

Shannon:

Here we go.

Michele:

All right, good evening, everybody. I'm going to call our meeting to order. It's Wednesday, February 10th, meeting of the Genesee Community Charter School Board of Trustees. Welcome, and Shannon is going to get us started with a greeting.

Shannon:

I'm going to need a little bit of help from Becky. She doesn't know it. In school it would be called "The Warm Wind Blows", and in school we would be in a big circle and we'd say "The warm wind blows for anyone who..." and then there would be some sort of prompt. And the people that it's true for would go into the middle of the room and switch places with other people. So the way we do it on the screen, and it really doesn't need to be the warm wind because there's no warm wind these days, it can be "The snow blows for anyone who..." and then we'll name a little prompt. So, our cameras will be off.

Shannon:

If it's true for you, your camera will go on. And so we'll see that it's true for you, and then you'll turn your camera off again and then we'll do another one. So if you are creative in the moment and you might have good prompts to share, you can certainly contribute to this greeting with me. The first thing is to have your camera off, so we'll do that. And then I'll say, "The snow blows for anyone who is a skier." Very good! So then we turn our cameras back off. I'll do another one and then happy to have others chime in on one that they've got. "The snow blows for anyone who did some sort of snow activity this past weekend." Great! Okay cameras off, does anyone else have a good one?

Michele:

I'll say one, "The snow blows for anyone who has been vaccinated for COVID-19."

Shannon:

You got one more? Okay, I'll try to think of one more. "The snow blows for anyone who's got Valentine's Day plans." Excellent, woohoo! Okay, good evening everyone. Well, turn cameras back on, get started.

Michele:

Good evening! Thank you Shannon, thank you, that was a nice greeting. All right, so we have quorum, so I'm going to go ahead and ask us to consider the minutes from the January board meeting. And just another giant shout out to Alison and Elizabeth. What a great job you guys are so thorough, everything is really spot on, really nice job on those minutes. Hopefully everyone had a chance to review them, there was quite a bit of discussion as you recall last month, about what we're going to be talking more about tonight. With that, I will entertain a motion to approve the January minutes.

Allison:

I'll make a motion.

Michele:

Allison:

George:

The date on the minute says February 10th, doesn't it normally have the January date?

Michele:

Yes. Good catch, George. I looked right at it.

George:

I get one now and then, so.

Michele:

Yeah, I looked right at it and I thought, well, that's right cause that's the date of our meeting tonight.

George:

Thanks, and see you later. I want to quit while I'm ahead.

Allison:

What's the edit?

Shannon:

Where does it say February 10th?

George:

At the top under draft meeting minutes. February 10, 2021.

Shannon:

I see January, why do I see January? Are there two minutes?

Michele:

Hang on let me look. Oh, no it says January 13th in the minutes. It does say January 13th.

Mark:

George, is your Word updating or something? Updating the date.

George:

I'm looking at the draft that I printed off this morning and the date at the top has February 10.

Shannon:

Is it full minutes? Because Allison created a draft for us to fill out.

George:

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If you have something that's right, that's fine. What I'm looking at has a February 10 date at the top, which is today I think, yeah, today.

Michele:

The one that's in the Google Drive, the Board Drive does say January, does have the appropriate date.

George:

Because that's where I printed this off for from.

Michele:

Interesting.

George:

Oh well. All right so take away my achievement, that's fine.

Michele:

There's still time, George, the night is young. We've still got time.

Allison:

What I do is, I make another version of it for tonight's meetings. I'll double check it, but I think we're good.

Michele:

Okay so Alison made a motion, need a second.

Ryan:

I'll second.

Mark:

I'll second.

Jess:

I'll second.

Michele:

All right, Ryan. All those in favor, please say aye or raise your hand. Any opposed? Abstentions? Motion carries, thank you. And we're going to turn over to Robin and Kevin for the financial report.

Robin:

Good evening, everyone.

Michele:

Good evening.

Robin:

Shannon, do you want me to share my screen again?

Shannon:

You can, but I do want to let everyone know, it's not an Excel Spreadsheet this time, it's a PDF. So it says "GCCS Budget Review February", or "Feb PDF" in the folder. Robin went that way so that we wouldn't have the errors that we were having before

Robin:

So I can share my screen now.

Shannon:

Oh right, but I have to let you don't I? Hold on one second.

Robin:

No I think it's okay. I got a green share button?

Shannon:

Okay, go ahead.

Robin:

Let me try Shannon, okay?

Shannon:

Yep.

Robin:

Let's see here, okay got a lot going on here lets see. This one, here. There we go, this is it guys, all right. Can everybody see it okay?

Shannon:

It's not in yet, but it's -

Michele:

It's probably loading. There we go. Oh, that's...

Robin:

Nope, it's not working. Hold on, that it? Hold on... We always seem to have technical difficulties, don't we? What do I do? Here we go. There we go. I think this is good. Is this good now, guys?

Michele:

That's the spreadsheet.

Robin:

Okay. This is usually where I start. I think that was one of the things that I didn't make the balance sheet a PDF, but I can bring that up, it's not a problem. You usually start with this sheet right here. So let's start here.

Michele:

I'm sorry, Robin, can you make it bigger please?

Robin:

Yes, I actually can.

Michele:

Otherwise, everyone's going to see the closeup of my face and you know, come on, we don't need that.

Robin:

Is that better, Michele? Or do you want it bigger?

Michele:

That's good.

Robin:

Are you sure?. Okay.

Michele:

Yep, thanks.

Robin:

So our revenue piece that's new from the last time that I did this budget review, we did get some grant... We don't actually have the money in yet, but this particular money here is to pay for some of our COVID expenditures, ESSER funds. I think they're probably going to hit the bank statement this month. They may have already, but I did book the [inaudible 00:08:47] because we have pretty much spent the money. So I wanted to make sure that we showed that our bottom line was going to absorb by the grant money for those expenditures, which we'll discuss a little bit here. The title expenditures as well. Those are going to increase month over month as we incur more expenditures for those programs. Our food service program is again, it's pretty much the same as it's been because of COVID and the school closure. Our parents aren't paying for a lot of lunches or breakfast because the school has been hybrid or closed, food service expenses lower as a result of that. And our state and local money as well is not as high as it was because of the closures. Any questions on the food service program at this point? No? Okay.

Michele:

No.

Robin:

And as you can all guess the field studies would be the same rhyme and reason for why we really don't have any is because of the COVID closure and hybrid. We don't have a set site seminar this year. Our administrative expenditures are pretty much spot on. The benefits is pretty much leveling out. It was a little bit higher that we always have in that particular category. There is some timing issues in there as well. Our instructional piece, there's nothing new to report on these particular, in this area. We do have a teacher that's out for the rest of the year and a long-term sub. I think last time we still had been paying her a little bit and the long-term sub as well, but now she's not been paid for this particular month of January at all. Professional development we had said was going to be lower, but the stipends were higher.

