the Board do not directly respond to citizen concerns through the public forum. If a response is appropriate, either the president or superintendent will contact the individual in the near future.

Mr. Buono:

Those persons wishing to address the Board will be recognized by the chair of the meeting. They should state for the record, their name and address, or affiliation with district or business. While the Board does not wish to infringe upon free speech protections, it must be stressed that the visitor's forum is not deemed to be open forum. The Board president will conduct the forums, the orderly division operation of Board business. So because of the inability to be in person, we will take any emails at this point. Again, we do have a second public forum that we'll seem to be a lot. Do we have anything at all?

Ms. Wager:

We have one email.

Mr. Buono:

Have an email? Okay.

Ms. Wager:

Yes, we have an email from Robbie Blaauw, B-L-A-A-U-W. He and his wife are waiting to find out who or how their son and daughter who would normally attend Red Mill are going to find out what the plan is for the coming school year. It's less than a week away and several friends who have children have found out who their teachers are and they cannot seem to get onto the Google Meet so they cannot watch the Board meeting.

Mr. Simons:

I would ask that that parent contact, Mrs.Squillace, let her know. It could be simply a matter of an oversight because all of the students, to my knowledge, who were registered at the time that we sent the schedules out to the students have received those schedules. So it could be a matter of oversight or it could be a matter of ... I don't think that email said whether that student is full remote student or a hybrid student?

Ms. Wager:

It does not.

Mr. Simons:

So I don't know that information, but best thing to do for that parent would be to contact Helen Squillace at Red Mill because, to my knowledge, most of the students and families have been informed of their assignments. Is that correct?

Mr. McHugh:

Full remote information went out this morning.

Mr. Buono:

Okay. It sounds like the parents have trouble getting on Google Meet?

Ms. Wager:

Yes.

Mr. Buono:

So if you forward that email to Helen to respond?

Ms. Wager:

We will.

Mr. Simons:

So just if everybody didn't hear, the full remote assignments were emailed this morning. So if that parent's child is on full remote then it should have gone out in an email this morning.

Mr. Buono:

Okay, good. All right. That's it, just the one?

Ms. Wager:

That's it.

Mr. Buono:

Okay. So again, that email will be open. We do have a second opportunity as folks listen to the Board meeting to send an email to the Board for the second public forum. Seeing there's no other emails, we'll move to the Board forum and for Frank's benefit as a new member, typically the Board forum is an opportunity to say some comments, we'll go around to the different Board members. There's also a Board forum at the end of the meeting for commenting in the comments. So I will start. to my right with, with JoAnn Taylor. JoAnn? So we're sharing the mic.

Ms. Taylor:

Thank you. First of all, welcome Frank. Welcome aboard. We're Looking forward to working with you and we're happy you're here with us. Also, want to wish the staff good luck as a start in a very uncharted area this year. I've been in the schools a few days this week with the ed foundation's with the [inaudible 00:06:26], and I want to say the staff seems excited and happy to be back and there's the usual excitement and it's great to see it back.

Mr. Buono:

Thanks, Joann. Kathleen?

Ms. Curtin:

I'll also say welcome, Frank, it's great to see you again. I'm looking forward to the beginning of the school year next week with all the students coming back. I know I've seen a lot of our neighbors out and they are very excited to be coming back. Thank you very much for all the work that's gone into getting them here because I know it's been no easy task.

Ms. Muth:

I just wanted to say welcome to Frank.

Mr. Buono:

Mr. Mann.

Mr. Mann:

Welcome, Frank. I do have a couple of questions about our reopening. So what time are the school's going to open in the morning and what time are they going to close in the evenings? I know we have night custodians, but are the buildings still going to be open for the community? What's up with after school sports practice, are they can be happening?

Mr. Simons:

Schools are going to open up the regular time that they normally would. So the start time for the staff will be the same. The start time for the students will be the same with the exception of the virtual Wednesday. The kids' schedule, we modified. The staff will still report at the same time. We had a discussion this week about providing some guidance to the staff as to when they needed to leave the building. For example, the teaching staff, because we want to have the buildings as free from people as possible, other than the custodial staff.

Mr. Simons:

So we're using a guideline of 45 minutes past their normal contractual time that they can leave. So, for example, at the elementary level, the students leave generally 3:30. The staff generally has to stay till 3:45. Elementary staff, with the exception of the custodians, would have to leave by 4:30. That would also be 45 minutes from the end time of the middle school and the high school.

Mr. Simons:

We're going with all of the appendix D, which are extra classroom clubs, virtual. In the event that club advisors want to have an in person event, I know we've had a couple of in person events recently, or over the summer, they have to request permission to do that from the principal and from my office in order to be able to operate that. Virtually, no pun intended, 100%, clubs going virtual.

Mr. Simons:

I'm going to talk about athletics in my report that I give tonight. Certainly if we approve athletics, they will be permitted to practice and those practice schedules would have to be developed by Mr. Leonard in coordination with the coaches. But in general, we want everybody to be out of the building and we

will not be permitting community use, at least in the beginning of the year so that we can gauge the reopening. So right now, indoor facilities are not available for community use.

Mr. Mann:

So then I'm assuming that 45 minutes past that hour when all staff leave, that front doors are going to be locked. My concern is that if the schools are not going to be open to the community in the evenings, I don't want our doors staying wide open.

Mr. Simons:

Oh, they should be locked and secured.

Mr. Mann:

That's what I'm asking.

Mr. Simons:

Yes.

Mr. Mann:

I know we have some night employees here, so we're going to move them to a different shift, I'm assuming.

Mr. Simons:

Custodial staff will be working-

Mr. Mann:

Security.

Mr. Simons:

Yes.

Mr. Mann:

We have security so we're going to move that to day hours. And same way with the elementary school? Doors are going to get locked so people just can't ... Because custodians have to clean, they shouldn't have to watch the front door.

Mr. Simons:

Yes. And we're disabling swipe access as well. We're programming the swipe access cards for those times when the staff will not be ... We're not doing weekend access for a while unless there's a special circumstance for it.

Mr. Mann:

Great. Thank you.

Mr. Buono:

Thanks, Mark. Michelle?

Ms. Skumurski:

So Frank, welcome. We're really excited to have and looking forward to working with you this year. I'm just wanting to also say thanks again to all the staff that are out there this week really trying to make sure that our kids are coming back to the best situation they have. Your effort is amazing and greatly supported and appreciated. So please know that you're thought of very well out there in this community to make sure that we're safe as much as we can be for our kids.

Mr. Buono:

Thanks, Michelle. Jennifer?

Jennifer:

Welcome, Frank. We are very excited to be working with you and have you join us, so welcome aboard. Anything we can do just let us know. I also just want to echo the sentiment of what's been said already tonight which is thank you for all the hard work and efforts that have gone into what, hopefully, will be a very successful reopening next week on Monday, whether children are remote or whether they're going to be in person and doing the combination. I just want to say thank you to everybody. We'll be thinking of you and sending all good thoughts in the successful reopening. Thank you.

Mr. Buono:

Thanks, Jennifer. Frank anything at this time?

Mr. Yeboah:

I'll say something. I just want to say thank all of you for the opportunity to sit with you and the community. I will say that you've done a fantastic job during a very difficult time that we are in. Uncharted territory, but I can tell that you are doing an amazing job. Keep it up. And to the Board, I believe that together we can serve our community well. I'm very happy for the opportunity to be here and to work with you to achieve that. Thank you.

Mr. Buono:

Thank you, Frank. So final comments. I think I echo everyone. I want to thank our teachers' association, the other bargaining units for working through a lot of issues. Tremendous amount of work has gone into preparing last week, this week, especially with our staff back, the faculty back and working to prepare for our students' arrival next Monday. I know our principal's hard at work. Marissa in hiring and the Superintendent, of course, and Linda, central admin team and Jim preparing for what will be a successful opening of school on Monday.

