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Shannon:

I'm ready now.

Speaker 1:

Okay. All set?

Shannon:

Yep.

Michelle:

All right. Good afternoon, almost evening, everybody. We're going to call the meeting to order. It's 5:33, and I think we've got most of us present in our Zoom forum. And it's daylight out, so that's exciting. I'm grateful for the sunshine. So, just a quick note about the agenda tonight, this is our last most full meeting of the school year. I know it's a little strange because of in June we're not going to have the gathering that we usually have with the teachers, but typically, this meeting is fuller. And we do have quite a bit to discuss, particularly around budget review and vote around the budget for next school year, as well as going over the most recent charter renewal decision. We want to spend some time debriefing. And Shannon and Maria and I have invited Deb Hamner from Breakthrough Leadership. We're already working with her in terms of our strategic plan, strategic goals going forward, and so she is going to work with us to facilitate that discussion in terms of the charter renewal debrief and as we consider what that decision means and what we might want to do going forward.

Michelle:

Then we'll, of course, do the business items that we need to do, including voting on the nominations for officers. We have the state controller audit that Shannon will speak about briefly. We've got some personnel decisions, and those will be an executive session. Correct, Shannon. Okay. So, we are not going to be doing teacher presentations because we've got a lot of stuff that we need to dig into. So, any questions about the agenda? It's a little bit different just in light of the stuff. We'll go ahead and go forward. And we'll start out talking about the finance, the budget review financials, and move right into the investment report and then the budget from there. So, I'll turn it over to Robin and Kevin. You're muted, Robin.

Robin:

Sorry about that.

Michele:

No worries.

Robin:

Good evening, everyone. All right. So, this is the budget review for July through March of 2020. I'm not sure if anyone's had a chance to look at it before the meeting. However, it's kind of a boring report, so it'll be nice because then we can move right into the good stuff for next year's budget. Our cashflow position is still fairly strong. Our Title I funds, I reported in the last time, are basically taking care of all of our iPads, our iReady, and our social worker salary. The M&T rewards was \$1,275. We recognize that we

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have it in a good place to figure out where to spend it at a future date. Our Site Seminar was successful. And any revenue and expenditure variances around this report today are the same that I've been reporting on for the past, I think, about three or four months. So, I don't really have anything out of the ordinary to report. We can go ahead and look at the budget review in more detail now, where I go section by section. So, if anyone has any questions looking at over in more detail might [crosstalk 00:03:27].

Michelle:

Yeah, I think that makes sense, unless someone disagrees with that process.

Robin:

Everybody good? All right. So, the revenue, we don't have any new revenue for this review to report on. It's just basically the same revenue that we had. We didn't have any particular type of donation or any kind of new grant or any funding that came in during this month of March. The food service, this is still showing food service with a full half of a month before the COVID shutdown, so next month's report will show some sort of decrease. Now, next month report is going to be just through the end of April 30th, so because of the COVID and we usually don't report on the last two months until we get back together in September for the most part, I'll have some sort of a preliminary projection of what those decreased expenditures and where we might end up at year end.

Robin:

I was talking with the finance committee about a real rough estimate of where we're going to end up. I definitely think we're going to end up in the black, and I don't want to get everybody too excited, but I think it's going to be fairly consistent to where we were last year, maybe a little bit less because we didn't have as many grants to offset some of our normal expenditures. But stay tuned for that. I'll report on that when I have better figures of what we saved with the COVID shutdown. Okay? Which is just going to be field studies and the food service primarily, because all of our other expenditures pretty much stayed the same.

Robin:

So going on to field studies, all of the... I know people were asking about this the last time, and Maureen can chime in if I'm forgetting something, but it appears to me that everything as of March 31st that needed to go back to folks for their field studies, that they might've paid have been refunded as of March 31st. Correct, Maureen? She's muted, but she's shaking her head. Okay. And let's see here. So, then we're going to move on to... I had made a site seminar revenue and expenditure category, and then... I'm sorry, I didn't even see this in the finance review. I never brought that over, but if you look further down, we had the revenue for site seminars mixed in with that \$26,619. And then, our expenditures work \$5,624. So, I can make the spreadsheet feed that for our April meeting. It's not a problem. Or I can send a revision, too, whichever anybody prefers. Anybody prefer me to send a revision or Michelle or... Doesn't matter?

Michelle:

No. Anybody need that? Anybody... We can practice using our thumbs up if you're okay with Robin's recommendations there.

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Robin:

Okay.

Maureen:

Robin?

Robin:

Yes?

Maureen:

The only thing I want to mention is I'm starting to see the refunds for some of those vendors for the field studies come in.

Robin:

Okay. All right.

Maureen:

[inaudible 00:06:25] roll in.

Robin:

So, some of our expenditures, right? So, we refunded the parents, but we might not.. because that'll come through on the credit card and that might be reflected once we do the April credit card thing. Right? Okay. Great point, Maureen. Okay. So, stay tuned for that. Field expenditures might go down next month once we get some of those credits coming back. Any questions with that for Maureen and myself? No? Okay.

Robin:

So, then administrative expenditures for that portion, there isn't anything new there to report. Same with instructional. Everything's been being paid on time. All salaries have stayed the same. We haven't had any kind of new additional expenditures for salaries for anybody or stipend pay. Supplies are about the same as before. Operations are the same, and rent is the same as well. We're still waiting on some of those additional bills, but I think were paid in April, I believe, some of the additional utility bills and such. Right, Maureen? We paid in April? Okay.

Robin:

So, the good news is we're still coming in the black of \$133, and last year at this time we had \$163. And that was, I think, primarily because we had a little bit more revenue for those grants and some expenditures that were offset by that, plus we didn't have the discrepancy with the revenue for RCSD that we did this year. So, that's pretty much where that variance is coming from.

Robin:

And then, the balance sheet, I didn't really have anything new to report on there. We have no new liabilities, and we have nothing particularly out of whack with accounts receivable. Everybody's paying

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on time, and anybody that we are waiting to get some payments from, it's not that we're having any issues or discrepancies with FTE or anything like that. Any questions?

Michelle:

Nope.

Robin:

Okay.

Michelle:

Okay. So, the investment report, do you want to say more, Kevin, about that? Where did Kevin go? All my tiles just moved. Oh, Deb. Deb Hammer's here. Okay. Welcome, Deb. That's why all the tiles shifted, somebody new entered the Brady Bunch picture.

Kevin:

Hello. We're doing the investments next time.

Michelle:

Okay.

Kevin:

I'm popping out because I got a little dog [inaudible 00:08:58] keep going in and out.

Michelle:

Oh, okay. Oh, that's no problem. All right. So, let's just make sure that we reflect that, because the agenda says the investment report in the minutes that we're going to be talking about that at the next meeting. Just to make sure we capture that. Thank you, Michelle. Thank you, Kevin. Thank you, Robin. All right, so that shifts us well into the budget discussion. Shannon, do you want to start? How do you want to do this? I'll turn it over to you to see how you want to lead.

Shannon:

I think we have minutes to do first, and then we can hear the budget discussion.

Michelle:

Okay. So, I thought that, but in the agenda, it has the budget first and then the minutes. I thought maybe that was because of maybe Robin needing to-

Shannon:

You are correct.

Michelle:

Okay. I'm doing my job?

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Shannon:

You're doing your job. I flipped [inaudible 00:09:45].

Michelle::

Following the agenda.

Shannon:

I'm happy to launch into the budget discussion. I am going to share my screen to a few quick slides, so just bear with me a moment.

Mark:

I was almost going to say, I would prefer to get the minutes out of the way, just because I like to get it out of the way. Then we're free to discuss the budget and not feel like we got these other things... If it's okay with everybody.

Shannon:

Fine with me.

Mark:

Just kind of get it out of the way.

Michelle:

Yep. Thumbs up. Okay. All right. I see lots of thumbs up, both virtual and cartoon and real. Okay. So, then the-

Mark:

And then, I make a motion that we approve the minutes. And I am joking. I am joking, but it's my least favorite part of the meeting.

Shannon:

Yeah. So, I saw that Michelle added some highlights to the minutes, and they were sent out earlier this afternoon with some highlights in there. And I did get a chance to review those tweaks. And is there anything that you want to call our attention to, Michelle, that you think is noteworthy at this time? Other than [crosstalk 00:11:03]

Michelle B:

Well, Shannon and I squared away what to do. Shannon, I wound up doing investment principle rather than investment revenue, because we're using the investment income in the draft budget that I saw, and the additional funds that we're tapping is the investment principle. Right? Or am I misunderstanding that?

Shannon:

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No, that probably does sound right to me. I'm going to actually ask Kevin real quick to weigh in. We were debating about the verbiage for... I think you originally had it as funding reserves-

Michelle B:

Reserves.

Shannon:

... or reserved [inaudible 00:11:35] and we weren't sure if that was the right terminology. What do you think?

Kevin:

Yeah. The Board-

Michelle B:

It's mainly a question for George because I know that there are specific categories [inaudible 00:11:45] funds that I just want to make it clear that this is our rainy day fund without using that casual term.

Kevin:

The board hasn't made any reservation of any funds, so it's not a reserve, it's just our investment funds that the board is free to use however it decides.

Mark:

Yeah. So, historically, the board has called the whole... We debated for a long time about what to call the money that we have, and everybody was calling it our excess funds, and nobody liked that term because it makes it sound like we're... So, anyways, so we used to call that whole thing the reserve funds. Am I right, George? You're muted.

George:

Yeah. That's not a technical term in this particular circumstances for us. School districts have reserved funds, which are established under specific categories or specific statutes and have specific limitations as to how they can be used. But I do think, historically, we've considered this as a rainy day fund or the reserve fund just in general terms. At some point, there was discussion of establishing an endowment, but I don't think there's ever been any formal action taken to denote the funds in any particular category. And I don't think it's actually particularly necessary except perhaps maybe as an accounting convenience, because, personally, I think you want to maintain a fair amount of flexibility in your ability to access the funds. But you're correct [crosstalk 00:13:25].

Michelle B:

So, from a documentation standpoint, it's not going to get us into trouble to call it reserve funds in the minutes?

George:

No.

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Robin:

Kevin?

George:

I don't believe so.

Michelle B:

Okay.

Robin:

I had thought we were supposed to start calling them for some sort of report that I thought they were supposed to now be called board designated funds. Wasn't that correct, Kevin? Or is that-

Michelle B:

We haven't made a motion about doing that. We were invited to do that. We haven't done it yet.

Kevin:

Yeah. I think that's my point. The board hasn't made any designation, any reserve on these funds. It's all-

George:

I think the only fund that's actually designated with any specificity is the-

Michelle:

100,000.

Kevin:

Right.

George:

The money that you have to hold aside in the event that you're close a school.

Kevin:

Right.

Michelle:

So, I'm going to recommend, if we want to have more discussion about renaming and the designation of funds and reserve, that we do that at a different time. As long as the minutes reflect... We know and it's recorded in the meeting that it's not a legal term in terms of reserves.

Michelle B:

Okay. Yep.

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Michelle:

So if there's nothing else to point out with regard to what Michelle sent out earlier this afternoon, as well as what's posted in the Google Drive, we've all had the opportunity to review them, I'll entertain a motion to approve the minutes from April's board meeting.

Mark:

I make a motion to approve the minutes from April's board meeting.

Michelle::

Thank you, Mark. A second?

Anne Marie:

I second.

Michelle:

All right. That's Mark and then Anne Marie. All those in favor of approving the minutes from the April board meeting signify by aye or thumbs up.

Everyone:

Aye.

Michelle:

All those opposed? Any abstentions? All right. Motion carries. Minutes approved. Thank you, Mark. A little bit of housekeeping there. And now we'll move into the budget discussion. And Shannon, you were going to share your slide... share your screen. Excuse me.

Shannon:

Yes, I am. I'm going to share my screen, so here I go.

Michelle:

By the way, I'd like to make note of where Ryan is outside, enjoying some nice weather, and [Nollica 00:15:47], I think that's a fake beach but I still would like to be wherever that is.

Nollica:

It's my happy place.

Michelle:

I like it.