Robin:

It's nothing new to report for those of you that might not have had attended a prior meeting, I was going to report on that. Any questions so far? No, okay. As our supplies usually level out as the year goes on. They're usually a little bit front-loaded, but now we're six months into the fiscal year. So that's going to balance out now. Our technology is right where it's supposed to be at this particular point in time. And this \$47,580 are those expenditures that I was referring to that are offset by some of our ESSER funds that are coming in.

Robin:

We have a little bit more detail of that over here on the overview that we'll get to in a minute. And I'll go on to operations. There's really nothing new to report there from the last budget review. Obviously our COVID expenditures, we knew we were under our budget on that, but we've been reporting that way month over month. Hasn't been anything new with this budget review, as of end of January. The business services is pretty much the same and we had some annual expenditures that were just not that significant. So I didn't bother to amortize them out over the rest of the year. There wasn't any new business services that are driving that small areas there.

Robin:

So if we're looking at our total grand total [inaudible 00:12:04] expenditures of [inaudible 00:12:07] \$1,386,000 we're at \$1,384,00. We're still in the black significantly. My internet connection just came up unstable, so if I lose you guys I will reconnect. We have Kevin, I don't know if he wants to chime in on that. He was recommending that we put in what our depreciation would be, even though we usually don't book that at until year end. So I just estimated what the depreciation could be at six months into the year to give a little bit of a better benchmark of where we were last year at this time, where we came in at [inaudible 00:12:46] year.

Robin:

So that's what that particular figure is, but we're in the black at \$202,002.82, and if we included what are possible depreciation would be at this junction, we would bring it down to about \$136. But we don't know exactly what our depreciation is going to be, that's based on just what we have now. We're not really probably going to add too much to our balance sheet for fixed assets, because we've increased our capital threshold to \$5,000 for items, so we're not going to have a lot probably going into that. So this could be a very, very good estimate that I've come up with for... This was done at January 31st, or December 31st, rather.

Robin:

So if we're looking at last year at this particular time through December, which is what column L is, that's really where I like to look to see what our differences are. And we're not really noticing too many differences. What's driving a little bit higher bottom line is primarily some of the ESSER money for the revenue piece is why we have a little bit more of just the \$38. So that's pretty much what's driving that being a little bit higher.

Shannon:

Robin, can I just interject?

Robin:

Yeah.

Shannon:

And we haven't talked about this as a finance committee officially, but we do qualify for more CSP funding. That would be... it's CARES money basically. And it's meant to reimburse for July 1st to September 30th. And that was the time when we were having most of our COVID expenses. And so the CARES funding offset our Chromebook purchases and a little bit of our restorative practice coach to support students and families coming back into in-person learning. But it didn't cover those COVID expenses that you see in line 48, that \$14,000. And we qualify for \$32,000 just over actually. So I'm working quickly to try to get an application filled out for that so that we can hopefully have reimbursement for most of those expenses, which just puts us in even a better spot.

Robin:

Right.

Michele:

Shannon, is that reimbursement tied to those particular months? Only? Exclusively?

Shannon:

Yes, it's only those months exclusively. And it's meant mostly to support remote learning. And we were in hybrid, but a lot of the purchases were remote related purchases, like iPad stands and cases for Chromebooks and iPad cases and air purifiers even are okay. And one of the things they mentioned too, is professional development regarding remote learning. And there were several days in August that I think we can allocate to that. So, yeah.

Michele:

Great.

Shannon:

So hopefully we'll be able to get a bit more revenue there with that money.

Robin:

Once you absolutely have the approval on that, Shannon, I can immediately put that in as a receivable and then we can show that as part of our grant income.

Shannon:

Okay.

Robin:

So, if you know the exact figure, I can put that in. Okay?

Shannon:

Yeah, I'll talk with you probably tomorrow about it. I'll share with you.

Robin:

Okay, all right. Great, Shannon. I'm going to stop the share for a second because I need to bring up the balance sheet. Just hold on a second here. Hold on just one second guys, I'm sorry. Okay, I got it, hold on guys. So here's our balance sheet as of December 31st. We have our cash on hand, we have our restricted, which is our dissolution account, we have our investments that we keep as of June 30th and I'll share with you how it's changed since the end of our fiscal year. Our little cash reserves that we just keep, our accounts receivables a little bit higher at this particular point in time than last year at this time we just had some slower pays for a couple of out of districts outside of our CSD, but we sent out statements and I'm sure that there's not any problems, we'll be receiving that money, I think it was just a timing issue in that district office of payment.

Robin:

Our prepaid expenses are primarily some of our traditional insurance and some of the leasehold improvement types of expenditures. There's nothing new there to report. Same thing with our fixed assets, we haven't added any fixed assets that we're over that threshold at 5,000 per item. We have our current liabilities, which is primarily just our summer spread payroll for our instructional staff and our New York State Teacher's Retirement and New York State Local Retirement that is paid at different times. The New York State is with paid always in the fall of of the following year after the fiscal year. And then this is the piece that the employees that are not tenured still have to make towards their, we [inaudible 00:18:48] this from payroll.

Robin:

Our unearned revenue was just some of our districts paid ahead of their January bill, so that's what is being reflected there. So our investments, this was what the investments were at the end of June 30th. This is what they were at the end of December. So we still are seeing a gain on our investments. Any questions with the balance sheet? The very healthy balance sheet. This is what's really important. You hardly see any liabilities. These liabilities are always paid. It's a very healthy cashflow. It's a good balance sheet in my opinion. Any other questions there?

Michele:

Looks good.

Robin:

Okay. These were our notes. Is this still a big enough for you, Michele? Still okay?

Michele:

Am I the only one who needs it bigger? I mean...

Robin:

No, I'm sure you're not, but you're the one that needs [inaudible 00:19:46].

Michele:

I'm the only brave enough one to say it.

Tasha:

You're not the only one.

Michele:

Okay, thank you, Tasha. Yeah, it's good. Thanks, Robin.

Robin:

Okay, so the upper part of this is just the recap to just give you a total of what our budget is, where we're coming in, what we were totaled last year, just to kind of make it a little bit more, if you just want to see the final numbers of concern. And then we had, because we felt that we had some interest in some of our expenditures for the COVID CARES and ESSER, we kind of put a little bit more detail on what exactly we were purchasing with these funds to date as of December 31st. So I just took what we had and kind of make categories out of, that I thought would be of interest to the board, but I definitely can expand on it or provide a more detailed itemized report. Just a click of a button. But this is what I put together just for right now. Any questions on that?

Michele:

Nope, looks good.