Mr. Buono:

Seeing the markings around the school, seeing the markings outside, I just would say that to our parents and students, we're all in this together. There's a part of this that we have to have personal responsibility to make sure this works and we're doing everything we can from a district standpoint, excuse me, from a Board standpoint. And it also means that our community members, our family members, our kids are in this together and we'll make this successful, but we all have to do the right things to make it happen. So again, congratulations for a good couple of weeks here so far. And then

let's see that opening on Monday and we're here to support you. With that. Mr. Simons, do you have anything?

Mr. Simons:

I do. I talked to Mr. Buono, about giving a formal report on the status of the opening. So I'll take this time to do that. I appreciate the comments of all of our Board members and I want to welcome our new Board member, Mr. Yeboah to serving with us. I really appreciate you volunteering to do this and I look forward to working with you.

Mr. Simons:

I've categorized my report in some of the areas that are reopening taskforce studied and I'll be reporting out on the readiness of our district. Under the area of health and safety, our emphasis and our theme is a slow, safe and successful September. I think the hybrid plan that we've ultimately approved through the Board is the safest and the best option for our community.

Mr. Simons:

Staff in all of the schools have been back over the course of the last week and they have received training in our procedures, including employee screenings, temperature checks, rules for wearing masks and social distancing in accordance with our submitted reopening plans. Parents have received communications throughout this process, but they will receive an additional communication this week. Pat is putting that together. [inaudible 00:15:40] now the importance of the daily student screening process. This will be done online through a link provided on our website and we are also formatting paper copies that will be available to print from someone's home in the event that a printed copy is preferred by our students and our parents.

Mr. Simons:

Reiterating what Mr. Buono just said, it really is critically important that we work together as a community. Students need to follow the expectations. Parents need to help us in establishing good procedures for our students every day. Take the time to do the temperature and the screening checks at home. We will follow up with the temperature checks and making sure that those screenings are done when the kids arrive at school.

Mr. Simons:

We will have situations in which the kids may not be permitted to come to school if those steps have not been taken. There will be some steps to contact the parents in the event that is the first day or two. However, those students will be isolated until such time as that verification can occur either in writing or over the phone. So we expect that there may be some small numbers of students that may not have what's required, upholding that level of cooperation that we need and that will be a fluid process and we can work through any issues.

Mr. Simons:

Crossing routes have been established. I asked Mark Noeth, if he was almost ready to go yesterday, he told me he was ready three days ago. So that's a good thing to hear as a Superintendent. We are under guidelines to make sure that social distancing is in place. So we have not been able to be as accommodating as we otherwise would prefer regarding special arrangements and transportation, however, I am happy that Mr. Noeth has worked out some individual situations for some families and he

is able to bus the kids to and from licensed childcare. We didn't know that we were going to be able to do that with 22 kids on a bus, but given the hybrid plan and the number of students that went on full remote, we will be busing kids to and from licensed childcare, so I'm very pleased with that.

Mr. Simons:

We have this week confirmed, in fact, yesterday we confirmed that we have sufficient cleaning and disinfecting products that are being distributed this week to our buildings. We have sufficient PPE that is arriving and being distributed in the schools this week. That a product was stored here in the high school, in the central receiving room, Mrs. Wager, Mr. Bickle were extremely helpful in making sure that we could inventory that product and get it distributed.

Mr. Simons:

Additionally, having to report that the misters that the Board approved at a previous meeting arrived today. And so those misters are being prepared for utilization. There are some generators that had already arrived and something that has to do with how the mix all goes together that I don't quite understand that is being worked on. A plan will be made to substitute and complement the existing cleaning and disinfecting staff with use of those misters. That has to be determined. We have a meeting coming up on Friday with our head custodians.

Mr. Simons:

Additionally, we've had a pretty consistent communications since March 13. Mr. Adam will be working with our administrative team on daily and weekly reminders as incentives for the parents, the students, and the staff to keep following those protocols and to make sure that everyone is working together as a team. All staff requests for accommodations or remote assignment have been met as of those that have been received as of this afternoon and this morning. So any staff members who required an accommodation to return to work safely have been provided that accommodation and anyone who requested a remote assignment has been granted that remote assignment. I want to thank Miss Cannon, our Human Resources Director, who was working on that quite a number of hours per day. So I thank Marissa for that.

Mr. Simons:

Additionally, we made an arrangement with Questar BOCES health and safety and risk management to do N95 mask fit testing for our nurses and any other staff members who were required to wear an N95 mask and that occurred last week. We think Questar BOCES and Sam Beardsley for helping us with that.

Mr. Simons:

The District learned about a new reporting requirement yesterday at 11:30 through an announcement from the New York State Department of Health, that there was a webinar at 1:30, and that we needed to have the reports in by 5:00. That is the case for all districts. We recorded yesterday and we report it today. That is a Covid tracking system that is looking at students, non instructional staff and staff and is aggregated by students and staff who are participating remotely versus in person. They don't use the term remotely, but it's basically tracking that and that'll be information that we're required to report on a daily basis.

Mr. Simons:

I'm doing that now with a little assistance needed from the administrative team. Eventually when I learn, I will be turning it over to other administrators and our COVID-19 coordinator, but I want to learn the different categorizations and the rules as I do it so that we can make sure that we're reporting it the same way that other districts. Have has questions about what to report. For example, we haven't started school for students yet so there was some interpretation that the reporting dates didn't start until students actually started. Nobody knew the answer to that. So I started reporting it yesterday where the requirements said that you had to have it done at 5:00. So I don't want to be cited for not doing that list.

Mr. Simons:

Additionally, under health and safety, our nurses participated in a county wide meeting with the Department of Health about a week and a half to two weeks ago. We followed up on some issues internally within the district with a meeting that I held with the nurses to sort out some of the contact tracing decisions and some of the testing determinations and some of the return to school and return to work requirements in the event that someone is suspected of having COVID and needs to be tested for Covid.

Mr. Simons:

Hopefully, the Board will accept our recommendation for our COVID-19 coordinator. She has an extensive nursing background and the position was offered to internal nurses first. No one was interested in that position so we hired somebody from the outside and we are fortunate to have somebody with a solid nursing background.

Mr. Simons:

Under teaching and learning. I have to commend Mr. McHugh, who was our exceptional assistant superintendent for curriculum instruction and our entire administrative team along with our teachers, who've been back working on our model of instruction over the course of the last three weeks. Some of them came back prior to the date which were they ever required to report. They've been exceptionally responsive to designing, both the in person and the remote options, including implementing a hybrid schedule, which has evolved over time.

Mr. Simons:

It has evolved because of the number of students not being able to know exactly how many remote students. So we have sent schedules to our parents K through 12, AB hybrid schedules. And as you heard from Mr. McHugh, the elementary full remote schedules were sent out this morning. The secondary schedules were sent last week. The model that we are using at the middle school and the high school will enable those students who are assigned to full remote to participate in the same classes that they're in-person peers are participating in using a live virtual instruction model. We are in agreement with how that model would be implemented with our teacher's association, which is part of the agreement that will be reviewed by the board this evening.

Mr. Simons:

Additional devices have been distributed to students and staff where requested from our existing inventory. As we wait for the devices that the Board approved for our K-1 students which have not yet been received, the Chrome tabs are expected to be delivered in mid to late September. Is that right, Mr. Goodwin?

Mr. Simons:

Additionally, the cameras and document cameras, which will enhance the virtual live instruction, particularly at the middle school and the high school, are on order, they are not yet anticipated to be delivered during the month of September, that may be October, but any staff member who did not have a Chromebook has been distributed a Chromebook upon request. And for now the Chromebook cameras will be sufficient. We will enhance that as we receive the new equipment and provide the document cameras to our teachers at the middle school and high school level and the other more enhanced things are GoPro cameras. Is that right, Peter?

Mr. Buono:

Not GoPro, they are IPEVO cameras.

Mr. Simons:

IPIPEVO cameras. They're on order for the ...