Shannon:

Okay. Just let me know if everybody can see-

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Michelle:

Yep.

Shannon:

[Inaudible 00:16:04] the slides. So, before I go into the actual budget, I wanted to remind us of some of the considerations that we talked about last time with some additional considerations that we have made and reflected in the budget so that it's clear. Uh-oh. Let me just... Okay, that's how I do it.

Shannon:

All right. So, our budget.... So, these are things that we discussed last time. Thinking about revenue reductions, thinking about support that we know we are receiving. We are facing a 5.5% reduction in state education funding, and that was based on what we were supposed to receive for next year. So, usually, it's about a 3% increase in per pupil funding, and so now we're facing a 5.5% decrease. So, really, it's not that much of a decrease when you put it that way, but it's still... As we got tighter in our per pupil allocation, really thinking about how many students are from RCSD versus how many students are from suburban districts, we got tighter in that, and so we were looking at about a \$95,000 decrease in our per pupil... or our revenue, I should say, overall.

Shannon:

Schools who receive Title 1 funding should be receiving a boost still. We have not seen what that number is, and it does not have to be used for Title 1 funding. It will be based on the numbers that we have for children who qualify for Title 1 funding, and so that will equate to the amount that we get. But we still don't know what that number is yet, but we hear we're still getting it. So, we made an estimate around that, which you'll see reflected in the budget.

Shannon:

We did not decide as a board how much we wanted to set aside, but 3.5% was the amount from reserves, or from that investment principle that we were just discussing, that's recommended that we take to offset our deficit. Our rainy day fund is what we called it, so you'll see that reflected. They also recommended that we have a COVID-19 expense line for any additional expenses, and the way the finance committee thought about this, we were really thinking about additional cleaning supplies and personal protective equipment expenses that we wouldn't normally think about on a regular typical kind of year.

Shannon:

A bit of good news that we didn't have last month, I don't believe, is that as we were working on our budget, Robin found that we have trended to have a cushion in the instructional salaries line, and that cushion has just been just enough to basically fund a full-time instructional position, not at starting but maybe if they came in with a few years of experience. So, it's around \$50,000 that we saw that was an additional amount of money that we might be able to reallocate. So, that was something that was from previous years, and we saw that that was safe. We've already looked at actual salaries, and we knew that that was a safe amount that we could potentially count on.

Shannon:

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So, some of these things we talked about last time... Oh, I'm sorry, it wasn't 95. It was 92. Just about \$92,000 in lost revenue. We are still considering, we're in the budget, we've considered freezing salaries. However, we do want to recommend a couple of things. One, that we revisit the budget and make revisions throughout next year because things are so unknown. And if it turns out that we have more revenue than we expected, to consider giving bonuses to staff and be able to offset that to help support staff members, knowing that, typically we make a small percentage increase.

Shannon:

We're reducing the field study line, and so there would be either no or fewer overnight field studies. Definitely none in the fall, but there is the potential where we still have enough in that line to be able to possibly postpone a field study or maybe, for instance, like the sixth grade retreat is in a remote location with no other people. Maybe that one can still be salvaged, but later on in the year when things are looking better for us. We are recommending to freeze sabbatical awards for next year. That's a savings in our substitute line saving, and our travel related expenses for professional development, EL has told us that things will be virtual as a choice next year, or maybe even fully virtual. So, we will naturally save there, anyway. We also received the MOU from EL education, and it's less than what we had originally thought. So, we brought that line down a little bit further, which gave us a little extra money to work with.

Shannon:

EL education has spoke with me about our teacher on special assignment, and they can contribute, they just can't contribute as much as they did last year. In a sense, that's good news for us. We'll be able to use her in ways to support our students when we return, but it's not as much revenue as we had last year. That could change, too. That's a fluctuating number. And then, we were advised by New York... well, SUNY, to prepay some expenses, so for instance, if we know that we're going to need some furniture or supplies, we could use the surplus that we have from this year and prepay for some of those things that we know we're going to need in preparation for next year.

Shannon:

So, those are the considerations, and now I'm going to exit out of this and move into the budget. And while I'm doing that, does anyone have any questions?

Michelle:

Yes, I do, Shannon.

Shannon:

Or actually, no, I had one more side, but go ahead, ask your question [inaudible 00:22:51].

Michelle:

Yeah, it's actually on this slide. So, you said that the EL contribution, that second bullet from the bottom, the EL contribution fluctuates. Why is that?

Shannon:

That is the-

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Michelle:

Or it can fluctuate. I wasn't sure what you meant by that.

Shannon:

What I mean is that they are in the middle of doing their contracts with all of their schools, and if their schools are able to do a full contract and they weren't expecting that, or they have to lessen their contract, it depends on how many hours they can give our teacher on special assignment to work with those schools.

Michelle:

So, is \$10,000 the minimum it would be and it could be more?

Shannon:

\$10,000 is the minimum. It could be more.

Michelle:

Okay. All right. Thank you.

Shannon:

Yes. Fluctuate in a bonus way.

Michelle:

Thank you.

Shannon:

Yes. Okay. So, the next slide. This is an important one because these are new proposals that we have spoken about a bit, but have not fully talked about until now. So, thinking about, and I'm really just right at this moment talking about if we were to come back in the fall to our brick and mortar building, what we would need in order to really support students moving forward. Many of which of these things we had already been thinking about needing prior to COVID, but now it's more important than ever to be thinking about these positions.

Shannon:

The first one is the one that we've talked about the most, a restorative practice coach position. I'm proposing a 0.75 FTE position. And so, we already have our wonderful social worker who is at a 0.75 FTE position. She would like to remain there for next year. So, to put the two together, it would be a 1.5 social/emotional learning focused position, so it's really two people. So, that will be reflected in the budget. We'll share where that is in a moment.

Shannon:

I'm also proposing a 0.5 FTE math intervention specialist position, both the restorative practice and the math intervention would be funded underneath that instructional cushion we found, so those two together is where we thought we could reallocate for these two positions to happen.

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Mark:

Shannon?

Shannon:

Yes.

Mark:

I have a question. The 0.75, and then it's somehow a full-time equivalent, and then it equals 1.5. I don't think I understand. Is that two people that are 0.75.

Shannon:

Yes.

Mark:

Okay.

Shannon:

So, we have an existing 0.75 social worker. She would be partnered with this new person at .75 to equal 1.5.

Mark:

Okay. I think I remember that. Okay. Thank you.

Shannon:

Okay. Yes, you're welcome. Okay. This transition coach position is an idea. So, we have a member of our staff who's a founding member. We will talk about this more in executive session, but this person is officially retiring. And because she is retiring, and because I am going to put forth someone who would be starting at a starting salary, we have enough money that offsets enough in that salary to bring that same retired person back for a 0.25 FTE position. Because she's a founding member, because she is so strong in student support, I think it would be monumental to have her 10 hours a week working with students and teachers to help in the transition back into the building. So, it would be a one year position, no benefits, and she is definitely interested in that idea of not completely losing us all together. I think it helps us all know that she would be around. So, that is another position that I am proposing and that would be reflected in the budget, but it was only there because of her retiring.

Shannon:

So, the other things to think about with more support for reopening, since the teacher on special assignment would be working with EL education less, that allows us to have her more in the instructional coaching standpoint to help students directly. Last year, she was helping more teachers directly, but she could do both students and teachers, which would be really helpful. And as you know, she is a guru in literacy, and that's where we're going to need to put our eggs next year. In addition, our curriculum specialist, if she is doing less organizing of field studies, she is going to have more time to be able to help out and support with curriculum... I'm sorry with instructional coaching, but she can also

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support the social/emotional side of things as well. She's a woman of many, many hats, so she is quite... But both of those do not affect the budget. I just wanted to be clear that there was going to be two more ways that we will be able to support our students.

Shannon:

And then, finally, if we're going to have more positions, and we need to think about social distancing, I am proposing that we officially use the Eisenhart Lower Level. That is where we have two special education classrooms, and it's also where our kitchen is for food service. And in the middle, between those two things, is this open, unoccupied, and derelict space that no one really likes to be in, and the special education rooms, once you are in there, they're beautiful. But it does send a message that we are not supporting our students who need us the most. So, I would really like to consider creating a lease addendum to take over the Lower Level. And we would not renovate next year. We would start to use that as flex space, figure out the best ways to use it with the intent to renovate as we go on. And the finance committee has been having conversations with RMSC about this, so I will share those numbers you in the proposal. Any questions so far before we get to the numbers? I can't see anyone, so hopefully we're good. Yes? Okay.

Michelle:

Well, I think we'll get to this when we get to the numbers, but one of the things I'm wondering about is with the reduction in field study. I don't know that there's any way around this in the new normal, in terms of social distancing and whether we come back bricks and mortar, but certainly, it's a pretty deep wondering I have about the experience that our students will have, our kids will have, without that kind of field work that is so foundational to who we are as an EL school. And so, I'm hoping that you... I'm guessing you've thought about that in terms of how you would supplement or what you would do differently without that field work, that overnight stuff. And sixth grade, I was particularly concerned about the sixth grade leadership retreat still happening. I think that's critical for that time, but maybe you're going to address some of those things. But those are the things I'm wondering about.

Shannon:

I'd be happy to jump to that line, and we can talk about that right now. And I'd love the teachers to weigh in, too. This is for-

PART 1 OF 5 ENDS [00:31:04]

Shannon:

Love the teachers to weigh into. This is for sure a concern, and I think it would be, along with supplementing or supporting our teachers in bonuses, I think it would be the next major line where we would increase that if things are looking up, and it looks like we'll be able to have those field studies.

Shannon:

So, let me show you the numbers and then I can talk a little bit about some of the ways to offset that. So, the number for field studies right now is \$25,026. It's reduced by about \$34,000. So, I had Lisa [O'Malley 00:31:46] do some work in helping us estimate what we spend on the particular overnights that are coming up for next year. First of all, there's always the revenue offsetting the expense line in

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this. If we don't have any overnights, then there won't be any parent revenue. So, I took that out altogether. I took it out in the revenue and I took it out as an expense. It's just out there.

Shannon:

In addition, the retreat is \$11,000. So, the \$25,000 could afford the retreat if we decide that that's the way we want to use it. And especially if we won't be taking many field studies in the fall, even if they're day field studies. The four cities overnight is \$13,000. The four cities overnight happens in March. So, there's still time where we could decide to do that, in whatever capacity, even if it's one city for sixth grade. What is almost a definite is the New York City overnight. I can't imagine that New York City will be in a good place for us to do that one. And that actually feels really hard for me, personally, I just feel like the immigrant time period, when we're studying that in Ellis Island, it just makes all the difference to go and experience that.

Shannon:

There are lots of museums, including our own, that are doing some really amazing things with virtual field studies. You can even take rides to Disney World right now. And I think that we really need to think about capitalizing on all those virtual experiences, even though they're not exactly the same. There's also been a lot of great work with the Cumming Nature Center, where they've done work with forest schools and they've done everything virtually.

Shannon:

Cummings Nature Center, sorry. So anyway, I think that we really could learn from our partners and think about how we can do things more virtually. I don't think that it would be hard for us to still take walks around Rochester, and the museum is debatable as far as our accessibility inside the museum itself because of COVID. But they are still our neighbors, and I'm positive that we would be able to find ways to bring pieces over to look at, to still use if we show that we are willing to do those kinds of things. Let's see, I'm wondering if the teachers want to speak a little bit to that.

Speaker 2:

I can talk, Shannon.

Shannon:

Sure.

Becky Mason:

So, I'm really sad to have to lose New York City. I think that that's such a powerful field study. I do think that there are ways that maybe we could do things like, I know one year we went and Ellis Island was closed, so we actually did the simulation in a library.

Becky:

We could do the simulation. Of course, it's not going to be as powerful as standing in line and getting on a boat and going over, it's just not going to be. Maybe the Tenement Museum would have videos. And I think that it's definitely a loss for that time period, and that's bad because it's my favorite time period to teach. But we can be creative, so that's my teacher hat role.