Robin:

Well, that's all I have.

Michele:

Well, all right then. It sure makes finance part go easy when the balance sheet is healthy.

Robin:

That's right, it does.

Michele:

Yeah, thank you, Robin. Kevin, anything to add before we move on? I'll take that as a no, Kevin. Unless you're muted or maybe stepped away for a second. Thank you very much, Robin. Any, any last questions for Robin before we let her get on with the rest of her evening? Anybody? Okay. Thank you, Robin.

Robin:

Great!

Michele:

All right. Committee, going on to committee updates, advocacy, Jessica?

Jessica:

We are now calling Advocacy, "Community Engagement Committee", Allison.

Michele:

Yay!

Jessica:

Woo! And we had our first official meeting as I think I've mentioned, Chris, Tasha, Shannon and myself and Deb have been meeting all year, but we launched our first meeting last week and we had quite a great attendance. We personally invited, I don't know, Shannon, maybe like 10, 15 different people and maybe we've got about, seven plus the four of us. So it was a nice showing. We're really excited. We're working on placing roles right now, and certain goals that we'd like to achieve. So all is well with the Community Engagement Committee.

Michele:

Excellent, thanks. Very exciting to have that. I think that's a great name, for where we got to go next, community engagement. Okay Nolica, Code of Conduct update.

Nolica:

So... we were so ambitious. We thought it would be all done by tonight and ready to be delivered. You know, we were just really ambitious, but not so much the case, but that is for a good reason. We've really taken it and looked at different categories or levels of offenses. And we're kind of on level six, which is the last one, but what we want to make sure, which has taken a little longer, is making sure that we have restorative practices running through all levels. And then really looking at the kind of language we use so that when anyone looks at this, they can see alternatives for disciplinary action, as opposed to just straight "Hey, suspension" or you know, out of school. And the other thing is we really want to honor our teachers in this process. So many things are teacher managed behavior or teacher managed behavior with support.

Nolica:

And we wanted to make sure that the teachers were the first people to kind of deescalate and find out what's going on as opposed to going straight to the administrator. So, to say all of that, hopefully by the next meeting, we'll have a finished product, but we're very, very close to it. I'm actually very, very, very excited about it, I think we did a great job. And I think at this point we're kind of playing with the, "well, what if this?" and "what if that?" just to make sure that we're capturing all aspects of it and kind of falling on past scenarios or things that we individually experienced to make sure that the code of conduct will capture those kind of outliers in appropriate kind of ways. So that's the update for now, but once again -

Michele:

So exciting, yeah!

Nolica:

It is.

Michele:

I mean, does everybody remember how sixth grade came to us and really gave us all this, kind of a told us we had to go do something different. And so this is very exciting.

Nolica:

It is. And we were lucky enough to incorporate a lot of their thoughts around how things should be handled and looking at different grade levels and, building consistency that way, but also incorporating equity.

Michele:

Yes, this really great.

Shannon:

If you don't mind Nolica, I'm just going to also interject that the other big thing that we're trying to do is, we're realizing that there's a lot of different pieces of paper that have to do with our discipline and Code of Conduct. There's our Caring Community Commitment Plan, there's our discipline policy, there's this Code of Conduct that really kind of identifies levels of intervention and whatnot. So we're trying to find a way to bring all of those pieces together so that it doesn't get sort of lost in the mix. So that's also what's taking us a bit longer, is that merger

Michele:

It'll be well worth it because you're going to have, what do we talk about? Quality work, high quality work. That's a big part of who we are with EL]. So, it certainly sounds like what we're going to be seeing is high quality work from the team. So, thank you everybody great. Annemarie, I think is on. Annemarie, do you want to talk about the open board position from nominating?

Annemarie:

Yes, so we have one open board position, Shannon correct me if I'm wrong, it is Cheryl who we are losing, unfortunately. So we will have an open board position with her slot. So again, if you know anyone or have anybody in mind, please send it our way. Oh, and I think there might be two then, because there's Ivelisse -

Shannon:

Yeah, Ivelisse

Annemarie:

Yeah, so we're losing... Yeah I have it written down. This makes me so sad, you guys, I'm sorry if you can hear my turn signal, I'm totally driving and being irresponsible. But we are losing Ivelisse as well. And so, I think from my perspective, and Shannon, again, I don't want to speak for you, but we would like somebody who has the kind of engagement that Ivelisse had, she was from Ibero and represented that community. If there's anybody that you know that could be strong in terms of community engagement

with our Latino population, I would absolutely love to hear from you. And Shannon, if you have anything to add please go ahead.

Shannon:

I just want to share that Ivelisse was really sad about this and it didn't sound like it was totally her decision. There was a quick move that had to happen. And I don't really know a whole lot more, but she's unable to continue serving and she wanted to follow back up with me when things got a little bit more settled. So, she just wanted to pass along how much she's really enjoyed working with us, and this was not something she had expected to happen.

Annemarie:

Yeah, this is a loss in my mind, [inaudible 00:28:13] two open positions.

Shannon:

Yes.

Michele:

Yeah, I would agree. I think if there's any way, I know I think we talked about this a little bit in the prep call, but I don't know if Ivelisse is able to give some options for anybody else, maybe at Ibero who might be a good candidate. Shannon, I don't know if you guys had that conversation.

Shannon:

She wasn't in a -

Michele:

In a place, right.

Shannon:

In a place to be able to share that then, and I haven't heard from her yet. So, I plan to ask her in hopes that she'll be at a better spot to be able to offer some recommendations.

Michele:

All right. Any questions or suggestions? Anything else for nominating for Annemarie? Anybody have any ideas right now that come to mind?

Annemarie:

I have nothing else to say.

Michele:

Okay. Anything that comes to mind, definitely pass that along. So Shannon, skipping down to safety, there's no updates from personnel. We did that last month, with the handbook. Safety?

Shannon:

Okay, so safety. I wanted to share that the personnel committee and I got together to talk about a statement that we wanted to put out to staff about vaccinations. It was an advisement at a charter leader meeting that no matter what we say, we just need to say something about vaccinations and what our school sort of believes for staff to be vaccinated. So the statement is in the board folder, but essentially it says that we highly encourage staff to be vaccinated, but are not requiring that vaccination. And that we are more than willing to support staff if they need a recovery day after the vaccination, as we have heard sometimes the first dose or the second, depending on if it's Pfizer or Moderna can cause some side effects where you can get a fever or whatnot.

Shannon:

So we wanted to be able to support staff if they were out and let them know that they wouldn't be losing an absence day due to that. So that's pretty much what it says, but you're welcome to give it a read. And it did go out to staff and it seems to be well received. And many, many staff have already been vaccinated at least with their first dose. So things are looking pretty good there.