PART 1 OF 4 ENDS [00:25:04]

Mr. Simons:

IPEVO cameras, they're on order for the middle school and the high school primarily. Teachers, I know today, because I receive them as a parent, they're designing their lessons, have been sending Google classroom links to the students, have been sending information to our parents. They have been working on their lessons, their Google classroom, they're providing links and telling those kids to get on now and be prepared, which I love. You're going to hear about and see remarkable PD resource that was created by our teachers, but again, under the direction of leadership of Mr. McHugh. Significant PD has been available to our teachers and will continue to be available throughout this reopening and throughout the school year.

Mr. Simons:

Under facilities, classrooms and office spaces are set up and arranged for social distancing requirements. Substitute custodians have been developed with volunteers, who will be paid, of SRP and CSEA, and the Board will be approving some custodial subs tonight that are existing employees who work part time who have volunteered to be available to clean our buildings. And I want to thank Paul Bickel, Marissa Cannon, and Ms. Wager for helping Paul to organize that and I want to thank all of our staff being willing to pitch in. Mr. Bickel and I, and Marissa Cannon and Ms. Wager, along with Mr. McHugh had a meeting of all of our head custodians, our grounds people, all of our custodial staff and our maintenance workers on August 25th to go over the protocols for the reopening and Mr. Bickel and I are having another meeting with all of the head custodians to discuss the implementation of the cleaning and disinfecting procedures this Friday, any questions and concerns they might have.

Mr. Simons:

We incorporated Trane, who was our engineering firm that reviewed our HVAC system. They did a remote review of all of our HVAC systems, including our unit ventilators. And they have also done an in person review of every building. I've not received a report yet. As we open up, we're implementing a program called pre and post purge where we will open up the vents. We will provide more fresh air into the building before school opens and then when the majority of the staff and students leave, we will

reopen them again to start the day with as much fresh air and as much pushing out of the bad air as possible and to end the day in that way to address air quality.

Mr. Simons:

Additionally, we have ordered higher MERV rated filters. Where those can be put in, they will be put in, in instances where they will not cause mechanical failures of our systems. I'm pleased to report, this has been a question that has been asked at many of our community meetings, that are members of the East Greenbush teachers' association support the implementation of the full schedule of elective, required, AP, and college courses to our students. That has required the district implement a schedule which involves middle school and high school kids changing classes. Our teachers support that concept, offering as much as we can to our students and they have agreed to clean and disinfect the desks between class changes, which I'm appreciative for our East Greenbush teacher's association and it's something that may be not well understood by our parents at this time.

Mr. Simons:

The signage and the floor markings and directional signs are in place in all of our schools. Other nutritional service, we have a wonderful food service director in Phyllis Sanford and her team have prepared menus that accommodate required changes to do the serving lines. Kids are going to have to move through the line quicker and they're going to have to be distanced from one another and we want to reduce the level of touching and taking of items, so the menus will be reduced to some degree. They'll still offer a lot of good choices for in person learning and we are required to have lunches available for remote students as well, both for remote students, as well as students who need a lunch or breakfast on their hybrid days. And so pickup sites have been arranged and the schedule to do that at all of the schools, which is different than we were able to do in the summer. Lunches can be requested at the childcare sites and pretty neat, Phyllis has arranged an online ordering system that is available on our website as of this afternoon, which is incredible. So thank you to the nutritional services staff.

Mr. Simons:

Marissa Cannon. I think Marissa Cannon has been a little bit busy, [interviewing and staffing. She'll give her full report on the staffing under committee reports tonight. Remote teachers have been assigned remote students. Existing classrooms sections of the elementary schools were adjusted by our principals to reflect the number of students whose parents requested remote learning. We ask the teachers to volunteer first. We had several volunteers, 10 to 12 as I recall, at the elementary level.

Mr. Simons:

And then we followed a process as agreed to with the teacher's union that the least senior tenured teacher in every building and a grade level that didn't have enough students to have in person learning would have to accept a remote position. And that process has worked out really well. We are hiring additional teaching assistants, some of those teaching assistants around the board agenda tonight. We had students who required in-person instruction and teachers who wanted to deliver that instruction, who requested a full remote assignment in order to meet that challenge. Students need to be supervised in classes while teachers are teaching remotely into that class. There are approximately six of those assignments at the middle school and four of those assignments at the high school. Is that right, Marissa?

Marissa Cannon:

Correct.

Mr. Simons:

And those teaching assistants will cover those classes under the direction of the principal and the remote teacher. Additionally, as we are waiting to fill some of the teaching assistant positions, there'll be a couple of substitute teachers that will need to fulfill that role until those TA's are filled in. Mrs. Wager has been tracking under finance the ordering and the costs associated with COVID-19 personnel equipment and supplies. We're doing this for three reasons. One, we're still hoping that there's the potential for federal reimbursement or state reimbursement. We've been asked by Assemblyman MacDonald to account for the costs related to COVID-19 so that he can help us with the advocacy for finances needed from the State and we want to ensure a coordination of resources that we do have across all the buildings. So if we have masks in one building, if we have hand sanitizer in one building and we have more than enough, and it's needed to be shared, we want to promote sharing across the district. So Ms. Wager Has centralized that for us and I appreciate it. And she's also monitoring cashflow because we are starting to receive state aid payments that have been reduced by 20%. And the Board will receive a report tonight on our overtime costs.

Mr. Simons:

Under special education and English as a new language, I want to thank Mr. McHugh for coordinating with our ENL teachers the delivery of those services, primarily in person, but there are families who have required that service to be delivered remotely. That is a challenge. I want to thank Ms. McGrath for her oversight of special education. That has also been a challenge to provide special education to students, both in person and remote. In those cases, we will be using synchronous virtual instruction in the same manner that we are at the middle school and high school, but some special education students receiving instruction in person while others receive instruction in a synchronous format through virtual videos instruction.

Mr. Simons:

Athletics is a topic of concern across the state. I want to talk about that just a little bit and when we get to the item on coaching appointments, maybe I could talk about a little bit more. While the Governor has given permission for interscholastic sports to begin, the State Department of Health has categorized sports as low to moderate risk and high risk. The New York State Department of Health has come out with some general guidelines for sports, however, those guidelines are somewhat inconsistent with some of the guidelines that we have to implement in school. For example, it was a 12 foot social distancing rule for physical education while in class, but there is no such 12 foot social distancing rule when the kids play soccer, obviously I don't think that that could be done, or field hockey. So one of the concerns is how do we reconcile the inconsistency?

Mr. Simons:

Secondly, the New York State Public High School Athletic Association just came out with specific guidance on Friday and the governor's announcement indicates that we could start sports on September 21st as we are trying to reopen our schools. So it has created quite a challenge for districts to focus their attention on reopening up school while at the same time being mindful of the positive impact that athletics has on our kids and our community and how to do the right thing, how to do it safely, to make sure that we are making the right call.

Mr. Simons:

I did have, and the sections have yet to make a section wide decision on some of these issues and are deferring to the leagues. The sections are also asking for guidance from the leagues and trying to put all that together and figure out whether or not they will make a section wide determination. So with all that being probably under consideration and the timeline, September 21st, I had a meeting today with the other suburban council superintendents, where we discussed this at two o'clock this afternoon and that meeting was organized by Joe Corr from North County and I appreciate that he did that. We discussed all of these issues. And districts within our same league, have differences in viewpoints as to what their comfort level is regarding the implementation of athletics, but we all have similar views. We all value sports and interscholastic athletics as we also value the arts, music, robotics and other extracurricular activities that may be limited now, more so than sports.

Mr. Simons:

And so our position as we reopen and offer sports, we needed further consider some of the other programs, the music, the drama, and how we might be able to provide participation for those kids. We have differences of viewpoint regarding the comfort level of districts regarding reopening sports, for just low to moderate risk sports and at what levels we would open them. I am of the viewpoint that we should be open for low to moderate risk sports only right now, which would be field hockey, boys and girls soccer, tennis, golf, and cross country. I am concerned about sports as categorized as high risk by the New York State Department of Health. There is no bigger football fan than your Superintendent, but I am concerned not only about the risk associated with football, volleyball and cheer, which are considered to be high risk by the State, I'm concerned about the way it's been set up by the state.