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Becky:

Speaking as a parent, I have a six... Boy going into sixth grade, and that, it's really heartbreaking. And I talked to Shannon about this already just because the four cities is in the spring, so I feel like it's way too early to call that one. And the retreat is in the fall, but like Shannon said, it's just that one class, so it might not be a problem if they're camping together, if they're in the same classroom anyway. And if not, it could be maybe we move to the later in the area.

Becky:

My only worry is when I see those two trips, that's \$24,000 right there. And I see there's only 25,000 in the budget. So that worries me a little bit that I just want those things to still be a possibility because they are, especially four cities, is late in the year.

Becky:

Is there anything else Shannon, you wanted me to talk about? I mean, I feel like-

Shannon:

No, no. But I do want to say that the \$13,000 estimate was based on two classes taking planes.

Becky:

Oh okay.

Shannon:

And I do think that that is a huge part of the expense is getting on planes.

Becky:

So if they were to drive to one city, it wouldn't be as much money?

Shannon:

That's right. I think that's true. So I think... Go ahead.

Kevin:

Just wanted to add two, we didn't put in the parent fees revenue.

Shannon:

Right.

Kevin:

So if we can do that, we have some additional support that's going to come.

Robin:

And then the other thing that we had talked about in the finance committee too, was that we... If it did happen, that things were so great, and we all of a sudden we're able to do these studies, that everybody

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would be so excited about it, that then we could find the money, and figure out even if we had to pull more from reserves. We're not going to let these kids not have something like that if it ended up being, but just putting it in the budget right now just didn't seem to make any sense, especially with the other needs that we have right now.

Becky:

Yeah. And I am hoping that day field work like by, who knows, by the Spring, that we're able to do it? I don't know. It is sad. It's such a big part of our school.

Robin:

I know, it's terrible.

Shannon:

I will say though, there's been some really creative things happening. We have teachers who have been dressing up in settler outfits and going to areas or in recording themselves. And so my children are still totally in expeditions, even though we are home.

Becky:

And Dan and I are doing, we're trying to teach the American revolution. So we're making these fun videos and we're finding things that, I don't know, things that other videos to put in there. And there's been times we've been able to find like places that you can go, that we would have gone to. The pictures of those places and things like that. We haven't dressed up in costume, but maybe I will.

Michelle B:

I have a question, Michelle Burack . So, this has been something that's come up a little bit as we reviewed some fixed variances that we're stuck with for a full year's budget. But just the idea that a budget maybe in these very uncertain time needs to be more of a living dynamic document rather than the set of shackles. If there's just a small operational tweak that we could make so that we're not rigidly tied to some numbers that then we want to maybe modify down the road, it would solve some of the chronic things we've had with variances, static variances before. And I don't know whether there are models for procedures to make a budget forecast a little bit more dynamic, when circumstances have the potential to radically change the way they do right now.

Shannon:

So, that's a really great segue, Michelle, because we definitely are, I think this would be a proposal for now. And we would propose in the proposal that we revisit this again, we're thinking-

Kevin:

Quarterly.

Shannon:

Kevin... Yeah, quarterly and so we were thinking the first time we revisit would be October. And then again, January? I think is what we were thinking. So anyway, the idea is that this would be living and

breathing this year more than ever. And so I do want to talk about a few other numbers, but as you're looking, you'll see these little spots where it has an asterisk. And so I'm... The asterisk are places where we think there could be adjustments if needed, especially if we're not back in our building in the fall. So I'll explain those adjustments as we go.

Shannon:

So the revenue here, we started with... We estimate we'll have about 180 students that are from RCSD. And then we took the median of the remaining 35 students to make up to 15, to be the other per pupil revenue coming in, trying to get us down to a more accurate number of what we think we'll be receiving next year. So, that's the revenue that you see here. We did boost the grants and donations line. It was \$60,000 this year for title. And so we're estimating an additional \$15,000 and we think that's a little low, but we're trying to be conservative and real. So we're estimating, we get that additional amount from that Cares funding that we were mentioning before. And then food service, we are estimating would be the same. And we have put out a request for that contract, we have not received it yet. So this would be our total revenue here.

Shannon:

And then we move into the administrative salaries and things that are highlighted are where we made changes or additions. So as you probably remember from Robbin's reviews, there was a glitch in administrative benefits. It was not pulling all administrators, so it now is, we fixed that glitch. So, that would be the correct number. The other salaries are the same. This social worker line includes both salaries of both positions, so it's not one salary for one person, it's for both the 0.75 FTE positions. This is two positions that I just put into one line, our ESL position right now, she's a 0.3, I believe, 0.3 FTE. We have a child for sure that only speaks Spanish, so we know for sure that her hours are going to increase for needs purposes. So we would move her up into a 0.5 FTE, and then that also reflects the 0.5 math intervention. So those two numbers are together.

Shannon:

Let's see, this is the teacher on special assignment. That's just highlighted because the EL Education might share some of that cost. And that revenue is down at the bottom. We did adjust the food service assistant to make sure that we were staying to minimum wage, so that's the only reason why that's highlighted. And the other salaries are the same. And then moving into teacher salaries. So this, when we budgeted, we didn't know about the potential retirement, and so we left that there so that you could see that that included this amount as a extra cushion to be able to afford that 0.25 FTE transition coach position, and so that is a potential there. Teaching assistant salaries. We found a bit of a cushion there too, not much but just enough, so we brought that down to a more actual. And then the benefits follow suit with bringing things down to actual.

Shannon:

Our substitute line we brought that back down to reflect a non-sabbatical year. And so we went back to two years ago, and then we, in professional development, I was saying that we brought that down due to saving in travel and lodging, but then also saving in our EL Education's MOU... And that was \$25,000. I can pull that up in a minute. Our summer PD, I'm expecting to stay the same. It might be virtual, but we're really going to need that time now, especially in thinking about rewriting some curriculum, to be

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able to focus on target standards and really help kids catch up from coming back. So I anticipate that that will be the same.

Shannon:

And then there's the field study line that we've already spoken about. Most of this stayed the same. We still imagine that we're going to need all of our technology expenses. And that's still... We had budgeted for buying a new class set of Chromebooks every year. We hope to get all of our Chromebooks back that we have sent out, but certainly we'll need to replace some, but we don't necessarily have to buy a new set every year, so that line will be able to flex depending on the kinds of technology needs that will we'll need for next year.

Shannon:

We didn't really change anything else here. The insurance had gone up a bit last year, we had added some additional insurance and the finance committee has been talking about adding site cyber insurance. And so we moved it up so that we could include cyber insurance. It feels even more important now that we are doing things virtual to bring that up a bit. And then marketing and recruitment, we brought it down a bit because we're actually saving in good schools rock. They are marketing for us, it's part of our package, and it's actually better than what we were able to do on our own with less money. So we brought that number down a bit. Here's the contingency expense. And then here's the rent that I wanted to explain, and this is hot off the press as of a couple hours ago, I had a conversation with the facilities director through RMSC.

Shannon:

He knew that we really needed to have a solid number, so he gave it to us. The way that things are allocated, and I can actually go a little bit to our budget notes, but it's \$11 and change, I can't quite remember the cents, per square foot that we spend right now. So on a normal year, this \$162,788 is what we would spend in rent. Now we tease out the janitorial line, but that is included in the rent. So when you are looking at this number, you need to add the 1,787,753 to the 21,035. Okay.

Shannon:

So that's the normal year. RMSC is asking for an additional \$25,000 for the lower level in rent that is not equivalent to the exact square footage, in fact, it's a bit of a discount. They really wanted us to think about putting into this addendum money that reflects what we pay for security. We do have security coming around and supporting our school. They help with morning arrival and dismissal, and then they also patrol in our building, they help with mail delivery and then the on-call situations. And so they wanted to reflect that. And so the additional amount of rent we would pay is \$37,000. And we were able to reflect all 37 within these two numbers here, in addition to what we would normally pay. So it is in the budget. And then this is some additional furniture purchase that we might make, mobile walls and that kind of thing that would go for the lower level.

Mark:

So Shannon, I have a considerable amount of experience with the lease and with the per square foot numbers, and I don't necessarily think that we should just accept the number that the RMSC is sending out, "Oh, what's the number?" "The number is X." "Okay, fine. We'll pay that much." I don't think that

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that's a... I don't think that that's good for us going forward to just accept that. So I'd really like to go back to the lease and look at what we agreed on last time around.

Mark:

There was a lot of back and forth about what the actual per square foot was, and what the contribution of security, and so on and so forth that was already in, that was baked into their number, and part of the reason why we were paying higher than the... We actually, at one point, had an outside, several outside firms come in and do a assessment of the per square foot that we ought to be paying. Blah, blah, blah, blah, blah. So I don't want us to just accept that number, throw it in there, and then just start paying it. I want us to be super serious about digging down into that. Yep.

Kevin:

To say that we did go through the lease and we calculated it ourselves at the base of the lease was \$11.21 per square foot, as we're paying a base of 172,500 per year for 15,387 feet.

Mark:

All Right, and are you including our own build-out yes?

Shannon:

Yes.

Kevin:

It is.

Mark:

Because you want to make sure that you're not double-dipping. Okay.

Shannon:

We actually have been back and forth with them. So they're original... They originally told us 3000 square feet for the remaining space, for which we questioned them because it was not clear as to whether or not the classrooms that end the kitchen that we already have were included in that number. It was unclear if that was part of the square footage or not, and we actually called Lisa to verify. And we found the lease, it was not the last lease, it was the one previous that noted that those... Because we renovated those spaces, we were getting them without including that in this square footage. So it's rent free if you will. So then we asked them really to think about that unused space in the middle to which they were still banking on the 3000.

Shannon:

So sorry, the... Yeah. The 3000 square feet, which would actually equal \$33,000. And then they wanted additional 1200 a month, which would be equate to 12,000. So that was too... That was far too steep for us, and it also didn't feel quite right. So I asked the director to give me some more specifics around how he came about the security number. And then he said that it was an average of their salaries, and then

down to three hours a day, which feels actually right to me about how much security is being used with us.

Shannon:

Mark, you have more of the institutional knowledge. These are all new people that are having these negotiations and who you negotiated with. So we are all working back from notes and things, which has been a little tricky, but what we did want to do is be able to give a better estimate of a number, even if we're working from there and tweaking it. But we wanted to make sure that we could reflect what we think might happen.

Mark:

Okay. Well, I probably, offline, want to chat with Kevin a little bit and just poke around this a little bit and maybe see if I can dig out the old lease.

Shannon:

Yeah.

Mark:

And it's not... If we vote on this budget, that's great and we can carve out some amount that we think is going to be potentially needed. It's not a number that I, as far as modifying the lease, that I am interested in this point, and just throwing on there. You know what I'm saying? So in other words, I would like to make sure that just because we put this number in a proposed budget, does not mean that the board accepts modifying the lease to pay this \$11 per square foot for 3000 square feet, et cetera, et cetera. You follow? So that's my... And I guess I'd like to... Actually, I wouldn't like to dig into it, but I'm going to dig into it.

Michelle:

Yeah. So remembering back, I think that's right, when I joined the board, the lease was like a double marathon or an iron man, or I don't know what other metaphor to use, but Holy cow, Mark went the distance with other folks. So I would agree, I think it makes sense to be able to approve the budget with a dollar amount, but we're not legally bound by that because we're not signing a contract at this moment with RMSC. So it bears making sure that we're all good, so we don't end up in a situation where we were all like, "What exactly are we paying for? Why are we paying this amount?"

Shannon:

Mm-hmm (affirmative). Definitely, I'm with you, and I want to make sure that we get things written in a way that's agreed upon for all. So I'm totally open to that. I think we just wanted to be... To at least have a number that would semi-reflect what we were going [crosstalk 00:24:24].

Michelle:

Yeah.

Shannon:

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The one thing we didn't say, I just want to make sure this has said too, that they are giving us a credit for the HVAC and windows that we did a number of years ago now. So this is all reflective of that credit as well, but it's not a complete \$11.21, is that what it was Kevin? Because there's a credit that gets kicked back to us because we did that work.

George:

And that credit was negotiated pretty hard. I mean, they didn't... That's not a gift. That was well earned and fought over.

Shannon:

Yes.

George:

And I actually [crosstalk 00:56:04].