Michele:

That's great, I was going to ask you Shannon, how many people have been vaccinated who wanted to be vaccinated?

Shannon:

Yes. I don't have the number because I didn't feel like it was right for me to require people to tell me, but I have a pretty strong idea that there's most staff that are either vaccinated or have appointments to be vaccinated.

Michele:

Great. Okay, any questions for Shannon about that? Other discussion? Okay, thank you. And Traci, diversity.

Shannon:

Traci is not here.

Michele:

Oh, Traci is not on, right. But did we get an update? I think...

Jessica:

I can update, or Tasha probably can. So we met, tomorrow night's another meeting, but since the last meeting we had, Kyle, and Erika Dooley, and Traci put together this really great Excel workbook to have us all help with ideas for teachers for curriculum. We want this to be really helpful, not a hindrance, not something extra on their plates. So we have a whole suggestion according to their curriculum, like ideas. Like if you have ideas about Black inventors, or anything that goes along with -

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Jessica:

... about black inventors or anything that goes along with the curriculum, we've all put it in a workbook and Eric is going to work on that next week during February break when there's Professional Development. So that's where we're at and then I'm not sure what the agenda is for tomorrow, but I just know that's where we are now.

Michele:

Great. Thanks, Jess. Appreciate that update on Tracy's behalf. Okay. So now the big chunk of our discussion is going to be talking about the Replication Update, lots of information there. And so we'll turn it right over to Shannon.

Shannon:

Actually, I think I got number seven, which I haven't done yet, which is [crosstalk 00:32:39]

Michele:

Oh, you do got number seven, look at that.

Shannon:

So that's the first big chunk, but it might not be 20 minutes. We'll see.

Elizabeth:

Thank you.

Shannon:

So the first update is Student Led Conferences. I'm going to start there and really it's just anecdotal update and I'd love Maggie or Becki to chime in too. Today was day one of remote Student Led Conferences, first ever all through Zoom. I had my own children participate today and it was just as magical, I have to say, as it usually is in-person. My kids were very well prepared. We did set it up in a way to give teachers a bit of permission to not feel like it's as high stakes, that it could be more of an interview style where it's more conversational. In my situation with my kids, they had a PowerPoint and pictures to share and work to demonstrate, so it felt very similar to what it was in any other year. So that's what I have to share about SLCs. Maggie, Becki or Tasha or Jessie, if you also have anything, if you've had yours yet.

Becki:

Well, we had most of our kids sign up for today. So from 10 to five, we were nonstop with Student Led Conferences and it was magical. I felt like every child afterwards, I was like, Oh, I should've videoed that one, they were great. And I definitely liked the interview format. I actually think that I would like to continue doing that even when things are normal, because I think it helped kids. It pushed them farther to talk more. So they would say something and then the teacher would interject with a question and I just felt like it was more of a conversation, which was great. I also felt like my co-teacher and I, we really would love to do Student Conferences more than once a year. And I think if we were able to utilize Zoom as a format, I think we could do that. And it was a really good format.

Becki:

So maybe like there's one live every year in person, but we do it a couple more times over Zoom and maybe involve the teaching assistant too, so that we can do them all in one day instead of two days. But I thought it was great. I agree Shannon, and yeah, so those were my feedback. That's my feedback. Go for it, Maggie.

Maggie:

Well, first grade experience is a little different, mostly because preparing young kids to do their Student Led Conferences always feels a little bit different. We think about preparing them to get all the way to fourth and fifth grade and be able to feel comfortable and prepared when those times come. And the Student Led Conferences today were sweet and we really appreciated the lowering of the preparation stakes, if you will. Preparing the students in a combination of remote and in-person was tricky and so being able to just have them practice answering questions, I think was really helpful for trying to prepare them in this way. And they're quicker and first graders, you see more of their personalities coming through and how elaborate their answers are or how comfortable they are with talking at all. And as a teacher, I really enjoyed watching them be in a more casual setting with their families, because I think that that did make it less stressful for many of them

Shannon:

Jess, you want share?

Jessica:

I'll share. So I have to give kudos to Maggie and Keri. Oh my gosh. So I have a first grader who was very, very, very nervous, like under her desk at home, very nervous. Yesterday when we were prepping and started crying and I couldn't get her in her chair. And Maggie was great and she chatted with me and she's like, "I can stay on for 15 minutes longer for her, no problem." So she was very in the moment and the first graders, the teachers allowed them to interview their stuffies. So they got to bring a stuffy and chatted their stuffy, it was really cute. And Lucy still would not talk, which is very rare for her. She's usually a very poised little girl but she just was not having it. So then she met with Carrie in the afternoon and by then she wore off her jitters and she had a great conversation with Carrie.

Jessica:

And then this morning she wanted to go get dressed up. So she put on a party dress and had a whole... She was ready to go. And she came up with the idea to have her brother interview her, who's in third grade rather than the teacher because it was going to make her nervous to have mom, dad or the teacher interview her. So she had her brother do it. So it was a really community based thing and I got to see the teachers at their best. I got to see my daughter and I got to see my son. So it was amazing. So thank you all. It was great.

Michele:

That is so awesome to hear this. This is so great. Student Led Conferences are such a big deal for kids and families and to hear all this success in the Zoom, that's just kudos to you guys.

Becki:

Another thing we did yesterday, which was fun. We had the kids who are home in Cohort B zoom in and we put them with a partner who was in school and they had to do their Student Led Conferences for

each other over Zoom. And it was really interesting because they all had their headphones on and they were talking out loud, but because they all had headphones on, they couldn't hear. So we're hearing all these people saying "Welcome to my Student Led Conference. The biggest thing that I've..." The whole class was doing it and Jeremiah and I could hear them all, they just couldn't hear each other. It was really interesting.

Shannon:

Tasha, is Isabelle done yet?

Tasha:

Yeah. Isabelle went today. She did a really good job. She was very professional. For her, the technology part was the most difficult during home learning. So she just talked about how she got used to navigating screens and answering emails and she gave us a little PowerPoint presentation and read a poem because they're studying metaphors and poetry. And yeah, it was great. She was a rockstar.

Shannon:

Awesome. All right. So there's this SLC update and now I want to jump into a Hybrid update and I prepared the quickest of PowerPoints for you, just something to give you a sense of our journey and a little hot off the press information. So, okay. So first, Our Journey. So I just wanted to remind you that the Reopening task force had three scenarios in mind when we were first opening this year. We had the scenario one which is full in-person. Scenario two, which was the Hybrid version and then scenario three, which is Completely Remote. And we have lived two of the three so far. We lived Hybrid in the Fall, and that was all the way from September 2nd to November 30th. And it was just about 18% that chose fully remote for that time. In the winter, we went remote for those two months from November through the end of January and we just came back into Hybrid and we plan to stay that way through March 13th. And now that we are back in Hybrid, we have about 14% Fully Remote.