Mr. Simons:

Its set up in such a way that football, for example, volleyball, boys and girls and cheer will have permission to start practices on September 21st, but no determination has been made as to whether or not they can play games. And that decision will not be made until October 19th. So we would be put in a position to engage students in a sport that the State has said is higher risk than the other sports, to enable them to practice. And even if that practice, there were certain parameters put in place in order to, for example, running plays, running drills that don't involve contact, there's no end in sight as to whether or not they'll play games. In the event that we were determine for kids to wear their helmets, there was a requirement to recondition those helmets and shoulder pads at a point during if they've been utilized, and I don't know generally what the rule is, but you would be putting yourself in a position to occur in additional costs for a season that may not happen.

Mr. Simons:

The other factor involved in the high risk sports is, the section for the New York State Public High School Athletic Association guidelines has proposed an option that these high risk sports could potentially be moved to March. And you would have a shortened fall season that would occur from March to early spring and a second spring season that would involve your traditional spring sports. So the dilemma for every district is that maybe out of the practice, the number of students involved in athletics increases the number of contacts, that the increased number of contacts increase the risk. Different from sports that have been operating over the summer. Those kids aren't going home. Those kids are going home and coming back into our schools the next day. So I'm concerned about that.

Mr. Simons:

I think it would be better for a section, and/or the New York State Public High School Athletic Association to make a determination to make it consistent for all of us to move those sports to the spring. So that we can focus on reopening up the schools and the safety protocols for the low to moderate risk sports. I believe that kids need to be out there playing, but I also don't think that the uncertainty regarding the future of these high risk sports for being operated in the fall is worth the risk when there is an option to see what happens with these other sports and move it to the fall. So I don't know the consensus among the suburban council districts. It was a range of topics. I don't think there is a consensus.

Mr. Simons:

I think that the safest thing for us to do right now is to plan on the implementation of the low to moderate risk sports and hold off on planning for the high risk sports until we learn a little bit more about how we do, and that is why I'm recommending the rescinding of the coaching appointments for the varsity and JV high-risk sports this evening. So that we don't get into a situation where those coaches start the season and the things that they do and then there's a lack of clarity as to what our obligation is for their pay. We can always come back if something changes and adjust that later on.

Mr. Simons:

Modified sports, some Superintendents are of the mindset, a very small few, that we should shift to if we're going to do one level, we should do all levels. The problem with doing modified sports is that it involves more students, it involves younger students that we may not be able to transport because some of our limits on transportation and we can put in an intermural program in that's more enhanced than what we normally do for those kids and have it be a good opportunity for them.

Mr. Simons:

So I'm of the mindset, and I'm open to discussion on that, that we just do a JV and varsity, that we let them start on September 21st. Field hockey, soccer, tennis, golf, and cross country. Hold off on the high contact sports and we only offer it at the JV and varsity level we have a modified enhanced intermural program. That is my views as of this moment. There is always the potential that the New York State Public High School Athletic Association could render a decision. And prior to this meeting, on Twitter, there was a report that they made render a decision. And I don't know what that is, so I'm going to turn it over to Mr. McHugh. Maybe they made it easy for us or harder.

Mr. McHugh:

Well, they heard you loud and clear.

Mr. Simons:

Oh, very good.

Mr. McHugh:

So it is official, the New York State Public High School Athletic Association just this evening announced that they're going to move football, competitive cheer, the fall season, so they'd find the competitive cheer as the fall season, and volleyball to March 1st, 2021. And the traditional spring sports start date was revised to April 19th, 2021. So they heard you loud and clear Mr. Simons.

Mr. Simons:

Oh, that's good.

Mr. McHugh:

Just tonight.

Mr. Simons:

So that will be my recommendation. And we would like to work with Mr. Leonard, Mr. McHugh and I, on some parent and student meetings to make sure that you're reiterating the importance of everybody working together on these health and safety protocols. Because if the sports wind up getting canceled it's not solely on the shoulders of the administration of the district or the coaches, it's on everybody's responsibility to follow procedures.

Mr. Mann:

Are there any suburban council schools that are not offering sports?

Mr. Simons:

There are some that feel strongly that we shouldn't be doing this at this time, but they may, in order to meet the community's expectation, have to implement some of the sports. But there are some that...

Mr. Mann:

I mean, if we implement it and other districts don't, who are our kids going to play?

Mr. Simons:

That's exactly right. So we have to come to a resolution of that, within the suburban council, to know that we would have enough schools participating. I know that there are some schools that would like to opt out of certain sports. I think that they should have been categorized by the state differently. Some, I don't know enough about soccer, to be honest with you, but some feel that soccer should be in the high risk category. Those that are soccer advocates might say we disagree, but I don't have an opinion on that. But some schools are reluctant on field hockey and may choose to offer tennis, golf and where they have swim programs, swimming.

Mr. Simons:

So if two schools, for example, pull out of certain sports, we would have two fewer schools to play. And then we would have to have a modified schedule. That will be something that the athletic directors would have to have sorted out and they're looking for some guidance from the superintendents.

Mr. Mann:

Have you, as Superintendents said, okay, but we're going to make a decision by a certain date?

Mr. Simons:

We tried to do that today. We didn't necessarily make that decision. I think we'll be revisiting it either by Friday or by early next week. This decision of New York State Public High School Athletic Association, I think it takes one big monkey off our back, so to speak. And then we'll move forward and try to figure out who's going to participate at what level, and then go from there.

Ms. Skumurski:

So I can say that I've heard a lot about soccer as well. I don't think that's a moderate risk, why isn't that higher risk? So we do need to consider that. I've heard that from a bunch of parents. And then the other item is intramurals. So I love the idea of having intramurals for the middle school, but we're going to need to space them out. They're going to be more involved. So there's going to be a lot of planning behind that, I'm assuming, to get all those kids in there at a 10 feet, I think, distance for them or no? For the intramurals? Will that be less than that because it's intramurals?

Mr. Simons:

About the title, I don't know. It's my understanding so we'll have to talk to Mr. Leonard about how that would be done. I would think it would be similar to the...

Ms. Skumurski:

The regular PE, right?

Mr. Simons:

Regular PE guidelines. And there will be modified activities. We have to look at the New York State Department of Health Guidelines, the New York State Public High School Athletic Association guidelines and figure out. And they would primarily be outdoors. And right now we're only at a point where we're talking about fall sports right now. The winter is a whole other problem because it's indoors and I don't know. He's the wrestling coach and a former wrestler. He might know how to socially distance in a wrestling match. But I think it's probably [crosstalk 00:22:02].

Mr. McHugh:

Very unsuccessfully.

Ms. Skumurski:

There's not really a winner. That's for sure.

Mr. Mann:

So, same for basketball, right?.

Mr. Simons:

So we're just trying to get through to the fall right now. Decide what levels, what sports. This is a good decision in my view. We want to have them all to have them. So it's compounding a risk for us. It's bad timing. You can't hear me, Peter?

Mr. Buono:

Some were not able to hear you.

Mr. Simons:

Okay, very good. So I'm done with my report. I know it was rather long and extensive but, Oh, I forgot to talk about child care. Okay. There's good news on the childcare front. The number of parents who have arranged for childcare with GCC can be accommodated through St. Mary's. St. Mary's is still in the

process of a formal approval, which is dependent on the town providing, and the custodian maintenance of the church, providing some information so that the State can issue the certificate of occupancy. They've been working together. As of today, I know they were connecting. I called the town last week. That process is happening. But a temporary approval has been given by the Office of Children and Family Services, because it is tied to remote learning. And so Kim Bourbon called me today and said that is all set. Based on her numbers, the number of children for both before and after school programs can be accommodated on the Mondays, Tuesdays, Thursdays, and Fridays there is no waiting list for before and afterschool care at GCC.

Mr. Simons:

We had a waiting list a week and a half ago for virtual live Wednesdays, which is the full daycare program. I have worked with Mr. Grignon at GCC to open up the cafeteria on virtual live Wednesdays at Genet to accommodate an additional 30 some odd students. That cafeteria is already arranged for before and after school care. So, that will be the second site. The firehouse was cost prohibitive based on why they wanted to charge. So right now, as it stands, GCC families are all set. The YMCA has had limited registrations for before and after school. Their Wednesday program is filled. There is not a waiting list for it. They need 15 per day to operate before and after school childcare and as of an email, a couple of days ago from Shannon, in some cases they thought they were getting close, depending on the day, to the 15, but in the event that they don't get the 15 they wouldn't operate it.