Mark:

We actually, we expended a considerable amount of money to do those, what do you want to call them? Improvements.

George:

Improvements. Yeah.

George:

Well, some of them were critically needed and we provided the funding that the museum would have been hard pressed to come up with, I think. I actually don't remember security being part of that discussion, Mark. I was [crosstalk 00:56:29].

Mark:

Yes, I do. And it was really heavily baked into... Let's say it this way, we were... We're still overpaying. I'd like to... And I don't... Again, when I say overpaying, based on the per square foot amount that one would pay for a facility. We did a comparable study and we had a company come in and do an assessment. And actually, I think we had more than one company come in and do an assessment. And they really, they all came to some number like \$9 a square foot or something like that, and we really worked our way to arguing with ourselves that it was okay. Well, they do security, well, they do this, well, they do this, well, they do this, well, they do this, well, they do this.

Mark:

And so a lot of that's already baked in there. So I'm not super excited to have it get double baked, if you will, to keep using that metaphor. In other words to have those things thrown in again and then pay for them again, doesn't seem to... It doesn't work that well for me. So I want to dig into it. I think I have a big folder on this, I hope I didn't throw it away. If I do I'll start digging through it a little bit and see if I can resurrect some of that. But certainly, I want to look at the lease and just get myself familiar with it again.

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George:

Yeah. I'm saying the same thing you're... I didn't recall the security being separately delineated out as something that was going to come back, and we're going to pay pay for more and more. It was all built in. The one major thing I remember was the cleaning cost was like an add-on. That was pretty much going to be the only add-on.

Mark:

And we were actually, at that point, the add-on was X amount of dollars, and we were actually considering doing our own cleaning for some period of time... For some period... The lease negotiations took two and a half years or something like that, and during that time the cleaning that was coming from the museum improved dramatically, there was a period at which it was not sufficient. This is how I remember it. And then by the time we were done with the lease, everybody was like, "Ah, yeah, we don't really want to go out and get our own cleaning at this point." Do you remember that, George or [inaudible 00:59:30]?

George:

I do remember that, we actually looked at the possibility, or you did, of the possibility of a separate cleaning, and it didn't make any economic sense.

Mark:

Right.

Michelle:

Can I jump...

Mark:

I think it was also complicated at the time because the actual person who was doing the cleaning was actually leaving, and the museum was going through a period of change about that at the same time.

Michelle:

I'm going to jump in and facilitate for a second, because we're about 10 minutes over. Thank you, Ann Marie, for making that point in terms of the budget review. And we clearly aren't going to solve the lease issue tonight. So let's work offline with that, if that's all right with everybody?

Mark:

Great, sorry. It's an area of great concern of mine.

Michelle:

Sensitivity. I remember it well. All right. So we've... Where do you want to go next, Shannon? Or where do you need to go next?

Shannon:

I think we've already gone.

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Michelle:

Okay.

Shannon:

I think it's in the next question and... Yeah, anything else.

Michelle:

So is there anything else from any other board members with regard to the content, the categories, the dollar amounts? We do need to vote to approve the budget this evening.

Jess:

And if I can just say one thing. I know... I love the idea of this being a fluid document so that when we think about the field studies... Especially if we end up having to stagger kids next year, or be really creative with how we're engaging students, as well as our families might also be facing a lot more hardship economically. So I think it's a great idea to just keep revisiting the needs of the students in this school in regards to the budget and the educational pieces that the field studies offer, so thank you for that.

Michelle:

Yep. And I'll just throw in... I think the important thing to remember is a budget is a budget. It really is a document that is, it's a piece of paper or a virtual document. And if I've learned nothing from Kevin over the years of working alongside him and Jordan is, when you have a variance, you just need to explain what the variance is and you need to, we would need to make sure that we're documenting all of that. And so the idea of having quarterly budget reviews, I think is smart. And I'm certainly comfortable with that. I think we have to do that, and I'm not sure how much more we can dig into the numbers. It sounds to me, it looks to me, Shannon...

PART 2 OF 5 ENDS [01:02:04]

Michelle:

Or we can dig into the numbers. It sounds to me, it looks to me Shannon, you and your team and the finance committee have done a tremendous amount of work to be creative about dollar amounts. So-

Mark:

Yeah. Can I just make one more comment? It's nothing about the rent I promise. So, I was going to say... What I was going to say earlier, is the budget is actually quite earnest in its effort to find the money and to do all that. So, I see it as being an earnest effort to pull a little bit from here, and pull a bit from there.

Mark:

And in some ways, a missed opportunity from the standpoint that, probably my suspicion is the board would be willing to, at this point it's kind of one of those things of don't let a good crisis pass you by, without taking advantage of it. And to some extent, I'm not saying that you didn't take advantage of it. But my point is, is that, I think it's a very earnest approach and it's sort of like the bare minimum.

Mark:

So I'd like you to be thinking about, especially, if you're not able to come back full steam ahead, what are the things that you need for technology? And then what are the, what are the resources as far as staff that you need that are going to help get better than 90% participation or 95 or whatever it is that you're getting.

Mark:

So what are the resources that you're going to need to do that? And I just want to make one more comment. And one more comment was, after our last board meeting, I was thinking, I wonder if there are things that we ought to be doing now to try to improve that number, even if it's three or four or 5%. And are there things that you know of because I'm sure that if you brought them up, the board would be willing to try to try to make some things happen. That's my suspicion. No, I don't know.

Shannon:

Well, I think it's such a tricky time right now to be asking for like huge extraneous things. Because I think right now, we're still uncertain as to if we're even going to be in the building. So, I don't know what to ask for right now. I know what I would know if it were like a typical year. And these are the things that I would be asking for in a typical year. They were areas where I knew that we were weak.

Shannon:

Teachers have been screaming for a math intervention specialist for years, including myself when I was teaching. So, I knew that these were things that we really needed to think about. And, but thank you for saying that it's earnest. I think that the finance committee really wanted to think about, yes, we are pulling more from reserves than we ever have, but we wanted to pull what the offset was or just about, so that it wasn't like a completely like let's exhaust all resources right now.

Shannon:

The other thing that I didn't say, I didn't really speak completely to the asterix that I just to kind of real quick. These areas are areas that we think that we would save in if we weren't in the building.

Shannon:

So food service, we are saving in food service right now, because not all families are taking us up on what we're offering. Office supplies, we think we would save there a bit, not a lot, but a bit field studies wouldn't happen at all if we weren't in our buildings.

Shannon:

So we would save in that line. And then we did think, and this would sort of be like last resort, but, we could potentially furlough the new positions, if we don't have a need for them yet, that would be sort of the last resort savings. I think that it would be better to have them come in, be trained and support in more individual capacities virtually if we needed to. So-

Robin:

I'm thinking about the substitute Shannon.

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Shannon:

Oh yes.

Robin:

The Substitutes-

Shannon:

Right. We wouldn't need substitutes. Thank you. We wouldn't need substitutes if we're not back in our building. So we did think about areas where we could have some savings if part of our year, next year looks different. So, we wanted to make sure that that was clear.

Michelle:

Are there other... Not to interrupt you Shannon, but I want to give the opportunity for anyone who hasn't yet spoken or asked a question to do so, so we can keep ourselves moving along?

Michelle B:

It's Michelle Burack. I just want to say that I think it's outstanding that this budget really reflects the central priorities of supporting the social and emotional needs of the kids. Those are the major areas of expansion and also providing those extra resources for supporting learning for the vulnerable student populations that we're being held accountable for by the regions in our charter renewal.

Michelle:

So, this budget is very much aligned with how we want to go forward as a school in light, both of the demographic demands that we're being called upon to rise toward in the existing needs we have in the context of the COVID crisis. So, kudos to Shannon and I would like to move to approve this budget, given its thoroughness and being right on target.

Michelle:

There is a motion.

Jess:

I second it.

Michelle:

Jess has seconded it. Any other discussion before I call the vote?

Michelle:

All those in favor of approving the budget as is for the 2020-2021 school year, please signify by saying aye, or using your thumbs up emoji [crosstalk 01:08:07]. Opposed.

All:

Aye.

Michelle:

Opposed? Abstentions? Okay. The budget is approved. Thank you, Shannon. Thank you, finance. Extraordinary job as said by everyone else. So impressed by the work that you're doing. So, thank you for that.

Michelle:

So, we're going to transition and I want to reintroduce Debbie Hamner. Everybody, I hope remembers death from our work together in January, which seems like a lifetime ago. And really excited to welcome you here, Deb, as we unpack, debrief and look forward from the charter renewal, the whole thing that happened. So, I going to turn it over to you.

Debbie:

Good evening everyone. Can everyone hear me? We're good? Well, I'm good. Okay. So, I'm going to share my screen. I have a few slides. Yeah, there we go. Go back. Perfect. Okay.

Debbie:

So, the last we met in January does feel like a very long time ago. The decision on the charter renewal was pending. There is a decision now, and though the decision, if we think about it in certain ways, the decision has been made. It's a little bit out of the board's control at this point.

Debbie:

What is not out of your control, however, is how you move forward. How do you kind of push forward and rise to what is outlined in that renewal. So, if we think of the charter renewal and some of the findings as feedback, and this is one of my favorite quotes, not just for this occasion, but in general, I think especially as a school leader.

Debbie:

That idea of feedback being a gift. And the ability to watch and see individuals and organizations grow through feedback, is what I want us to walk through this evening for a bit, as we think about the renewal.

Debbie:

This quote says, feedback is a gift, ideas are the currency of our next success. And that really resonated with me, just like thinking about this, talking to Shannon a bit. When you think about GCCS and in this moment of being about to celebrate year 20 and a definite look forward and to hopefully, what's the next 20 years. And the last time we met, we were starting to talk about what are those strategic priorities. What are the things that are going to propel you forward? One of the... At that moment, as we were thinking about one of the risks, one of the things that were floating in the air was the charter renewal. And what would happen and why it would happen.

Debbie:

And now that's no longer a risk. We can think of it almost... You could think of it as a constraint, or you could think of it as kind of the... Everyone was tossing around the "new normal" terms. Let's just go with that. It's the "new normal" for this moment.

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Debbie:

I thought it would be nice to just spend a little bit of time, thinking about that idea of what are those strategic priorities that we started to talk about. But connecting those now with this newer information about the charter renewal. It seems that the, specifically the benchmark 9 around enrollment, it's one of the things I think we want to think about and process a little bit.

Debbie:

Shannon, were you able to send that Google doc? I don't know. I changed the preferences. Okay. I'm going to put it in the-

Shannon:

I have it, but I didn't send it. And I'm sorry.

Debbie:

No, that's okay.

Debbie:

I'm going to put it in the chat right now. I think as we talk, some folks are going to talk, some folks might have responses that we might not get a chance to capture in the short amount of time. So this document, I have just put them into the chat, if everyone can just make sure they can access it, if you can't, we're not going to spend [inaudible 01:12:54] of time, going back and forth with it. We can just use the chat. But if you can't access it that way, I can project that out so we can see what folks are sending out. And then I'll have the notes that I can send back to Shannon or Michelle, whoever's capturing.

Debbie:

Folks, are you able to open and click into it? Okay, great. I think let's jump in. So the the first point, just to get juices flowing and this'll feel similar to the retreat. I think like sometimes just thinking about the questions that may be floating around specifically, again, related to the three year renewal as it relates to enrollment.

Debbie:

There's lots of questions. I had lots of questions when I talked to Shannon. There's lots of questions as a board connected again, to that of thinking about this in a space of opportunity; what does GCCS have the opportunity to do? And we're going to talk about that. But we want to start with what questions do folks have just about, what this means connected to GCCS's next 20 years or so. Just to get the conversation started. So, who wants to jump in with that?

Mark:

So, I have a question is our next charter renewal in three years, and we have to go through the same process in three years.

Mark:

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Shannon, is that your understanding? We got to basically do what we would otherwise do every five years now in three years. That's the very beginning of my question and comment.

Shannon:

Yes. Yes. The process is the same.

Jess:

I have a question. I don't know if you have it yet, because I know when we last met, the lottery data wasn't there. But would our data from this current lottery have met their standards or expectations?