Shannon:

That percentage went actually from 18 to 14. It's ebbing and flowing in these first couple of weeks. We had several families say that they wanted to be remote because of quarantine or they were waiting for one family member to get vaccinated and then they were going to immediately move into Hybrid. So we do have more children in the building and some children who have been remote all the way through, and this is their first time back, which is really exciting and a bit anxious for those kids. But they also, I think have been really, really excited to see friends and be back in the building. So between the Reopening task force and then Lisa and I, we have been talking a lot about the possibility of exploring scenario one, which is Full In-person Learning starting March 15th through June 23rd.

Shannon:

So the whole Spring Expedition. And we wanted to take this decision in some cases off of the staff's plate, because we were, number one, pretty certain that the staff was pretty split about this. But second of all, there was a lot of operational things we needed to make sure could be possible for an idea of full in person learning. So I'm going to quick skip for one second and move to this slide.

Shannon:

In the Instructional Commitment Family Survey, so the one where we said, are you coming back into Hybrid or are you going to stay remote? So in January we sent out that survey, there was this final question and it's a little bit cut off, but it's saying, If GCCS is able to bring all students back five days a week safely in the spring, would you be interested?

Shannon:

And then that little asterisk just says something like, "We're just checking interest, this is not a commitment." And so you can see that 79% of families said, "Yes, definitely interested." And then this section, 15% were saying, "We're not sure," and then this made up about five responses that said, "No, we're not interested." So for me, it was pretty clear that this is something we should really explore. So we went back into the idea of the things that we needed answered, and it always comes back to transportation and it comes back to food and it comes back to space. So with transportation, we were actually surprised to hear that would not be an issue. RCSD said, no problem. We can accommodate everyone coming back to full in-person learning. The space, I think we talked about last time maybe, we had been talking with our facilities director and the preschool director and the president of the museum. And they said that we can get any space that we need and there won't be an additional financial commitment, which was really important for us.

Shannon:

So then it was just a matter of figuring out what spaces would work. And then the Food Service thing, I think Julia would be more than happy, I know she would be, to be able to serve more so that isn't really an issue. It's just more of some logistical things of making sure that we can get meals set up into really split classrooms. So I'm going to pause on the Full In-person, but I do want to say that it feels very definite that we should go into In-person and the Reopening task force is behind that decision. I think this is the night that we need to make that final decision that, that is the plan, but there's some additional things that I want to explain to you.

Shannon:

This is hard to see and I'm sorry about that. Maybe if I present for just a second, you'll see it a little bit better. This is the schedule that we are using right now. It's the Arts Schedule and to interpret it, the big change we made for Hybrid now versus back in the fall is that we're having the Arts teachers teach just the remote students in the morning and they're doing it as a multi-age loop. So anyone who's remote in kindergarten and first grade are going to get Art on Monday. And then anyone who's remote, second, third gets PE and so on fourth, fifth gets Music. It's only a half an hour, but what we have found is that Zoom instruction can be very direct and actually more powerful in that face-to-face time. So we still felt like that was going to be something that would work well for those students.

Shannon:

So the remote is across the top here. And then the Arts team starts to move into their instruction during the day and they're 45 minute blocks, which is less than normal, but they felt like they really needed extra time in between to be able to support transitions, getting the next class out, doing any cleaning or getting materials prepped to push into the next classroom. Our music teacher and our art teacher are both using carts to push into classrooms right now and PE is happening in the auditorium. So it's nice and spacious right now. This is their lunchtime. Anyway, I just wanted to show that schedule to you and then say that we are pretty certain that a schedule pretty much just like this is going to be able to stay, even if we move into full in-person learning because the arts team can then just teach one of the

cohorts. The other cohort would get their PE time or something on the other day or vice versa, if that makes sense. I'll pause if there's any questions before I go into the next slides.

Shannon:

Okay. Now I have to see... Okay, so I'm back to the family slide. So families were definitely interested, but this is the staff. This is where the staff is. As far as In-person learning goes. I did say to the staff that I felt very strongly that we needed to respond to families and their needs. Now that we knew that all of the operational pieces could happen and we know that In-person learning is more effective, we really need to make this decision to have everyone come back that's able to. And I wanted to get a pulse though, as far as where the staff is, on their feelings. So I'm just going to describe this a little bit. This blue and this purple is as you can see about half, are supportive or so supportive that they're ready to share some ideas as far as how to make this work.

Shannon:

So that about half the staff is there. This one is, I'm supportive of that decision, but still have some concerns or reservations. And then this one is, I'm still processing, not sure. This 11% is, I am not comfortable with this decision, but can come to terms with it. And this is one person who's not feeling comfortable at all and needs to share their reasons with me. And actually I know who that person is and I had a great conversation with them last night, and I will continue to have conversations with that person so that they're feeling like they can come to terms with it. So I was expecting something like this. It was definitely feeling from staff conversations, that they were pretty divided on how they were feeling about this. But one of the things that I think may help them is to think about not being back five days, but be back four days, so that on Wednesdays, they can have more planning time and more touch points with their co-teacher, where they won't have that when they are split into two different rooms.

Shannon:

So the next slide here is what's your preference.

Nolica:

All right, Shannon.

Shannon:

Yep. Go ahead [crosstalk 00:49:08]

Nolica:

Can I just ask a quick question about that. Did they say what their apprehensions were? So the 3%?

Shannon:

Yeah, I have to stop sharing, but I can go back to some of those apprehensions or at least questions. And next week the timing just was flip-flopped here. But next week we have three days of staff development together. We're spending a good chunk of time expedition planning, but of course this has to be part of the conversation because we would be In-person during that expedition. So we're building, actually some circles, a circle each morning to first address how we want to be together again as a staff. Well, and I can get into that in a minute, but just spending some time re grounding in our staff culture. So that's the first circle on the first day. The second one is really identifying our fears and having a chance

to... And this is [Kyle's 00:50:09] brilliance, hold someone else's fear for them. So read it aloud, write it, and be able to share that. And then in our most beautiful artistic way, figure out how we can support that fear and help heal from that. Within that we'll be able to address some of the questions that they have.

Shannon:

And then the final circle will be a whole group again, continuing on with how we're going to move forward, but then also have some opportunities for small staff crews to come together and debrief and be part of that. So I think that'll help. We just haven't had a whole lot of time to really talk through this because a lot of the time that we had in January was dedicated to Hybrid. So that's [crosstalk 00:51:00].

Nolica:

Okay, go ahead.

Becki:

No, no, go ahead. I'm sorry.