PART 2 OF 4 ENDS [00:50:04]

Mr. Mann:

And then those kids will go to the GCC then?

Mr. Simons:

Close families could ask their role in GCC. We also talked with TSL Childcare, which is at the church next to Goff. And they have a small enrollment of our kids and we're providing the busing to that site as well. So I think that is all working out. That concludes my long report.

Mr. Buono:

Thank you for that excellent summary. And it just shows the amount of work and things that had to happened to get the schools open and I know that athletics is one of those other things that binds a community and has a lot of identity tied into it. But I don't know if I can talk any louder, people. Sorry. Just give me the sign. .

Mr. Buono:

Is the microphone working?

Mr. Goodwin:

Yeah.

Mr. Buono:

Okay. How's that? A little better?

Mr. Buono:

Thank you.

Mr. Buono:

Thank you. Like I said it binds us as a community, identity, the things around our schools but we really do have a higher standard when it comes to our children and our staff to make things safe. We've been out of school since March, a lot has happened since March and all the efforts are to lead us to the 14th when we welcome back our children. And we will have athletics, we have a spring plan. We will try to provide opportunities for kids to engage in physical activity, through intramurals and other things. Parents, again, we talked early, there has to make some decisions if you feel uncomfortable about a child participating in a sport, that is something that you have to decide. And whether we agree if it's high risk, low risk, it's a personal decision as a family and as your child to participate. And we want to welcome those opportunities and provide those as best we can. One question I guess would have is, is there any opportunities for the spring kids to maybe do some conditioning? And those sports obviously are very physical, some things that we have to deal with.

Mr. Buono:

But is there any other questions for Mr. Simons regarding his summary and all of the things that are happening? Because I think we've kind of rolled right into the discussion items and as part of our agenda so.

Mr. Simons:

There is a plan that Mr. Leonard has, and we want to review it a little further that the weight room and other conditioning programs would operate. As the Board may know the weight room was redesigned and he has a plan that would involve scheduling in a limited number of kids into the weight room. And they would work in cohorts on the same stations and be assigned to the same stations, there will be signing sheets at those stations. And he has a process in place to disinfect and clean those stations as the kids are using them.

Mr. Buono:

Great, great. Much like a health level.

Mr. Simons:

Yes.

Mr. Buono:

Great. Okay. I don't have anything else in terms of discussions but so we will move right to... Oh, I'm sorry. Go ahead.

Ms. Massey:

I was just going to say and I also appreciate the fact that you're also having some discussion around the music and the drama and the programs in arts in general. Because I think that that is really important for the other students to be able to participate and in activities and socially engage in those as well. So I appreciate the fact that the district is looking at that and then also bringing that up forward to the other superintendents..

Mr. Buono:

Yeah. We're going to miss all those concerts and events, that plays and things like that. We want our kids to be able to do those things, maybe without audience but we still want to go participate. We can stream them, we can do some creative things and I'm sure our kids and our staff will help with some pretty neat ideas to help engage our community and our parents to be able to do those things. So a lot of creative people, as I know we're going to see pretty soon with our report from Mr. McHugh and our teachers what they're doing. Anybody else? So let's go to our, we'll move through discussion items unless there's something separate someone wants to bring up. Move to Marissa and her report.

Ms. Cannon:

Do you mind if I borrow your microphone? Okay, thank you.. So there are several appointments on tonight's consent agenda for recommendation. Our instructional vacancies are 0.6 technology teacher has been identified, his start day will be September 10th. We have a special education teacher at Red Mill Elementary School that was selected, her start date is September 28th. And we have also identified and secured a substitute to cover the first two weeks while our new candidate provides notice to her current district. We have selected a candidate for the 0.2 PE position in our phys ed program. He is able to start tomorrow on 9/10. We were able to fill our 0.2 Spanish vacancy at Goff Middle School with a six-period assignment. This is our first one, she's an existing Spanish teacher within the middle school and has agreed to that. We have two elementary positions at Bell Top. We have selected one candidate at this time, that individual is able to start this week as well. Due to some of the sections being collapsed at the elementary schools to provide the remote instruction to students we've requested the full remote model.

Ms. Cannon:

That Bell Top position is actually going to be at grade four Green Meadow so that's where our selected candidate will be starting. Due to some of the collapsing of sections and moving around some of our staff members who had voluntarily indicated that they would be willing to teach the remote students. We still had some vacancies that remained so we have three sections of elementary that need to be taught to full remote students. We have selected three long term substitutes to have those positions for the 2020-'21 school year. So we have recommended that they be appointed as long term substitutes. All three individuals are able to start this week as well. They will be setting up their classrooms and getting a walk-through of the building this week with their principals. We have a number of teaching assistant assignments. Mr. Simons had indicated that we have six that are middle school and four that are high school. These teaching assistant positions are due to be a combination of fully remote teachers and we need an adult in the classrooms to supervise our students and provide that support during the instruction.

Ms. Cannon:

We did a mass interview on Thursday, September 3rd, we brought in 13 teaching assistant candidates. Out of the 13, we have identified seven individuals at this time, four have accepted, three, unfortunately, needed to decline. Those four individuals are able to start on tomorrow the 10th and one can start on the 14th. And I just want to say thank you to our principal at our high school, Mr. Harkin and also, Mrs. Barker at the middle school. They have already identified substitutes to cover these roles until we can repost and identify a more permanent individual for these positions. We have a number of full-time and part-time teaching assistant positions that we need filled. So currently vacant, we have a part-time TA position at Red Mill Elementary. We have a part-time TA position at Goff Middle School, one

full-time position at Goff Middle School. And then full-time at Columbia High School for a TA and also a part-time. So we have about seven more contractual teaching assistants to hire to service students that have needs for a one on one.

Ms. Cannon:

In terms of non-instructional appointments, we have a number of custodial substitutes on the non-instructional personnel memo tonight. We have our CSEA members who are our transportation workers and also our food service workers. And some of our SRP members that were willing to volunteer to help our custodians disinfect and clean our buildings at night. Those individuals will be compensated for their work at a substitute rate of pay. We also have our district treasurer and supervising accountant on tonight's agenda. She will be starting on November 17th and comes with a wealth of experience from Questar]. And we also have our COVID coordinator who has an extensive nursing background and a nursing license and she will be starting on October 5th with our district. I think that is it for right now so there's a lot.

Mr. Buono:

There is a lot. Any questions for Marissa?

Mr. Mann:

Yeah. All right. So as an example on B the instructional memo. So under part-time appointments where you put in... I asked Jeff what some of these codes meant, so you put a step and I'm assuming it's masters. And then a salary and then times point whatever. So that salary listed there is not their true salary that we're paying them?

Ms. Cannon:

That is correct. So step 20 M is step 20 on the teacher's master's salaries that rate is about 89,000. And what payroll does is they prorate that step on the schedule to 0.6.

Mr. Mann:

I mean I would like to see what we're actually paying the person, not what the step is in the teacher's salary or who's ever contract it is. Because right now I have no idea what we're paying these part-time folks that we're hiring.

Ms. Cannon:

I think moving forward we could do the curation right on the agenda.

Mr. Mann:

So that we could see that. And was there agreements? Jeff, you have spoke last board meeting about CSEA, SRP, those folks that were going to help in the evenings. Was there going to be agreements with those ?

Mr. Simons:

There's an agreement with CSEA that is under discussion right now. We think we're fairly close on salary now, there has been no request for an agreement by SRP. So we're just working how does CSEA want right now.

Mr. Mann:

Okay. Thank you.

Mr. Buono:

Any other questions for Marissa? Maybe Linda's keeping track of this. So how many remote assignments do we actually have and how many additional staff do we have to hire to fill and to support?