Shannon:

Would the data from this lottery?

Speaker 10:

Yeah. I wonder.

Debbie:

Shannon, you're answering, yes?

Shannon:

I'm sorry. Do you want me to answer? I wasn't. You're just writing the questions, right? Or do you want [crosstalk 01:15:23].

Debbie:

I was just writing them, but I thought that was an answer. I just wanted to clarify that.

Shannon:

No, I don't know. I don't know if that [inaudible 00:13:29. That was a question that we asked at the time of the recommendation. And we could throw this on here right now. What are they considering as progress in three years when it comes to enrollment?

Michelle:

That was my question as well. What are they considering as progress?

Mark:

Right. And I guess the other thing is... And I apologize if I'm asking something that is already well known. But, do we have a very specific... This is why you didn't get charter renewal.

Shannon:

Yes.

Mark:

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Is it super specific? In other words, this number was this, and this number was this, or is it re basically just not meeting the expectations of that number nine, whatever that item was?

Shannon:

That we weren't reflecting... That we aren't close enough to reflect in the demographics of the district. And I would also say Monroe County, they did use that comparison data as well. I noticed that Maggie Deutchbein has had her hand raised. I don't know if she had something to say.

Maggie:

My question is broader. What does the need to meet those enrollment targets mean for how we're going to evolve as a school? Because I think change is a given right now. I'm just curious how that will fit in?

Michelle:

I would piggyback on the question of what are they considering progress in three years is, can we get a concrete number or target relative to the reason why we didn't get a full five year term? So the Benchmark 9. Can we [inaudible 01:17:32]?

Kevin:

I've been wondering too on top of that. In order to get to whatever that benchmark is, are we going to have to skew our lottery? And how so?

Speaker 12:

I have a question too, on the compilation of the actual renewal. Is there other things that we can get a jump on earlier rather than later, or does everything have to wait until the next three years pan out, and then we address everything at once?

Allison:

I also have a question as to the long range impact that something like this. Are we going to make those changes and then get another three year renewal or how do we do our best to ensure getting five the next time, making sure that they're not just going to keep asking for more, but making sure we're consistent.

Michelle B:

I have a comment about expansion. I actually logged into the regions meeting and I'm still processing my shock at what I saw. But it is crystal clear that expansion is strongly disfavored by the current regions.

Michelle B:

And in fact, a school in Buffalo, despite their outstanding performance, their charter was not renewed because it was bundled with needing to expand, to add two classes.

Michelle B:

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So, I think the pressure we've been getting from the charter office to consider expansion, we have zero reason to trust that this would be in our school's best interest.

Michelle B:

And we should say, we will absolutely not be considering that until it's clear that the regions are more receptive to charters. Because we cannot risk getting our charter not renewed in the current climate.

Mark:

Another question I have is, do we want to take this three year renewal and make a response out of it and basically argue with it, with the regions.

Mark:

In other words say, "You're wrong. We did X, we did Y, we did Z. We were supposed to do this. We did this. We were supposed to do that. We did that." And basically argue full-throated argument against the fact that we only got a three year in renewal. And basically make a stink about it. That we're not going to just sit here and whatever they give us.

Mark:

And then I had one other thing, and then I promise I'll be quiet. The other thing was, would it be worthwhile to really investigate being chartered by SUNY as opposed to the Board of Regions?

Michelle B:

I have that same question.

Becky:

I have a question that kind of piggybacks off Maggie's with how we'll evolve as a school. I'm wondering if these enrollment targets... Trying to meet these enrollment targets are getting us too far away from what we imagined our school should be. And that's a diverse school. And we don't want a school that's 90% poverty. So, that leads me to the whole SUNY question too.

Nolica:

For me, my question was, what steps or what has been implemented to increase enrollment to be closer to the target over the next three years? What is the three year plan? And do we then have to look at the lottery and how it's being done, and where.

Nolica:

And I know when I first started, we talked a lot about lottery and how they were recruiting. And I'm just wondering if it's time to revisit that over the next three years or within a year, so that we're ready three years or closer to the target for enrollment.

Jess:

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I know that I've brought this up before, but I'm wondering if we should be looking at when families move outside of the city. How does their retention affect not only our numbers, but the perception of us?

Debbie:

Other questions? No. So, okay.

Michelle B:

I think just trying to distill down that idea about our school identity, it's really grappling with the implications for a state mandate to have demographics of concentrated poverty being in conflict with our stated mission of diversity.

Michelle B:

Are the only two choices basically to defy the state mandate, or to move so that we can retain a different notion of diversity? Are there other options that I can't... In between those two things?

Debbie:

Okay. So, I think let's get in a few of these questions, I think directly connect to the next two.

Debbie:

What I will say is, the questions are up on the screen. It's late at night, so it's late. Some of my typing isn't the best. But I think I captured most of what we said. And it's just like, as we process through, within those questions, you can see some of the different ways that your fellow board members are kind of processing this.

Debbie:

So, there are some questions about expansion and what that means or not in this climate. There are some questions about what can we do to hit these targets around enrollment. There are some questions about does a push toward those targets change our school dramatically? And what does that mean?

Debbie:

So, a lot of these, again, back to that board retreat, gets at this idea of how you are thinking about this as a board. Like, keeping that in mind. It's sort of like, you're processing this in different ways. But one of the things that... Not going to get the big plan necessarily tonight, but in thinking about, in this point, like short term is really next year. This year's lottery has already happened. So, the set of things that were going to impact enrollment have already occurred. So, now you're talking about a short term being next year and next year's lottery, which is the tongue tire of 2020, 21.

Debbie:

So, the next question, what are... And some of this came up already. But let's just go down to the next layer. What are those short term sort of like this coming year, what are some of the ideas, or even if we think about it again in that lesson learned, framing from this finding or decision. And I'll also just say one

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more thing before I be quiet. And let's think about this in a full possibility lens. We always know there are constraints. And there's a lot of unknowns, especially now with COVID.

Debbie:

But when you think about the short term, in just full possibility without those constraints, without the specter of what's going to happen next year with brick and mortar, what do you think some of the immediate lessons learned or just some ideas for how to push forward into the next phase of planning around this are?

Michelle:

One of the things I am thinking about, and to me, it's building on what we've really been doing in the last couple of years with Shannon's increasing focus on data. We are more and more a data driven school. I think we've done a lot of work around looking at our data, looking at demographics, zip code analysis. I think we need to continue doing that work.

Michelle:

And I feel, we have to find ways to partner with the authorizers to continue to put the data out there. And I guess, I do wonder about the potential for looking ahead this year of what do our data maybe drive us in a direction people have talked about authorizers, changing authorizers.

Michelle:

So, I certainly would like to explore what other possibilities there are. I really believe that our data are strong. And we want to keep building on that. So lesson learned, data, data, data.

Nolica:

For me, I think that I'm moving into the direction of more SEL and support services, it's always good. Because it can further support kids.

Nolica:

And if we're trying to meet some of the outlined objectives around poverty and so forth, I think that it will be very important crucial, to make sure we have the infrastructure ready for the change when, and if it happens.

Michelle:

I would absolutely second what Nolica just said. I think that's critical.

Jess:

Just going off of that. I'm wondering too, if we almost look at how are we creating a model for equity in education and SEL, and just in terms of student voice; in terms of academic achievement, sort of highlighting that we, and comparing the data to the district or our surrounding district, in terms of the equities that we are striving to build within our building, that could become a model then easily for other schools to replicate.

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Shannon:

I'm wondering about how we could strengthen community partnerships across the city in several ways. Like one way to just be able to have those partnerships where we can share learning of our own children with others, while also learning from those partnerships. So, I'm not necessarily just saying schools, but community organizations, nonprofits, et cetera.

Shannon:

But then secondly, as like a twofold, how those partnerships may be able to help us increase our reach in recruitment strategies and further understand the city and all who live here.

Nolica:

I also think with the preparation for that culturally responsive teaching and learning needs to happen as well, and investing in that and seeing how exploratory learning really mouse into that. So that once we do have kids that they're feeling included, and they're seen in the curriculum that they're learning.

Shannon:

Maureen, you can speak if you'd like.

Maureen:

Thank you.

Maureen:

I'm just wondering with the current situation of COVID-19 and people not going back to work, or not being able to go back to work; if we're naturally going to fall into more free reduced families by that reason.

Maureen:

I sure hope not, but I wonder if that's just going to happen naturally because of the crisis that we're in.

Maureen:

Thank you.

Kevin:

I don't think I understand Maureen.

Maureen:

Well, one of the targets is free [inaudible 01:31:43], so lower income. And with people not being able to go back to work, and are going unemployment because of COVID-19. I'm just wondering if that number is going to... That target is going to change for us just because of the situation that we're in now.

Kevin:

I get it. I understand now.

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Maureen:

Which is unfortunate.

Kevin:

It would be terrible.

Maureen:

You don't want that to happen.

Kevin:

Right.

Maureen:

It would be terrible, but it might be real.

Maureen:

Thank you.

Debbie:

I'm thinking, so again, lessons learned, a lot of ideas about ways to pivot forward. Anything that... Any thoughts or just like the folks who are reflecting on. I heard, I think it was Michelle who said that thing about, use the data and building them that. Things like that, that in the short term, you guys could [inaudible 01:32:42].

Debbie:

I'm also wondering, just in terms of near term strategic actions, these questions that came up around identity, and mission, and how as the demographic of the school-

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identity and mission and how, as the demographic of the school evolves?

Michelle B:

how are we as a board going to tackle that? We can't keep kicking the can down the road. I think we started to open that can of worms at the retreat, but I think some really hard thinking and hard conversations about how we're going to evolve our understanding of that diversity piece of our mission in the face of what these expectations are. How are we going to integrate those things? We can name it, but we haven't named any actions directed at that kind of core identity crisis.

Mark:

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I see us doing two things. I see us trying to figure out how we can get our demographics more in line with, or I shouldn't even say... Try to reproduce the demographics of the school district. And I see us trying to not reproduce the demographics of the school district.

Debbie:

Should I wait to hear about Judah first? Can you, I'm sorry. I don't think... Can you restate that?

Mark:

I'm not sure how well it can be stated, but the point is, is I see us fighting two different things. We are talking about, how can we do a better job of reproducing the demographics of the school district, which is 93% free and reduced lunch, which I don't think anybody wants to do. At least, I haven't heard anybody say that they really want to have that monolithic of a population.

Mark:

And then we're actually also trying to fight against it. So, I see us doing the two things. We have to decide whether we're going to be a diverse school, or whether we're just going to go along with this and try to reproduce the demographics of the city, which haven't been super successful at this point.

Debbie:

Right. Yep.

Maggie:

I'd like to add in that when I was listening to the board of Regents meeting, I did notice that special education and English language learners were specifically called out as areas for improvement. And I wonder if that might be where we could... I would like to be more specific if that's the improvement they'd like to see. And I wonder in terms of short term plans, is there anything we could be doing to make our school a better fit for students with special needs or English language learners, and any way we could specifically attract them? Because we don't have smaller class sizes available, and that eliminates a large group of children with special needs who could potentially come to our school. And I'm very thankful that we have supports available for English language learners, but what changes would we need to make on top of that?

Deb:

Okay. Even though I was confused for a minute, I think there was..Mark, about his comment. I think that comment connected to the one right before, which I'm not sure who said that, but I think that is the work we kind of started at the retreat, that conversation, right? And it's kind of like one of those things where, like with everything, just a great school, starts with a mission and a vision, right? To push into this work in earnest. Right?

Deb:

There has to be a kind of a Board vision of what it is exactly you're trying to accomplish, like what that means in very concrete, specific terms. Even as you get more information or not from the Regents, you don't know where that's going to go, but at least at the Board level being clear and on the same page about what that means.

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Deb:

Yeah. So long-term, and long-term may be hard with that statement, but I think thinking about that... The only way I could think of long-term for this moment is in that three-year renewal, right? Because when you get a three-year renewal, that becomes kind of your new goal post, right?

Deb:

So, in actuality, that's probably not really long-term when you're thinking about a typical, big strategic plan and thinking about where the school wants to evolve, but let's try to think about it kind of in that space. And you might even want to think about what is it that you want to make sure kind of has happened as a board within this three years.