Nolica:

I was just going to ask and as a boarder school, should we think about some teachers who are just really can't do it? Like what if they're really unable or unwilling to return? Is there like a contingency plan for them or is it... Because it seems as though we're going to move forward with In-person at some point. So what's the contingency plan for those teachers?

Shannon:

So with the person that wrote... Let's see if I can go back. With this person who is in blue here, that person, I was actually surprised that they answered this way because last night, the conversation did not seem that they were unwilling to be part of this. They just needed more processing time with me and really wanted to be able to share their own emotions and fears around this, that person shared that their fear was more of the loss of their teammate. And when they feel like... And co-teaching, which I completely understand, they're able to tap in, tap out scenario where one can be one-on-one with students and checking in and making sure they're okay and then the other can be direct teaching and vice versa. They're very concerned that they're going to lose that and I understand that. I think it's something that as a staff, we should certainly talk about and figure out other ways that we can make sure that we're supporting our students so that they still get that one-on-one check-in time.

Shannon:

So I'd say that and then, I don't know. I guess there could be possibilities of talking about if we have enough remote learners, which I'm not certain we're going to, but if we have enough, maybe there's a way for them to be with that remote group, even if it's multi-age, but I'm not positive that's going to be possible if we don't have very many.

Becki:

Shannon I was just going to say that to me, this graph is very positive. I know that it looks like many colors, but if you think about it, 75% of the staff is really supportive of the decision. They just are supportive in different terms, but it's not like they're not supportive. And even the yellow is just not sure

how they feel. So it just feels like, it seems to be just a few people who are in that red and blue, the dark blue, right? Like the red seems like it might just be like three people. Is that three or four?

Shannon:

That's three. Yeah.

Becki:

So to me, this seems really positive. Just based on how I've heard staff talk, I would've thought it would have been more all over the place. So I feel like that this is positive that 75% of the staff is supportive.

Shannon:

Mm-hmm (affirmative) Yeah. It definitely tells me though, that we're at, this is going to be time well spent next week and then the following weeks to make sure that everyone is feeling like they're ready for this big change when it comes to splitting.

Tasha:

Shannon, I have a question.

Shannon:

Yes, sure.

Tasha:

Do the numbers coincide with the number of staff that received the vaccination? Because that might be the hesitation or...

Shannon:

I've had some individual conversations who are in the red and blue there. And to me, it did not seem like it was so much about COVID. It was more about, "Why are you doing this to us one more time and splitting us up when our security blanket is having our co-teacher and our TA?" So I think it's more of that apprehension and we're going to have to turn some spaces into classrooms that were not typically used as classrooms, so I think there's some apprehension around that too. So we're trying to help... First of all, many of the classes, one of their spaces is their home based classroom. So we're trying to at least keep some level of normalcy so that materials and things can be in that one space. And then it's almost like they have an additional classroom that's in a sense, like a breakout space that isn't true for every class, but it's true for most. So anyway, so that's the deal there. Somebody else was going to say something, I don't know if I should stop sharing or not. Can I just [crosstalk 00:55:50]

Nolica:

After the meeting next week, I was just curious if the numbers would fall enough, like maybe you have two teachers or whatnot and would there be the possibility of accommodations for them? And it sounds like that would be dependent on the number of students that are remote.

Shannon:

I think so. And I've said that all along to teachers, that if we had a situation where a class had half remote or two thirds remote or something like that, it feels like, yes, it's absolutely justifiable to have one teacher completely focused on the remote learners and one focused on the In-person and then there wouldn't be splitting up at all because you would just have the In-person in all five days. But our school has not followed well, our CSD. It seems that a majority of families from the beginning have wanted to have school five days a week. And we have said that we haven't been able to accommodate that. And in turn, as I shared with staff last week, we've lost several families mid-year this year more than we ever have and it's been specifically because they happen to have a privilege of being able to be in a different situation where they would be able to have four or five days a week.

Shannon:

And so it makes me feel even more compelled to want to make this work for our families and for our staff too. Of course, I don't want to throw them into the wolves. I want us to support this process, but it feels like we need to respond to these families that need this.

Shannon:

So this is the last one I just wanted to share it. It's a pretty clear graph that staff would much more prefer four days over five, which was my gut feeling. But it makes me feel better knowing that this is true that they're feeling this way. So my recommendation is that we go with our full In-person plan, scenario one, but we are four days a week. And then on Wednesdays, there will be some level of instruction, but mostly independent so that the majority of the day can be dedicated to staff having that time for touching base, for planning and for our staff development. So I think [crosstalk 00:58:26]

Jessica:

And I just have two things. One I'm fully onboard with the four days. We definitely as the family of family that's remote, we're definitely considering that. But I would like not just the staff, I mean, of course the staff on Wednesdays, but could we also make sure we're cleaning on Wednesdays, like doing the big cleaning like we've been doing. Because, I feel that's super important to me, if we're going to have all... Even if they're in separate rooms, there's still a lot of bodies in a building. And then can you go into a little bit more about the spacing? I think as a parent, I've heard from a few parents, we're all nervous about that. How you're going to figure that out?

Shannon:

So I don't know if I've got them all in my head. I have them in my backpack, but I can try. At this moment, our plan is to have the big shifts, are sixth grade. Sixth grade would take over two rooms that are in the museum. They're side-by-side rooms and they're towards the front of the building where there's a bathroom nearby and they're actual classrooms. So they're already set up in a way that that feels like it's going to work. So sixth grade would be the only grade that would be off and away from us, which felt like the best class to be able to handle that kind of a situation. So I'll try to work down. Fifth grade is going to be in their room and then they'll spill over into the sixth grade room. So that'll be the second room for them.

Shannon:

Fourth grade is going to be in their room and then the PE studio, we were going to make it into a classroom by putting something down on the floor, whether it's carpet or something else to protect the floor, and then we'll have desks in there. So the other students will be in that room and that does have a

projector and a board and whatnot. So it's set up that way. And in both fourth and fifth, they'll use their own classroom bathrooms. So they want to have a bathroom in those rooms, but they can just head right to their classrooms, which are right there. So that's the upstairs. Third grade is the other big move. It would be the entire class going to the auditorium. So they wouldn't be split into two rooms. They would just be spaced out in the auditorium and thank goodness for Teresa Fitzpatrick, who has all sorts of ideas already as to how she might be able to configure this space, to make it look like a classroom and feel more homey, but they're feeling pretty good about that decision.