Ms. Cannon:

So we have about 19... Sorry.

Mr. Buono:

Playing musical microphones here.

Ms. Cannon:

Peter took it away too soon.

Ms. Cannon:

So for our teaching staff, we have about 19 teachers on full remote assignments and then for our teaching assistants, we have four individuals fully remote. And with everything, the way the classes ended up we had to hire about 10 additional teaching assistants to cover the assignments for those remote teachers at the high school and the middle school. So the teacher's going to be beaming in sort of like a distance learning and that teaching assistant would be there to provide adult supervision. And also assist the students as needed and signing onto the Chromebooks things of that nature.

Mr. Buono:

And those are all full-time, 1.0?

Ms. Cannon:

Those are going to be full-time but we would just need those individuals for this school year. So at this point, we do not anticipate a need for their employment after 2020, '21.

Mr. Buono:

So what do they do on virtual days?

Ms. Cannon:

They're going to be still working with their classroom teacher and working with them to provide assignments for Thursday and Friday.

Mr. Buono:

Okay. So the teacher will be remote, the TA will be in the classroom in session or in the building but still supporting the students who are remote.

Ms. Cannon:

Right. And then also any photocopies things of that nature that the teacher might need to provide, packets, our teaching assistants can support them in that manner as well on remote days.

Mr. Buono:

Okay.

Ms. Skumurski:

So Marissa, so there will be some students that are sitting in class but their teacher will be remote?

Mr. Buono:

Right.

Ms. Cannon:

Yes.

Ms. Skumurski:

And then, oh, have a TA there?

Ms. Cannon:

Right.

Mr. Buono:

Right, for supervision.

Ms. Skumurski:

How many classes of that do we have because I don't know if we understood that as parents, maybe?

Ms. Cannon:

I don't know how it breaks up into classes but it's for teachers fully remote at the high school. One of those individuals teaches a very specific Siena College course and has that credentials to teach. So in order for our students to get that college credit, we'd need to-

Ms. Skumurski:

We need to stay with her-

Ms. Cannon:

Yeah. That individual could be the [inaudible 01:04:50] to the students. And that there were six teachers at the middle school but I'm happy to say one of those teachers was in contact with us early this week. And they feel that all of our dedication efforts have actually made them feel extremely comfortable so they will be back in fully. And so now we're down to five remote teachers at the middle school.

Ms. Skumurski:

Perfect.

Mr. Buono:

So I guess the point of my question was that as a district, in order to meet the academic and the needs and to continue to offer a full complement of coursework and electives for our students. We want to make sure that we're investing in significant numbers of people to do that. And I want our community and our parents to understand that this is something that we feel strongly as a Board. We'll offer those electives and courses to our students, specifically the high school level. And to make this successful and have great supervision for our students too this is important. Any more questions? Can a teacher who's, this is exactly what you just said, will they be able to opt back into the classroom at any time?

Ms. Cannon:

Yes.

Mr. Buono:

[inaudible 01:06:10] accommodation or need?

Ms. Cannon:

Right. So for individuals that are currently out right now due to medical reasons, if the medical condition gets better we would certainly love to bring them back into the classroom. And at that time we would be able to either repurpose that teaching assistant.

Mr. Buono:

Right, okay. Or if we're fully staffed then we may have to-

Ms. Cannon:

We might have to... Right.

Mr. Buono:

Okay.

Ms. Cannon:

Discontinue service.

Mr. Buono:

Or put them on a sub-list or something like that.

Ms. Cannon:

Mm-hmm (affirmative).

Mr. Buono:

Yeah. All right. All right, any other questions? Go next to our community report, its agenda. Linda Wager.

Linda:

Thank you, Mr. Buono. I just wanted to report to the Board, update the Board on a couple of SED filings that were just submitted recently. So back in March of this year, the Congress passed and the president signed into law The Coronavirus Aid, Relief, and Economic Security Act, CARES Act. There's two types of funds within that CARES Act. The Elementary and Secondary School Emergency Relief Fund known as Esser and the Governor's Emergency Education Relief Fund known as GEER. In total, our allocation for our district total is \$350,592, \$299,784 is part of the Esser funding, and \$50,808 is part of the GEER funding. I submitted applications to SED on August 31st. I wanted to mention that this funding was part of, it was programmed into the New York State budget as... I'm getting to talk louder. It was programmed into the New York State budget as a pandemic adjustment to accommodate the state in a State Aid adjustment. So this has already been factored into our budget. Part of the funding, however, is meant for nonpublic schools and that allocation of this total allocation is \$25,229.

Linda:

So Mr. McHugh is working with the nonpublic schools to place their orders through our district for PPE supplies. That's the CARE Act. I also have an updated report on the underfunded high needs schools report. So we filed a transparency report last year based on our 1920 school year and one of our buildings were identified as being slightly underfunded per-pupil allocation. That was the Genet Elementary School. I filed a report with them, noting that the Genet Elementary School is our ENL cluster school. We have this year hired an additional ENL teacher. And last year, the estimated per-pupil amount was 18,999 and in our current year budget, the per-pupil amount for Genet is 19,166. I filed that report with SCD on August 31st and it was approved, we received an approved response on September 1st. Are there any questions?

Mr. Mann:

Linda, how many nonpublic schools do we have in our District?

Linda:

We have two nonpublic schools, we have Holy Spirit and Woodland Hill Montessori. Together, they have an enrollment of 317 so the funding breaks down into a per-pupil allocation amount.

Mr. Mann:

Thank you.

Linda:

Sure.

Mr. Buono:

Any other questions for Linda? No? Thank you, Linda. Move to Mr. McHugh. You have some [inaudible 01:10:27]?

Mr. McHugh:

Just a quick presentation regarding our professional development. With the uniqueness of this school year, we decided that we needed to design asynchronous professional development. And we wanted to give her faculty and staff the ability to access that information, demonstrate what they learned, and communicate with their professional colleagues on their own with a schedule that really worked best for

them. So regardless of how many years experience you had in the classroom, starting the school year, everybody's a rookie. So we wanted to best support our faculty and staff. This year's professional development was in essence designed to allow our professionals the opportunity, so to speak, to choose your own adventure. So Mr. Goodwin, with the help of his async team that he will introduce organized a variety of offerings, and staff and faculty could pick and choose what was interesting them. And how really deep they wanted to dive into that topic. So it's really location independent learning. So with the internet folks could decide when they were going to access this PD, where they were going to access it from.

Mr. McHugh:

And with that opening, I'm going turn over to our Director of technology, Peter Goodwin, who put an awful lot of time and effort into this.

Mr. Buono:

Thank you very much, Mr. McHugh. So before I even begin, I want to start by introducing four really [inaudible 01:12:00] and creative teachers who were a part of what I call the async team, short for asynchronous. And I thought this was a neat idea, I had some reasons for it. They really took this idea and ran with it and showed everyone just how this could be done. And that was one of our first objectives was to try to show the best practices for teachers to catch their students. Because we know that this is a different situation, some of the students are going to be in person. Some of them are always going to be remote and all of them will be accommodation and that could change during the year. How do you engage them? How do you make it interesting and fun for them and also for teachers? How do you represent yourself as a cartoon figure? So that's kind of the fun part for us. So we find that students and teachers really enjoy the technology situation that we've arranged here but I want to introduce Sarah Virnelli.

Mr. Buono:

You might not be able to see her right now but she will be part of the presentation. Sarah is a teacher at Genet Elementary School. And then we call her Peggy but it's Margaret O'Connor. And she's a librarian at DPS and I believe she might do some time at Columbia High School as well. Ms. Kelyn Snyder a teacher at middle school and of course, Ms. Marna Meltzer McMorris, who is a Spanish teacher in the language department at Columbia High School. They really embraced this, they really ran a bit, and boy, I was impressed. If you can't tell by the person sitting in the chair, that is actually me. I decided to stay with thisssvelte figure . I painted the hair gray because previously it wasn't gray so I'm getting there. And it was kind of funny when they first situated me in this chair, the body was too small for the chair and it looked like something out of a Carol Burnett Show from years ago. And I'm showing my age. Okay.