Deb:

Or it could still be connected to the lessons learned, but just thinking past the immediate shock or surprise of what just happened, what do you want to see? And that, again, that positive vision, right? And thinking about this as an opportunity, and that opportunity is going to look whatever way you guys decide ultimately, but what do you hope to see in three years from now? And that might help some of your other board members get an idea of what some of the different ideas and visions are.

Michelle:

So it's Michelle. So, I have two thoughts. One is to build on what Maggie just said. I think it behooves us to be thinking about strategic outreach to refugee populations in Rochester. Rochester is a very large refugee resettlement city in the U.S., so really some strategic outreach that could involve the lottery, weighting of the lottery, I think we have to absolutely look at that. And I think other folks have said that. The second thing is what really stood out to me, really above all things at the Regents meeting, and this goes back to what I said about data. I was really struck by how little our outcomes with regard to our test scores and our performance seemed to really hit home.

Michelle:

And that was so perplexing to me. So what I'm thinking about long-term is... We are very proud of our outcomes. Our kids are doing well in all, and all sub-groups not as great as they could be, but we're a shining star in this district and in Rochester. And so, how do we remain both proud and positive? And that's our strength. And so, really talking about being out front strategically about those data, those outcomes, which clearly in Rochester right now, we need... our schools are on beyond life support. So that's a long way to say, I think we have to position our outcomes so that they really shine, and they can be at three years. It's a lot clearer about who we are. And the stuff that we're going to do to be supportive of special populations is certainly necessary, but I don't want that to become such a focus that we stop looking at our outcomes, which are so strong.

Alison:

This is Alison. Just something for me that was, I guess, kind of a lesson in all of this... And I think I can probably speak for Elizabeth a little bit, too. I feel like looking at the next two years, I will be more, I guess, prepared or knowledgeable of the process. I feel like the timing of me joining the board was, I didn't feel like I could help Shannon or Michelle or anybody in any way or really add value or conversation to when the visit happened. But I want to, and now that I've seen it, I feel like as a board,

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we need to make sure three years from now, we don't have... I'm sure we will have newbies, but making sure that we have people who feel prepared for the conversations or yeah, I guess feeling like they can really actively participate in a way that's helpful.

Elizabeth:

I agree with that, just to add my two-cents.

Deb:

Other thoughts about the long-term, the three years?

Shannon:

I just want to... I'm such a positive Polly, but I just, I don't want us to forget that we have been strong since day one, and we shouldn't forget or let this get us down, that there is so much that we should be proud of. And although three years is a headache, mostly for me, it still feels like we just need to continue to promote all the great things that we are doing for all of our children, and that this was very specifically about enrollment, which we can control to some degree, but we don't have full control over this particular part.

Michelle B:

Shannon, can I ask you kind of a point blank question about your three to five year vision for the school?

Shannon:

Sure.

Michelle B:

What is your three-year vision for what our benchmark nine statistics are going to look like as sort of how we're going to do this?

Shannon:

So, there's my vision, and it's matched actually with what I think I'm projecting. Right now we're, I can't remember exactly what the number is, but it's like in the teens percentage points away from Monroe County demographics and my vision. And statistically, if we continue to trend in the way we're trending with the strategies we've already put in place, plus maybe a few more, I think we'll match Monroe County pretty spot on by our three-year renewal. I don't expect us to get much higher than that statistically.

Shannon:

And it would feel really good, I think, to match what we said we wanted to match from day one.

Michelle B:

So have we been, have we been given permission by the Regents to have that as our target?

Shannon:

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We haven't been given any sort of guidance as far as what they're expecting in three years.

Mark:

No. The law says that we have to try to reach the demographics of the school district with which we are in, and that is not Monroe County. That is the Rochester City school district. And that's what I'm saying. If we want to be honest, do we really... Is that what we want to do? And I'd like to sort of revisit the research and revisit the data about whether that's a good thing or whether that's not a good thing, but most of the areas where that's been tried where you don't have a diversity, where you don't have...

Mark:

It doesn't work out that well. And that's what the educators, and I believe that that's, if you talk to Lisa Wing, that's really... You get above a certain point, and at that point you start having enough problems that you're not able to deal with everything that you need to educate your entire population. I know that was blabbing along there. Sorry about that.

Deb:

Other points on this one? Any substantially different? Oh, go ahead. Mm-hmm (affirmative).

Jess:

Yeah. Yeah. So we've been doing, from my lens, a lot of work around how the COVID crisis is exposing the extreme inequities in education and access to learning, especially online and distance learning and knowing that this could go on longer and longer and longer, that might be another data point to really look at in terms of our engagement of low income students versus engagement in other districts across the county, that we have really gone above and beyond. And so, that's another new data points that can kind of be meshed into how our model is meeting needs that many other places aren't.

Michelle:

Deb, it's Michelle. I just want to jump in with a time check that it's 7:21.

Deb:

Okay. So I think the last thing I'm going to say in this, Shannon, I know you had... You've already been doing, I can't see you, but already been doing some thinking around kind of the corrective action related to this. And one of the things, if folks have any, some of them probably already came out, so I'll kind of kick it to you a little bit here is, do you think we want kind of ask for that specific feedback around additional ideas or thinking that folks might want to see in a corrective action plan and that kind of first thinking around what some of the concrete next steps would be?

Shannon:

So I'm wondering Michelle, we had set aside some time later to talk about that. And I wonder if it's more natural for us to kind of skip ahead and for me to pull up the corrective action plan draft.

Michelle:

Yeah. I think it makes sense to do that now.

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Shannon:

Okay. The other part of that same business is going to be a five minute thing or less, so we can dedicate that time that way. Deb would it... I sent it to everyone. Do we want to share my screen now so we're looking at that?

Deb:

Yeah.

Shannon:

Or do we want it...? Okay. And then you'll just write into this document?

Deb:

I'll just write into the document while you have the share.

Shannon:

Okay. So I'll share once you're done sharing.

Deb:

Gotcha. I got it. I wasn't sure if you could bump me.

Shannon:

Well, I probably can. I just don't exactly know how. Just hold on one moment. I've got to find it. Here it is. Okay. Okay. Where'd you go? Do you see it? Here it is. Nevermind. I've got like a million windows up.

Shannon:

Okay. So I will be brief because I did give this ahead of time. The corrective action plan, so what they have told us what our authorizers have told us is that we now have a second notice of deficiency. They're adding students with disabilities to the original deficiency, which was not a comparable number in multilingual or English language learners and economically disadvantaged students, and they're specifically speaking about enrollment. So it's not about what we do with the kids when they're with us, it's about getting the kids to our school. So I just want to be clear about that, and that's what is reflected in this corrective action plan.

Shannon:

They said that it is okay to combine all three since they are under the same benchmark and make one plan. So, that's what I did. And I took the plan that we had previously, that honestly, as much as it was not reflected, I'm going to say, I think it was a good plan. And we did achieve the goal. We did recruit, and we moved numbers in our lower grades. It just didn't move the overall percentages because it's it comes from kindergarten and goes on the way up. So statistically, we weren't going to be able to move percentages fast enough.

Shannon:

So there's my soap box moment. And now, so our goal is to increase efforts to enroll multi-lingual English, language learners, economically disadvantaged students, and students with disabilities. And mostly this would be at the kindergarten level because that's where our openings are with a handful of students that get in in first through fifth grade, when we have children who move or leave for whatever other reason. But our retention rate, just so that everyone's clear, is 96% overall, which is extremely great.

Shannon:

And in these particular subgroups of students who are at risk, we have very high retention rates, as well. I think it's 91% for economically disadvantaged, 100% for ELL and, oh, it's like 95% for students with disabilities. Something like that. They're all very high numbers. So, the good news is that once we have them, we keep them. And so, this is more about recruitment efforts and continuing on that data driven end.

Shannon:

So I won't go through each of these, but the idea is to continue to audit what we are doing so far and look at what is happening. Are we trending up in being able to admit more students that are falling under these particular demographics? And so, first, we're going to look at the Good Schools Rock. We know that we got a lot more applicants. Did the applicants who applied, is it trending where those demographics are reflected in the families who are applying? And then, are they reflected in the families who have accepted enrollment with our school?

Shannon:

We would compare that data to the previous charter terms. So what we just came off of, do some comparison data there. We would look at that same zip code analysis, but I'm kind of up the ante to, again, include our new applicants and really think about, is that more correlated than it was before as far as the areas that have higher concentrations of poverty and some of those pieces as well?

Shannon:

And then, Good Schools Rock is sharing with us their recruitment strategies. So, we want to add that to our list and then think about, are there very specific areas of the city where we want to either build partnerships or build exposure, or areas where we can do some direct even door-to-door kinds of recruitment efforts? So in the next charter application, one of the things I think would be an easy data focused win would be to add an optional question. So, right now we have an optional question about, "Do you believe your family qualifies for free and reduced lunch?" And then, "Does your family speak a language other than English at home?" Those two questions are already in the application. So, we'd add another one that says, "Did your child qualify for special education services in preschool?"

Shannon:

The one item of note is that children often are declassified from their services in preschool before they enter kindergarten. So, that makes it challenging to say that we're admitting students with disabilities. It's also challenging because we don't have an 8:1:1 classroom, we don't have a 15:1:1 classroom, and if those are reflected on the IEPs, then we're not the school for them right now. So these are kinds of the things that we need to be thinking about as far as that particular noted deficiency.

Shannon:

I think that we should, I'm glad Alison said what she said, that we should continue to think about the board of trustee members that we have right now and who we've had in the past that are connected to the pre-K through Rochester City school district and are connected to our refugee families, or even economically dis... Whatever it might be, just to be able to continue to capitalize on how we can continue our recruitment efforts.

Shannon:

And then... Let's see. Oh, I think it'd be important to sort of conduct a needs analysis. And Michelle Hannigan mentioned this, that just off the top of my head without a whole lot of research, I am very aware that two RCSD schools, one was fully closed and the other one was cut in half. And the half that was cut for this school was the K through six building. And both of those schools were housing our ELL population and our refugee population. So, that's a need.

Shannon:

And do we want to try to actively recruit to help fulfill our sanctuary city's need? And so, maybe we want to consider a weighted lottery, but instead of weighting it for economically disadvantaged students, maybe we want to weight it specifically for refugee families who register with a particular I-95 code. And we can then give them a leg up in being able to come to our school that's rich with literacy options and language practice, and we might be the right home for families. And those refugee families would likely qualify for free and reduced lunch, and they would likely receive ELL services. And then, they may actually also be on the radar around special education services because sometimes refugees are misdiagnosed that they have a learning disability.

Shannon:

So it would be like a three-way win in my mind to consider for a weighted lottery if we were going in that direction, but I do think we should... I'm not sure if we jump right into the weighted lottery, and I'm not sure what kind of guidance we're going to receive from our authorizers about that. So, I'll stop talking and, and take questions or additional ideas, but this is what we have so far. And on Friday, I will be submitting it to the authorizers for their view, and then we'll get their feedback as well. So this is not a final document. This is a draft.

Michelle Burek:

Shannon it's Michelle Burek. I think one thing that would be helpful to just at least look at the data is kind of what is the breakdown of those target populations for the families who moved to the suburbs? And we've kind of talked about, is it fair? Is it reasonable to retain those families? Obviously, continuity of learning for these kids is a priority, but if it's having a disproportionate impact on our ability to budge these numbers, I think in order to really do the due diligence we should be doing, we should at least know what that breakdown is.

Michelle Burek:

I think the impression might be that families that move to the suburbs may have a much lower percentage of economic disadvantage. And it could be that the numbers don't bear that out at all and but we, as a board, as part of the corrective action plans so that it can inform a decision about whether

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or not to change our retention policy for those students. We ought to at least look at the data, and we could list that as another item in the corrective action plan.

Shannon:

I would also like to... It's my understanding that we are not allowed to quote unquote, "Kick them out" once they've moved to the suburbs. So I'd like to relook at that policy.

Michelle:

I'm not comfortable with that, I've got to say. I'm not comfortable with putting that in the cap. I think it's fine to talk about it, but I don't want to put it in the cap.