Shannon:

That frees up third grade, that classroom. So first grade is going to be between that third grade and first grade. So they're going to be right next door to each other, which we wanted to happen. So second and kindergarten were the two that we wanted to try to tweak with. And we actually offered second, a couple options and they chose the option that I'm going to share. So second grade is in their classroom and then the other room is the ballroom. We offered the option of the art room, but they were concerned about space, which is understandable. It's a smaller room. So they're choosing the ballroom. And then kindergarten is going to be in their own classroom, then we're going to give them the lobby space. I think kindergarten is most concerned because they're worried about little bodies and lots of room. So we're thinking about dividers, but they're also thinking about particular children that would be better suited to be in the classroom and others that would be better suited and be okay in the lobby. So they're already thinking about who might switch and how

Jessica:

So then the bathrooms, the lobby would be the kindergartners. So the shared bathrooms would be third graders, the ballroom and the lobby would all share that one bathroom.

Shannon:

Yeah. It's a three stall bathroom. Yeah. So that's something that we're thinking about of what else we could do for hand-washing purposes, especially, but then we're thinking about that. But we also wanted to have primary learners together because we thought for sure, people like Jean and Erica Dooley can all be centralized in that area to help support. The other thing I wanted to say is that we really feel strongly that we should hire three TES subs for kindergarten through second grade, so that there's two adults with each space. And it does not feel like a huge financial lift for that for three months and in the end will be a benefit. A benefit overall for those younger grades. I'll pause and let more questions come.

Becki:

Shannon, I have a question. I was one of the staff members who voted for four days. I couldn't decide between what I wanted to vote for, but I was thinking at first, just because we're really losing all our planning time in a week because we have two different cohorts that I felt like Wednesdays, we needed that time at first, but I could also see starting in May or June, maybe even late May or middle of May trying to do five days. And I just wondered if that was an option to move into five days before the end of the year, or if this is definitely through the end of June?

Shannon:

I'm not sure...

Shannon:

I'm not sure. And I think, either we as a board can talk about it, the opening taskforce can talk about it, or the staff can talk about that. Some of the feedback that I'm hearing from some of the apprehensive ones are that they just don't want to any other change after this. Just make the change and that's it. So I think we should talk it out and weigh those possibilities. I'm open to it. But I think we should make sure that others are as well before we make that kind of decision.

Becki:

Well, and I think if they lift some of the restrictions.

Shannon:

Yeah.

Becki:

It might end up that we could all be back together. Who knows?

Shannon:

Who knows. It's hard to say. That would be nice. That'd be really nice.

Allison:

I have a suggestion for the hand washing thing; you can get portable hand washing stations.

Shannon:

We were thinking about that.

Allison:

So, I mean, it costs money, it does. But it's not an insane amount of money, and I imagine would be useful in the future.

Shannon:

Yeah, the thing that is on our minds right now is what kind of furniture we're going to need to make this work. And hand washing stations is one of those things too. Where we don't want to purchase a whole bunch of stuff, and then not know what to do with it. So right now we're looking into the possibility of getting something on loan from a school that isn't in-person, or has less in-person, or something that can have a new purpose after we get it. Actually I'm right now on a TV tray kind of thing. So if there's something that's like a sturdier version of this that we could use. But then we can have it as a way for flex surfaces to be after this year. But, of course, we want something that kids can learn on, not feel like they're jiggling all over the place. So that's definitely on our mind. Furniture's a big one.

Jess:

The portable hand-washing, I'd be a hundred percent advocate. And I don't think COVID or some sort of COVID and maybe Michelle knows more about this is really going to be going away for anytime soon. So even if we are able to come back together for community circles and things, having more hand-washing stations, I don't think is going to be a bad thing for the next five years.

Shannon:

That's true.

Elizabeth:

We also have ones that are like cabinets. I don't know how much the water reservoir takes up, but I wonder if there's actual space for cleaning supplies or whatever else.

Shannon:

Mm-hmm (affirmative).

Michele:

Well, I'm wondering, I understand the need that sometimes you really do need to wash your hands, but what about hand sanitizing stations?

Shannon:

Yeah. Yes. There's hand sanitizer everywhere.

Michele:

Oh, okay.

Shannon:

You look right now. And so that's not so much of an issue. I think it's more of the right before lunch and right after lunch.

Michele:

Oh, yeah. I get it.

Shannon:

That issue. And so Theresa some ideas around like makeshift hand washing stations with buckets and things, and she had all sorts of ideas flowing. But I think we could certainly think about purchasing some hand washing stations. They come through my email all the time.

Michele:

Well, I don't know how big or little they come. But think about expeditions you could run.

Shannon:

Right.

Michele:

When we get back to field studies.

Shannon:

Yeah. Bringing those with us.

Michele:

I'm thinking about how nice those would have been on one of the River trip stops. Becki, how nice that would have been, with the bee sting up situation, right?

Becki:

Absolutely. Body washing station would have been nice for that. Michele's talking about, on a River trip when I was stung by 30 bees.

Michele:

Yeah.

Becki:

And the chaperones had to hit me with golden jewels to get the bees. And then I stayed for the rest of the River trip with that many bee stings. I had Michele-

Allison:

Did you step on the ground nest?

Becki:

I stepped on it. Well, one of the kids stepped on the ground nest.

Allison:

I've done that. And I was wearing pants, and it was the worst.

Becki:

It was awful. They were everywhere.

Michele:

Yeah. It was pretty bad.

Allison:

Yeah.

Michele:

So I just want to say, just to chime in, I really appreciate all the data that you've collected. I always appreciate the data that you bring, Shannon. It's huge. You really listen, you're really gathering the voice of your customers, your students, the students, the parents, families, teachers.

Michele:

And I couldn't agree more. I think it's so important to get kids back in school safely. So I'm in full support of the direction you're going in.

Shannon:

Yeah. I think that remaining percentage of staff will be okay. I'm thinking back to August and how many were having mixed reviews about even coming into hybrid. How many mixed reviews were having going into remote. It's like the waves that we're riding on this year.

Michele:

Oh. And the data. The evidence has been very clear that schools are not the spreaders.

Shannon:

Yes. And I-

Michele:

Schools are not the spreaders.

Shannon:

That's right.

Michele:

It's the Superbowl parties. Just saying.

Shannon:

That's right. And now it's timely that CDC has come out with releases of that we need to be back in school and all of that. So it does feel like the timing is right. And spring is going to be coming around the corner from March 15th.

Shannon:

So I think the only thing that I'll probably be bringing back to you is, although I don't know if we need to do this, or I don't know how we need to do this. So this might be a George question. It's clear to me from some of the feedback in the survey from staff. And I agree with them that they're going to need at least two solid days of getting the move to happen of classrooms. And so I think there's a couple options: we could move to remote learning for those two days, and do some sort of assignment where they don't have to worry about it. It's just a self-directed, i-Ready, or something like that; or we count them as PD days. But then I have to do a calendar shift, I believe. So I know that there's been a lot of flexibility with State Ed this year about the calendar, but what I don't know is if it would be wise for us to have a board motion to adjust the calendar for that situation. You know George?