Mr. Buono:

So we organized the presentations either sort of fun fact, who's who, click update see what comes up. We use the bookshelf metaphor throughout it but for those folks who just maybe aren't up to visual learning right now, there's grade level links and [inaudible 01:14:29] index as well. A later update that came after our opening day was a [inaudible 01:14:37] 2D presentation that we included the presentation. So if people do get a chance to see it all they could also review it. So our presenters first are Miss Meltzer McMorris and I'm controlling the screen from here. So I'm just going to sort of prompt as far as to go ahead and begin.

PART 3 OF 4 ENDS [01:15:04]

Ms. Meltzer-McMorris:

Yes. Hi. So, the products that are on this slide are all in the presentation category. They enable instructors to make their content interactive and engaging, and it can be presented either synchronously or asynchronously. The products that I reviewed were Screencastify, Nearpod, and Edpuzzle, on this slide.

Ms. Meltzer-McMorris:

Screencastify is fantastic because it allows teachers to record their own videos, edit them, and present them to students, again, as they wish, either live or recorded. And that brings me to the next product, which is Edpuzzle, which is an exclusive video editing feature that allows all video content to become interactive. Even with multiple choice questions, interactive questions. You can even link to online resources for differentiation.

Ms. Meltzer-McMorris:

And Nearpod, which is a fantastic addition to our repertoire. It can be used from K through 12. It's a wonderful, very densely packed tool that teachers can use to present content, excuse me, with interactive features and embedded assessments. There's also a storyboard that is [inaudible 01:16:22], which are tremendous for elementary and middle grades, and I am so proud of my colleagues and their effort in this project.

Mr. Buono:

Thank you, and the next slide we will share. Ms Snyder and Ms. Virnelli. So who wants to go first?

Ms. Virnelli:

Okay. So I'm going to talk about the content side for a moment. In the content of bookshelf, we have Nuzzel, which is a wonderful program that we added last year. It has some fabulous, real, and current news stories for students that cover a wide range of topics and a wide range of reading levels, which means that you can really differentiate to meet the needs of your students.

Ms. Virnelli:

It's highly interactive. Students can do it with the teacher as a lesson, or they can do it independently. And there's so much internal PD that Nuzzel puts into their products, that this was a really great thing for us, especially in the situation we find ourselves in now. We also have Typing Club, because, in this environment, you got to have some typing skills. We'll see Doug in Mystery Science, which is a program that we added last year, and that is extremely interactive for students.

Ms. Virnelli:

It meets all of our Next Gen science standards, and has these great mini lessons that, at the elementary level, we're very excited about. The R in GREEN is Reflex Math, which is a math fact program that helps students gain math fact fluency in grades two through eight. We also have several others. You've got Starfall, EXAMgen, Nystrom World Atlas, and BrainPOP. And really all of these programs, while they're focused in certain content areas, are fabulous for our students and our teachers. So having the opportunity to work on putting PD together for these so that our teachers can explore them at their

own pace was a really awesome process. And it's been great to watch my colleagues over the last week, digging into different things. So, there you go [Kellen 00:03:44], it's all you now.

Ms. Snyder:

All right, I'm Kelyn Snyder, and my side is the Google side of the presentation, the Google Bookshelf. We have Google Classroom, Google Jamboard, which is great for math. Google Meet, Google Sites, Google Horns, Google Keep, and Google Tour Builder. So we have quite the array of Google things. But essentially, what all of these little pictures or these icons do, if you click on them, they open up to tutorials for teachers.

Ms. Snyder:

So it shows them how to use the product, why they would be using it, and it gives them examples of how to work with students. I mean, Google Tour Builder, as an example, there's a lesson plan for seventh grade English for A Long Walk to Water. As an example of something teachers could use. So it gives them ways to interact with their students either in person or virtually. So it gives them that option to work with technology in the classroom or with remote students or on those virtual Wednesdays. All of these Google products also give them the ability to differentiate the assignments for different students in the classroom for different levels. So, for example, Google Classroom, you can assign work to specific students in the class that are home, and only specific assignments for students who might be in the classroom.

Ms. Snyder:

So we go over all of that in our tutorials. And we've also ad hocked a hybrid session of the Google Meet tutorial. Mr. Newman and I, had teachers in the cafeteria and on a Chromebook going through this together. So it's been really nice that we can do asynchronous, or we can use these products to things that are ... Presentations, to do synchronous learning with our school together, and work through those things together. So I just, again, wanted to thank the async team Marina, Sarah, and Peg. And thanks to Peter and Mr. McHugh, for giving us the go ahead.

Ms. Snyder:

It takes a load of confidence to say, "Let's make a big moving classroom and bring it to the entire district. See what [inaudible 01:20:50] is." And then our building, or, at my building, Mike Newman and Joe Barker have been really great about helping my other teachers figure out how to use this and taking the time to do asynchronous class. So thank you very much for that.

Mr. Buono:

Yes, that's very true. Thank you, Kelyn. I also wanted to point out two packages here that we use for our friends in music. The Finale software is a music notation software that music teachers can use to basically write the music and the pieces that they work on with students.

Mr. Buono:

Soundtrap is a platform we've been using for a few years now, and we're expanding it to include the general music instruction and course this year at Goff Middle School. I also want to thank Mr. McHugh for this too, before I forget, many of these work packages that we offer. But as the years had passed by, we added a little bit here, a little bit there and not universally. And every year, since Mr. McHugh and I

started working together in these roles our current roles, we've moved towards trying to make sure that we increase it, to make it available to everyone in the district who's interested.

Mr. Buono:

Significantly so, this year, one of our goals will be increasing a lot of these packages, so that they're available in every school that needs them, has happened. So even though some of them might be familiar, they are also available in [inaudible 01:22:25] licenses. So use those. Okay. The next slide is Peggy O'Connor. Go ahead Peggy.

Ms. O'Connor:

Good evening everybody. Thanks for coming. Peter told me to be brief, and I can go on and on about databases. So if you ever have a question or you want to learn more about them, feel free to email me. Databases, first of all, if you're not sure what one is, these ... The best I can come up with is, from when I was growing up, this is your encyclopedia, but the database is an encyclopedia that's way better, way better.

Ms. O'Connor:

They are used in [inaudible 01:23:04] base, some of the databases are science, some are social studies, some are ELA. So they can be by subject, by grade level. You can see, when the librarians in the district and I, organized this, we tried to do it by grade level. With nine through 12 research at the top, these three on the bottom. We have Britannica, which you'll recognize as an encyclopedia, is for K through 12. Our younger kids, we have, K eight. And then here on our top shelf, we have some of our book databases as well.

Ms. O'Connor:

Why do we need databases? In the world of Google, they're essential for both students and staff. Every database has current, fact-checked, safe, specialized information for your topic. So they're really essential tools. And now during this virtual and remote learning, they're going to be used even more, you know. I wanted to see ... So I'll just go over a couple ... And again, if you want to learn about more, let me know. But on the top shelf here, we have the labels to our file. Here's our library catalog and it is set up. So now during our virtual learning, students are going to be able to reserve the books that they would like, and they'll be delivered to them. The Sora is an ebook site, where students are allowed three books at a time. They can borrow them on any digital device. They don't have to use their Chromebooks. Don't have to worry about late fees, fines, they just disappear when your time is up. It's a really great site. It's interactive. The kids are excited to earn badges and things like that.

Ms. O'Connor:

Our 9-12 research. These are just a couple key ones that are used, but down below, the Britannica and Culture Grams in World book are diversified. They have all levels from elementary, middle school to high school. So if the student is reading at an elementary and it's too easy, they can go up a level right within the database or vice versa. If it's too difficult, they can go down. I think I could go, as I said, on and on. The one thing I love about the databases especially, is that they're really engaging. The display gets the kids' attention. It's not work for them. They're involved in the databases page. They enjoy it. They want to learn from it. It's not a learning [inaudible 01:25:23]. It's something they really enjoy doing. And I think that's it. Did I miss anything?

Mr. Buono:

Nope. Very good job. Thank you.