Shannon:

Yeah. I definitely think we can look at the demographics of all of our entire population, and we have looked at our enrollment too, and seen that just because a child is in the suburb does not mean that they are an affluent family, but we can continue to look at that.

Michelle:

I think the reason why I say that, and what I was going to say is I liked the fact that you put, "Consider a weighted lottery" because the CAP... I think we need to feel confidence and trust with our authorizers that they are going to continue to work with us. And because the news of the renewal is pretty fresh, and I'm not sure we know the landscape moving forward, quite frankly, in the next couple of years. So I want to tread very carefully and thoughtfully about what we put in the CAP.

Michelle:

Other feedback?

Nolica:

I would like to say something. I think as a school, GCC is doing amazing. This was a tough year for charter schools in general. I work with many other charter schools, and some of them got one-year extensions, and they got budget cuts. And I think two, we need to reflect on, yes, we didn't get five years, but three years is not horrible in regards to what's happening with charter schools in this area. So, I think some of that needs to be acknowledged as well, even though there is room for improvement because there always is need for improvement. We can always grow and change. I just wanted to say that.

Michelle:

Well said. Okay.

Michelle B:

So is a motion needed to approve the corrective action plan?

Shannon:

I'm not sure. Well, I'm not...

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Michelle:

What did you say, George?

George:

I would say yes.

Shannon:

It is?

George:

I would think. And I would think also that the people at SED would expect to see the board involved in the corrective action plan by voting on it.

Mark:

I would love it if we didn't approve this corrective action plan yet, and that we have a good opportunity to look through it, and read it, and maybe consider whether we want to do that next month because I think you can tell by my comments, I'm not really... I'm quite unhappy with everything that's gone on and particularly the three-year renewal. And My blood is still boiling, and so it's hard to imagine just acquiescing to a corrective action when I don't know that we've necessarily fully talked about what we're doing wrong, what we're actually doing wrong.

Shannon:

What I'm wondering is, I think that we could approve it in June. I think what I can let the authorizers know is that the board... Well, I told them, I asked if we could submit on Friday instead of yesterday because I wanted the board to look at this. So I can let them know that the board has examined, and we've started to have a conversation and want to continue to revise it. And between now and the next meeting, we will have met with Susan and already received feedback from her. So.

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Shannon:

And already received feedback from her. So, it might be better to wait and fully approve it, although it's meant to be a living document and to make revisions as you go. But we could do that in June, instead of now.

Michelle Hannigan:

Yes. Folks are muted, but do we have a thumbs up to, we're not voting on this, but a thumbs up to look at this in June? Okay, great. I think that makes sense, because clearly we need some more time to digest. And so, did we-

Jess:

Michelle, I just have a question then if we're going to wait till June, is there going to be a subcommittee meeting outside? Or a special meeting to really break into this document and look at it? Because I think

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that there's a lot of different feelings and a lot of different takes, so it could be time consuming. So, I just didn't know if there needed to be like a subcommittee to break down what are the main elements of where we want to go with it.

Michelle Hannigan:

You're talking about the CAP, right Jess?

Jess:

Yeah. The CAP.

Michelle Hannigan:

Shannon, do you want to have- do you want to have a smaller group work on this? I think we're in a little bit of a land of, I don't know, because we kind of need to know what Susan's going to say quite honestly. So I think it makes sense and maybe we're going to need to leave it to- Shannon, you and I are, I know we're going to be on that call with her, that I think it makes sense that if we need to, you know, have a sub committee, we should, we should just do that. And maybe we need to make that decision then, I don't know if, Shannon, you want to make, make more movement on that now.

Mark:

When is that call?

Shannon:

We haven't scheduled the official date, but we were proposing the first week in June, which is like two weeks from now. So we could potentially call-

Michelle B:

Could that call be open to board members to listen in on just so we have a better sense of kind of what-

Shannon:

I think as long as it's not enough for a quorum, but I think-

Michelle B:

Okay.

Shannon:

I think we could. I mean, I think it could be more than- Listen, I think you could participate in the call. I don't think that there's any reason why we can't have more board members and maybe that would be to our benefit to show that the board is very concerned about this cap and wanting to, to make sure that we're following their guidelines while still maintaining our mission.

Michelle Hannigan:

The other thought would be, if we do get to the point where there are a lot of people who want to come, you know, we could tell Susan, we want her to come to our board meeting.

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Shannon:

Maybe.

Michelle Hannigan:

And discuss the cap there that, you know, given the charter renewal, and we have a lot of questions, and we're really digesting and wanting to be thoughtful about our next steps. You know, she and David have both said on multiple occasions, we want to support the board where we're here. We can come to you if needed. I don't know what your thoughts- do other folks think about that?

Michelle B:

I really think that we deserve some clarity from them based on, you know, just that interface between their office and the regions was astonishing and sort of how that translates to their interface with us. There's two gaps where things, I feel like, are getting lost in translation. And there's a lot of murkiness with the expectations. And it's really hard for us as a board to nail down what direction we need to go in the next three years, if we don't know where the wiggle room is and where the hard spots are. Right now, we have different ideas of where there might be wiggle room or where there might be hard spots, but I don't have a strong sense of how this aligns with what the regions are really expecting for the next renewal.

Michelle Hannigan:

Other folks who haven't spoken want to weigh in on this? The question of inviting Susan to the- for a deeper discussion. We can keep it as-is, schedule the call. But to Shannon's point, if a lot of people want to join, then we're going to get into, you know, the area of we, we can't do that.

Michelle:

Can we do both?

Shannon:

I don't know, I certainly could put out an email to her. I have to anyway, because I want to send her what we have so far, so I can ask her if she would be willing to be on a call and potentially in the meeting.

Mark:

So is the problem that if too many board members are on a call that- and it's a quorum, that it constitutes some kind of a meeting, is that right?

George:

I don't think that would be the case. As long as the board members are not discussing and taking actions, if they are there, listening to gain information, that's not really a meeting. They're not debating, they're not voting. So I don't think that would be an issue.

Mark:

Great. I think, I think I would love to listen in on that call.

George:

Mark, you really eloquently stated the real dilemma for this school that happened with the change in the law several years ago. And I'm not sure that everybody on the board fully understands the dilemma that the school has faced since law was changed. In very simple terms, Genesee would not exist as a school if it was developed under today's statute, at least in terms of the concept. The fallout from that is if the charter still contains language, which reflects the original goal or concept or theory of the school in terms of mimicking Monroe County, which Shannon alluded to a little bit earlier. Subsequent to that time, the law changed and what the school has been doing ever since has been fighting a rear guard action to try and maintain the achievements of the school, which are reflective of the broader base population of the school.

George:

At least that's my understanding. And I know that that's what Lisa was very firmly, very firmly assertive about. That a rising tide lifts all boats, so to speak. And that the benefit to the kids who are from the socioeconomic groups that are in the minority in the school, is that they do better than they would if the school was filled with the same socioeconomic measurements that the city had. The problem is that the statute is rigid. And so my question to you going back to one of the earlier comments was, is there any sense that a change over to SUNY would result in any kind of variation or different interpretation of that rule? If that's so, then that would be a very important thing to consider. But you really almost are between a rock and a hard place in the sense that to achieve your economic- your educational goals, which are largely based on the original concept of the school, you'll have to, you would have to continue to do something which the law says you can't do.

George:

And that's the problem is, SED is pressing for you to, to achieve those ratios. And those ratios are directly at odds with what your charter actually says, and certainly the concept of the school was founded on. So, Mark, you asked a very basic philosophical, practical question before, and that's why you're torn by a corrective action plan that seems to provide answers to achieving a longer charter renewal, for even any charter renewal for that matter. At some point it becomes that issue. And maintaining integrity and faith with the underlying premises that the school was founded on.

George:

And if you like that, I'm here all week. So just-

Shannon:

Yeah, well said, George.

Michelle Hannigan:

Yeah, it is, it's well said. Yeah. So it sounds like we can- let's schedule the meeting, let folks know when it is and open it up. Does that make sense, Deb? You know, kind of what we're, where we're going?

Deb:

The only thing I was going to add, was that George? I think that was- that hits it in every way. This to me, just, it connects with that, one of those things, where like the context has changed around GCCS and you

guys are at this like crossroads moment that you already want it to be kind of in the strategic place of thinking about these things. And so my leaning, before I answer your question directly, my leaning is always to push past the crisis or the thing that's right in front to think about this. And it's hard, it's a hard activity, but to think about this, like this outside thing didn't happen and we still need to have this conversation, 'cause it sounds like the conversation was already there. And having that conversation in that space might help get to some of these bigger points and bigger questions and bigger thinking about the evolution of the school.

Ann Marie:

It's 20 years since the founding and revisiting and thinking about and talking about, and I'm giving no opinion, but like just doing that is just a strong process for an organization to go through. Any organization to go through. So, and my second comment is, my only hesitation, just like the charter office, you know, there's a lot of politics. The more people who are on the call, the less transparency you might get about what is actually the thing is my only input there, you know what I mean? With two people, you might get more at the real deal about what the conversation was versus like a bunch of people on the call and folks are more hesitant. They're giving you the party line. They're basically repeating what was already in writing because there's a lot of ears listening, so-

Mark:

That's a very good point. I like that point. I would have loved to listen to the call.

Michelle:

I feel really compelled to chime in here. And I know that the meeting is running late, but just for two minutes to contribute to our ongoing conversations about diversity, just 'cause of what I heard George saying about the original design of the school is really talking about the impact on families from economic disadvantage of a school model like this. And I need to speak to the impact on a family of privilege, like mine, that a school like this has had, because the evolution of my thinking, and my children's thinking, and my family's thinking has been profoundly impacted by being a part of this school. And I think that sometimes the opportunities that we're going to lose...

Michelle:

I mean, it's a two way street and I don't want it to think. I don't want to think about this in white saviorism framing. That we're doing this for the economically disadvantaged brown children in our school. It's for the entire community. And we need to not leave out the impact on the evolution of my racist thinking, and, you know, people from economic privilege encountering that economic diversity in a school like this, is a crucial part of the reason why the mission of this school is so important. So I needed to insert that. 'Cause I don't know where it- it doesn't come up in conversation often. And I know I'm leaving the board after one more month and I don't want that to be lost from our thinking about what diversity really means. Thanks.

George:

And I totally agree with that. And that was my point. Maybe it's a poor phrase, but that's why I would reference the rising tide lifts all boats. It's benefit for everybody across the board. And so I absolutely agree with what you said, Michelle.

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Shannon:

And I think I'm just- that the way that this all came out around enrollment, they're focused on at-risk populations and sort of like that side of the coin, when we know that this is benefiting everyone. So I'm glad that you said what you said Michelle.

Michelle Hannigan:

Mm-hmm (affirmative), yeah.

Mark:

So I think that's wonderful. And the other thing that I wanted to say, you said they're focusing on at-risk populations. I don't think they're focusing on at-risk populations. I think they're focusing on, they don't like charter schools. And so the folks that are, you know, really pushing, pushing, pushing, and the reason why we got a three year renewal is because there's people that don't like charter schools. Because if you look at what our school has done, it's doing fabulous for lots of children, irrespective of their economic class. And so I think that- I don't think that they're actually looking to advantage a particular group. I think that they're actually just trying to tear down charter schools.

Mark:

I don't know if anybody else agrees with that, but to me, it's politics.

George:

Well, I agree with you. And I think that was the motivation for the change in the statute. That was step one in a long, long game plan.

Michelle Hannigan:

Yeah. There was definitely politics of anti-charter in the room. There was no question.

Mark:

And the truth is, I don't like charter schools. I think charter schools are a bad idea, they shouldn't exist. But, and I know that's a strange thing to say, but the truth of the matter is that you can't fix the school systems by having charter schools and it won't ever work. You won't be able to create enough of them that are doing well enough to actually help the school system. But when you have a school like Genesee Community Charter School that is doing innovative things, and that is creating diversity and that is creating a wonderful learning environment. Hopefully you can disseminate that some to the other school systems. But I think overall, I'm kind of in agreement. I was always anti-charter before I ever joined a Genesee Community Charter School.

Michelle Hannigan:

Okay. I'm going to be the timekeeper and say, ah, we still got stuff we got to do on the agenda. I hate to be the one cutting off really good conversation. I think we will set up the call and I think we'll let you know when it is, and we'll leave it at that in terms of the CAP. We do have to- you do have to tell us about the audit as well.

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Shannon:

You want me to say that now?

Michelle Hannigan:

Yep. Mm-hmm (affirmative).

Shannon:

Okay. So you might recall way back last August that we were audited by the state comptroller for- well, it was supposed to be a general audit, but they then zoned in on our finance and whatnot. So they are finally wrapping up and you will, if you haven't already, you will receive a copy of their report. I don't think you've received it yet. So they are meeting with us next Tuesday and by us, I mean the treasurer. So Kevin and myself and Maureen, and- who's the other person, maybe that's just it, maybe that's it. And we will hear their recommendations.

Shannon:

We've already heard some of them already. They're largely related to just tightening up our documentation. So there's nothing really earth shattering. And just making sure that we can be clear in how we're communicating, how we're using finances on the day to day. So we are actually in the middle of revising our accounting manual anyway. So this works out well because the feedback that they give us next week will go towards our accounting manual. We're nearly done. And so we can go back in and make those tweaks, and then we will have that accounting manual approved in June. So, that's all I wanted to say about that.

Michelle Hannigan:

Okay. So it is almost eight o'clock and we still got- we've got executive session and then we've got nominations for officers and committee assignments. I'm going to suggest, unless George tells me we can't do it, that we move the nominations to the June meeting, the voting and the committee assignments. Unless people want to do that real quick and move on. But I did want to make sure that we get people signed up for committee assignments, or we could split it up.

George:

Certainly no issue in moving the nominations in the voting to June.

Michelle Hannigan:

Okay.

George:

It was moved up just to try and get people more time, and to not impose on the June meeting because of the easily, because of the reception they followed it. So, yeah.

Michelle Hannigan:

Shannon, are you okay with that? And Ann Marie, are you okay with that?

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Shannon:

I'm okay with that.

Michelle Hannigan:

Okay.

Shannon:

Do we want to just do the- I know there were officer nominations last time. Do we want to elect officers and get that finished or no?

Michelle Hannigan:

How much- [crosstalk 00:19:07]. Sorry, go ahead.

George:

That's up to you. I mean, I'm not sure if that's better to do in an hour or take care of it all in one fell swoop in the June meeting. I don't know.

Michelle Hannigan:

Ann Marie?

Annemarie:

I was going to ask George, is it as easy as making a motion for the election of said person to be whatever officer position.

Michelle Hannigan:

Yep.

George:

I think in this particular case, because the nominee, the voting- was the voting on the ballot, I mean, on the agenda?

Michelle Hannigan:

Yeah.

Jess:

Yeah. It's set, yeah.

George:

Okay. So yeah, you can just- it's just a simple matter of the nominations can be made. If no one else makes a nomination, there's one person to vote for. There's not a need to second the nomination, so you can go ahead. It's on the agenda now, but it's also, to answer the other question, if you wanted to

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push it off because of whatever discussions might be necessary, you can certainly move it to the June meeting.

Mark:

I think Michelle was already nominated as of last meeting. For board president.

George:

I think, actually, you would renominate. It wasn't really nominated. It was really the report of the nominating committee as I read it. And then-

Mark:

Oh, no, I actually said I nominate.

Michelle Hannigan:

No, we did nominations, yeah.

George:

But nominations. Well, I really think that was the report of the nominating committee, which normally precedes. And then you can consider them nominated as far as I'm concerned. I don't really care, but I think you would normally do that at the meeting where you actually have the vote.

Jess:

Okay.

George:

I took it more as the advanced report of the nominating committee, so that people would know who's going to be coming up.

Annemarie:

Okay. So let's just do this as an example and see what happens. Okay, at the last meeting, Michelle Hannigan was nominated to be chair slash for president of the board of trustees for GCCS. Do we have any other nominations?

Annemarie:

Without any other standing nominations, I'd like to make a motion for the election of Michelle Hannigan as chair for the '20-'21 school year for GCCS board of trustees.

Michelle B:

I'll second.

Michelle Hannigan:

All those in favor.

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All:

Aye.

Mark:

Aye.

Michelle Hannigan:

Opposed?

Michelle Hannigan:

Abstentions? Okay.

Annemarie:

Great. At the last meeting, Ann Marie West was presented as vice chair for the GCCS board of trustees. Are there any nominations besides myself?

Annemarie:

Can somebody else make this motion? Cause I feel awkward.

Michelle Hannigan:

I'll move.

Michelle B:

I'll second.

Annemarie:

Michelle?

Michelle Hannigan:

All right, yeah. My internet keeps kind of cutting in and out. So I think there was a second with Michelle, right? Okay. All those in favor?

All:

Aye.

Michelle Hannigan:

Oppo-

Michelle Hannigan:

... opposed? Abstentions? All right. Congratulations, Ann Marie.

Annemarie:

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Thank you. At the previous meeting, Kevin Sutherland was nominated to be treasurer. Are there any other nominations?

Annemarie:

All right. With that, I'd like to make a motion for the election of Kevin Sutherland as the treasurer for the GCCS board of trustees for the '20-'21 school year.

Michelle B:

I'll second.

Michelle Hannigan:

All those in favor?

Jess:

Aye.

Mark:

Aye.

George:

Aye.

All:

Aye.

Michelle Hannigan:

Opposed? Abstentions?

Annemarie:

Okay. And then you should- is it Alison who's going to be the secretary? And Elizabeth is backing her up?

Michelle Hannigan:

Uh-huh (affirmative).

Annemarie:

Okay. So Alison was nominated at the last meeting to be the secretary. Do we have any other nominations?

Annemarie:

All right. With that, I'd like to make a motion for the election of Alison Schultz as the secretary for GCCS board of trustees for the '20-'21 year.

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Michelle Hannigan:

All those in favor?

All::

Aye.

Michelle Hannigan:

Oh, sorry.

Mark:

Aye.

Michelle Hannigan:

Opposed? Abstentions? All right. Congratulations, Alison. And Elizabeth.

Michelle B:

For the minutes, I'm going to document each nominated person as abstaining from the vote, even though I didn't hear it officially as an abstention, if you were nominated for the position, I'll put you in as abstaining. Or can they vote for themselves?

George:

They can vote for themselves.

Michelle B:

Okay. Then you vote for yourself.

George:

You can vote for yourself.

Michelle Hannigan:

Yeah. I voted for me 'cause I thought that made sense. That would be kind of silly if I abstained.

Annemarie:

I voted for myself, but I didn't nominate myself, like I didn't make my own motion.

Michelle Hannigan:

Okay. So then I'm going to, I'm going to move committee assignments to June as long as everyone's all right with that. And then we need to- is there anything else? No, we need to go into executive session. So I'll make a motion to move into executive when- go ahead, Shannon.

Shannon:

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Sorry. So the first part of executive session involves the restorative practice coach position. And we have Becky who is on the interview committee and she wanted to be able to speak from her own perspective about our candidate. Is it possible for her to stay for a portion of the session and then to leave right after that?

Michelle Hannigan:

I don't think we can do that.

George:

Yes, you can.

Mark:

Yeah, no. You can invite anybody that we want to.

George:

Yeah, you can invite anybody you want into the executive session. They need to understand that what they hear, they're just confidential. That's all.

Michelle Hannigan:

Okay. And we're not going to get any into any issue with the, you know, educational governance committee. That was an issue that came up, George.

George:

No, that's not an issue here. There's not that type of issue.

Michelle Hannigan:

Just making sure. Okay. All right then.

Maggie:

So I should go?

Shannon:

Yeah. So we'll say goodbye to you, Maggie, and fill you in another time.

Maggie:

Okay.

Michelle Hannigan:

Thank you, Maggie. Have a good evening. All right. I'll make a motion to move into executive session.

Annemarie:

I second.

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Michelle Hannigan:

All those in favor.

George:

Aye.

Michelle Hannigan:

Aye.

Jess:

Aye.

Michelle Hannigan:

Oppo-

Mark:

Aye.

Michelle Hannigan:

... opposed? Abstentions? Okay. We are now in executive session. Go ahead, Shannon.

Shannon:

Okay. So we just-

Jess:

Should we also stop recording? Sorry, I just don't know.

Shannon:

Okay. We're back on the record.

Michelle Hannigan:

All right. So go ahead.

Shannon:

Well, is it me? It's me, right? So I'm not making a motion though, but-

George:

You're requesting a motion.

Shannon:

I'm requesting a motion, and can I do it as a slate or do I need to do each one?

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George:

You can probably do it as a slate. If the board doesn't have any issue with that.

Speaker 21:

Can we do them separate just for my sanity. Cause I've already blocked out, I've already blocked them out. I'm sorry.

Shannon:

No problem.

George:

It's probably better practice. I think we're all just trying to get home. Something's wrong with that.

Michelle:

George, you're so funny. George, just remind me, does the salary information go in this public record or no?

George:

It could, but it doesn't necessarily need to. I was going to suggest that you say at the salary or wage rate recommended by the school leader.

Michelle:

Okay.

Shannon:

Okay. And then it can be available upon request, I think is the idea.

George:

It is public information. Everybody's salary is always public info.

Michelle:

Okay.

Shannon:

Right. Okay. So I request for someone to make a motion to accept Kyle Kovira. I will get the spelling for you, Michelle. As our restorative practice coach for a 0.75 FTE position.

Michelle B:

I move to hire Kyle.

Annemarie:

I'll second.

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Michelle Hannigan:

All those in favor of Kyle?

Shannon:

[inaudible 00:27:19].

Ann Marie:

Aye.

Mark:

Aye.

Speaker 23:

Aye.

All:

Aye.

Michelle Hannigan:

Opposed? Abstentions? All right, motion carries. Shannon, next person.

Shannon:

Okay. Michelle, it's S K O V I R A.

Michelle B:

C I R A. Thank you.

Shannon:

V as in Victor.

Michelle B:

Oh, V.

Shannon:

Yes.

Michelle B:

V I R A. Okay.

Shannon:

I request for a motion to accept Sarah Spanno as our new classroom teacher.

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Jess:

I'll move for Sarah Spanno to be accepted as the new classroom teacher.

Michelle:

I'll second that.

Michelle Hannigan:

All right. It's been moved and seconded. All those in favor?

Ann Marie:

Aye.

All:

Aye.

Mark:

Aye.

George:

Aye.

Michelle Hannigan:

Opposed? Abstentions? Motion carries. Shannon, next.

Shannon:

Do I need to acknowledge the retirement of the other employee?

George:

No.

Michelle:

I have it in the minutes as a request for the board to authorize retention of Stacy Cicero in a time as reported position. Will that work?

Shannon:

Oh, right. Yeah. So I will- that's the next one anyway, right? So, okay. So I request that Stacy Cicero retire and move into a new 0.25 FTE hourly position as a transition coach.

Michelle Hannigan:

So moved.

Jess:

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I second.

Michelle Hannigan:

All right. To all those in favor.

Annemarie:

Aye.

Mark:

Aye.

All:

Aye.

Michelle Hannigan:

Opposed? Abstentions? Motion carries. And is that the last one I think?

Shannon:

I think that's it.

Michelle Hannigan:

Okay. All right. So I want to thank everybody for hanging in there. I know this was a super long meeting. We had a lot to cover. We will do committee assignments next month, as well as the items on the bottom. And with that, I make a motion to adjourn.

Speaker 22:

I second.

Ann Marie:

I second.

Michelle Hannigan:

All those in favor of adjournment.

Speaker 26:

Aye.

Jess:

Aye.

Shannon:

Aye.

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Mark:

Aye.

Speaker 22:

Aye.

Speaker 25:

Aye.

Speaker 23:

Aye.

Michelle Hannigan:

Opposed? Abstentions? Everybody stay safe, stay healthy.

Mark:

I'm sorry, everybody. I was so vociferous. I'm home alone, and you're the first people I've seen, like in two days.

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