Ms. O'Connor:

All right.

Mr. Buono:

So, all our teachers really need to do, if they're taking this tour through the content that we presented, is just click on one of the logos that you see there [inaudible 01:25:42] and then a variety of content will come up. Some of it would be videos that these teachers or myself prepared locally, as to fit the need, and with local comment. And some of them are resources made available by vendors that we work with. And it just was a matter of curating those links and making those available so that a true asynchronous experience could happen, and the teachers could do it within the timeframe that was called for. With that, I guess, if there are any questions about what we were showing?

Mr. Simons:

Just one thing I'd like to add is that, we track these. So we track usage. So we look and follow. We do monthly reports to see how many faculty and staff members are actually utilizing some of these platforms. So, that drives our purchasing. That drives our decision making. We realized that there were things that were purchased and simply not communicated. Staff and faculty just didn't know that some things were available. So we really ... This is one example of really providing all of our faculty and staff with a resource that shows everything that we have, but we do track the usage on a monthly basis and see, making sure that we're getting our money's worth.

Mr. Buono:

Any questions for the team? The asynch team, anyone?

Mr. Buono:

The asynch team.

Mr. Buono:

Or McHugh here? (Silence) Just awesome job, everyone. I think this is incredible. I looked up a few links and they work, which is awesome.

Mr. Buono:

Right.

Mr. Buono:

I think that, the later part of the presentation, I see there, there's quick links. K-12 and in different grade levels, which, it's great to see that you're able to break those things out and target the different grade levels for some quick access. So thank you for all that work. And I hope it's been really, really well received, and it takes off.

Mr. Buono:

Thank you very much.

Mr. Simons:

Great job.

Mr. Goodwin:

Thank you.

Mr. Buono:

All right. We move to Mr. Simons. Do you have anything for our committee reports?

Mr. Simons:

Nothing further.

Mr. Buono:

Thank you. Well, now I move to approval of draft minutes for August 19th. My record showed that Deanna, you were not in the meeting. So any changes, corrections to the minutes? Seeing none, any motion to approve the draft minutes? Jennifer. Second, Kathleen, all those in favor? All those abstaining? And one again, Deanna. Approved.

Mr. Buono:

Next. We go to the approval of programs for resident children with disabilities. Any questions, comments on that item? Seeing none. Any motion to approve that? JoAnn. Second, Michele. All those in favor? Show of hands, please. Approved. I have reports and presentations to the Superintendent.

Mr. Simons:

I suppose I have one more thing to mention that I didn't mention in my earlier report.

Mr. Buono:

Sure.

Mr. Simons:

One of the things we had discussed among the administrators is, the fact that in September, if everything is going well with the reopening, we would start to discuss internally, and then with the board and with our community, a process by which, if everything is going well, particularly at the elementary school level, how we might be able to accommodate more children for in-person learning at the K, five level. I have shared that with a couple of parents who called me and they were very encouraged by that. That may be a process by which, again, if everything is good and there are no indicators of rising health and safety concerns, we would have to prioritize grade levels.

Mr. Simons:

Our thinking right now is that, we would start with kindergarten. Given the concerns that we heard from the parents. There could be a process and we'd have to look exactly at the enrollment, whereby parents could request to be considered for increased days of in-person learning. And that process may involve

them, not necessarily being able to be accommodated in their home school, but if there was a space available in another school, they would have that option to attend there. So we haven't really made that decision yet, but it is something on our priority list, as we reopen. That, we're being optimistic, will happen well, and we might be able to bring more younger children in.

Mr. Buono:

Did any of the remote numbers shift at all? Across the district? More or less? The conversation-

Mr. Simons:

I think they're generally what they were ...

Mr. Buono:

Yeah, okay.

Mr. Simons:

Two weeks ago, at the deadline. There have been some small changes that people have made, but there haven't been a large number of additional requests for remote learning. It's pretty stable.

Mr. Buono:

How about scheduling at the high school? How's that been going? Scheduling the high school? Changes up? Issues? No?

Mr. Simons:

No.

Mr. Buono:

Good. Okay. All right. (Silence) Moving on with the agenda, we have no tabled motions at this time and then new business. I don't have anything else. Now we go to our consent agenda. We have items A through F. Any questions? Comments? JoAnn.

Ms. Taylor:

I'd just like to pull item B, for a separate vote, please.

Mr. Buono:

Item B? (Silence) Any particular reason you want us to do that?

Ms. Taylor:

My husband's on it.

Mr. Buono:

Oh, okay. I'm sorry. I didn't notice that. Okay. Anything else? Any comments or questions? On the consent agenda. All right. Seeing, none. We will have items A through F. Actually, items A through E. without B, any last minute questions? So, if not, we need motion to approve those items. Kathleen, second, Deanna, all in favor? Going onto item B, any questions or comments on item B? To allow

personnel items. Seeing none, we can motion to approve that. Jennifer, second Michele. Those in favor? All those abstained? JoAnn. Approved. Moving to our second public forum. Do we have an email for this record?

Speaker 15:

Yes, we do.

Mr. Buono:

Is it ... We have some, haven't we?

Speaker 15:

Yes. We have one from Tracy Ellis. She would like clarification on the wait list for GCC. You mentioned that there was no wait list. And she was told that there is for certain full days. Could you provide clarification on that?

Mr. Simons:

Based on what I know about that, is initially there was a wait list as of about a week ago, until such time as we opened up, Genet. So I would encourage that parent to call Kim Berben, the director of GCC. There was a wait list of about 31 students or so, as of last week, but that may be a simple issue where Kim Berben hasn't been connected with some of the parents. But to my knowledge, that Wednesday full day wait list is no longer. There are no longer anybody on the wait list because we opened up Genet. And I spoke to Kim bourbon at five o'clock this evening. So I think, if she were to call Kim Berben or reach out in an email, we might be able to accommodate her at Genet.

Speaker 15:

Thank you. There are no other inquests.

Mr. Buono:

No other inquests? Okay. Great. Moving on to Board form, number two. We'll just switch it up and we'll start on my left. Right? Maybe? This time. Jennifer? Michelle. Mark? Good. JoAnn's good. Kathleen?

Ms. Curtin:

I'm just going to say congratulations to all our newly appointed employees. And I especially want to say, congratulations to Sean Gibson. He graduated with my son in 2011 and he's coming in as a Physical Ed teacher for [inaudible 01:34:27] So, it's kind of fun to see that.

Mr. Buono:

That is good.

Mr. Buono:

JoAnn, anything?

Ms. Taylor:

No.

Mr. Buono:

No. Okay. I don't have anything at this time. We will have meeting for an executive session for purposes of collective negotiations and personnel, contractual issues, as well as potential pending litigation. We do ... We'll be discussing something that's on the agenda under new business. So we will be having to come back into public session after that executive session to act on the new business, should the Board decide to do so. All the members are present here. So for executive session, we will stay here in the library. We don't have a need for any separate links ... Peter?

Mr. Buono:

We have one , I will need just five minutes, that's all I need.

Mr. Buono:

Who hasn't been to [inaudible 00:01:35:05]?

Mr. Buono:

Ms. Wager's going to do a presentation and she's going to do it from her seat, then show it up here. But I need 5 minutes.

Mr. Buono:

Not for executive session.

Ms. Wager:

For executive session.

Mr. Buono:

I think she might be doing it for executive session.

Mr. Buono:

We have to have a separate link for that?

Mr. Simons:

I don't think we need a link. Can we do it by paper?

Mr. Buono:

Well ...

Ms. Wager:

Yes. We can do it by paper.

Mr. Simons:

Let's do it by paper in the interest of time.

Mr. Buono:

Okay.

Mr. Buono:

Yeah, that makes sense.

Mr. Simons:

Great.

Mr. Buono:

So, we'll do it by paper. With that, I need a motion to move into executive session. JoAnn. Second, Deanna. All those in-favor for an executive session. Okay. We'll be moving in. We'll stay here at the Columbia library. Thanks everybody for joining us tonight.

PART 4 OF 4 ENDS [01:36:15]