George:

I'd like to say that I do know, but I don't. But I can say, for almost certainly, that you're better off to have the board motion than not. And especially since the board adopt the calendar to begin with.

Shannon:

So I'm wondering, I think we did in the last time when we went remote, the board made like a motion to adjust.

George:

Right. So, I think it would be best practice if nothing else that you follow up if you're going to change it. Because I was listening to the discussion about the Wednesday and everything else, and I was wondering about how State Ed would count that day, and look at these things.

Shannon:

Well, I think for sure, we're going to have to show that there's some level of in-person, meaning Zoom instruction. So I think we should keep our morning meetings. And then I think there should at least be some level of introductory lesson to launch them off. And then they would be independent assignments.

Shannon:

I'm thinking about RCSD. And not that I know them completely, but my understanding is that Wednesdays were asynchronous. Nolica do you know?

Nolica:

Wednesdays were asynchronous. Yeah.

Shannon:

Yeah. So, I think that meant that the kids were doing work on their own.

Nolica:

Yep. They were. Yeah. And then teachers just had office hours for support. And then they had their SEL in the morning though.

Shannon:

So that might be something really similar that we follow where, I think, we probably could still have SEL time, and morning meetings serves as that purpose too. And then it's asynchronous work, and maybe teachers can have Zoom Room open while they're still planning, so that if somebody comes in they can respond. So I wonder about that kind of thing. I think that's something that the staff should definitely talk about, so that we make sure that we can count the day. We don't want to lose those days.

George:

But these other two days you're talking about are basically shut down to do the physical move.

Shannon:

It's either or. Yeah. I think, yeah. And I'm not sure which way to go. And I have not had a chance to even look to figure out what those days are or anything.

George:

Are there still some snow days built into your schedule?

Michele:

That's where I was going next.

Shannon:

I think it's two. And we really haven't taken any days technically. Yeah. We might be able to use them that way. Take them as snow days. And then any actual snow days, we might have to use this remote or something.

Jessica:

Or could your special teachers do longer workshop days with the loops those days? Because they don't have to move, right?

Shannon:

Mm-hmm (affirmative).

Speaker 3:

So then your classroom teachers can just concentrate on what they're doing, and then the kids can get a little bit longer of a live lesson and then a bigger project those days, that relates to their expedition in somehow or introduces their expedition or something. I don't know.

George:

Well can you do half and half so that it really bumps to one day for everybody?

Shannon:

Yeah. We might be able to do that too, to have halfish days. But we'd be more on some of the support staff than on the classroom teachers. Yeah. Those are some good ideas. It's at the end of an expedition anyway. So it could be more celebratory, or little challenge tasks, or something that kids can still engage with over Zoom. But not-

Michele:

So, Shannon, would you be needing a motion at this meeting or the next one? Next one is March 10th. It's a little tight.

Shannon:

That's right. I'm wondering if it's possible to do a generic motion. A motion for me to make the decision as well, as long as it's meeting our instructional needs and compliance.

Michele:

Yeah.

Shannon:

Like that?

Michele:

Absolutely.

Shannon:

Is that possible?

George:

I certainly think so. Yes.

Shannon:

Okay. So do you need me to articulate in a different way? Or you want to?

George:

So you're looking for an authorization to adjust the calendar to facilitate a return to in-person, to in-school. What are we calling it? Return to in-person learning?

Michele:

In-person learning.

George:

While still maintaining all requisite requirements to achieve the number of school days needed.

Shannon:

Did you get that, Allison?

Allison:

Nope.

George:

Well, to adjust the school calendar, to allow for a modification of the facilities to accommodate a return to in-person learning without prejudicing the annual school days requirement.

Michele:

Allison, how are you doing with that?

Allison:

What was the last piece? Prejudicing what?

George:

The annual school days' requirement. Days with an 's'.

Allison:

Okay. Okay. I think so. Okay.

Michele:

All right. So the motion as put forth by George just now. I'll put forth that motion. I'm not going to repeat it. [crosstalk 01:16:41] Thanks Tasha. All those in favor? Please signify by saying "aye." Raise your hand.

Shannon:

Aye.

Michele:

Opposed? Any abstentions? All right. Motion carries. Go forth and in-person educate.

Shannon:

Okay. Thank you very much. And I will certainly give you an update ...

Michele:

Yeah.

Shannon:

... next month. We should hopefully be in a really good place where we're ready to take it on.

Michele:

Yeah, right. Again, I think the importance of this meeting, I don't want to minimize, you put a lot of effort into this, you and the teachers to bring forth this, the information, the data to the board. So I'm very grateful. I feel fully informed and I really trust you and the team for your leadership in this area. And thank you for that, Shannon, and Becki, and Maggie, Maureen, everybody who's helping behind the scenes.

Michele:

All right. Moving on to the next big topic that I hope I'm not skipping anything else. The replication update.

Shannon:

Okie dokie. So we're-

Michele:

Speaking of people who've been busy.

Shannon:

We're just about ready to submit our application. It's going very well. And I hope that it was accessible for you. I know I put the link into a folder, and I'm hoping you were able to get into the folder. It feels very similar to the charter renewal. There's all these sections and there's all these pieces. And then they all have to be merged. And the plan is to merge them all on Friday. And then they get uploaded into Epicenter, which is the database that they use for holding everything.

Shannon:

So I thought I'd talk a little bit about the big buckets. I don't have a PowerPoint for you for this one. But I can share a few things. And I think the big buckets are the org chart. Remind me, we didn't really talk about org chart the last time, right? This is all- new

Michele:

Mm-hmm (affirmative).

Shannon:

So I'm going to actually start with the org chart. I want to talk about finances and facilities. So those are the three biggies. And then if there's other questions that you have, we can certainly talk about that too. So the org chart is in the folder. Would it be best if I shared or are people okay?

Becki:

Can you share your screen?

Shannon:

I'd be happy to. Okay. I'm actually going to start with year five, because I think that'll give you future. And then we'll jump back to year one. So, let's do this. Okay.

Shannon:

So this is year five. This would be after we have been approved, because we're going to get approved. And it's after we have merged, because that's going to happen. And here we are with all of our staff. And this was in conjunction, very much so, with Deb and Steve Hanmer. They have been amazing. I am so grateful that we have been working with them and doing all of this work that originally started with just like, "what's going on with Shannon's job?" And, "do we need to have an assistant principal?" And now it's launched into this like, "well, let's have another school." So, that's what this is. Yeah.

Michele:

I'm glad this is being recorded. Because this is really awesome. This is like, "go board, we're doing great."

Shannon:

Yeah. So just to orient you, what's in green, are shared positions across both schools. And what's in blue outline, is what we're considering, or what Deb calls as the bench. The senior leadership team where any one of these people could slowly move into that executive director position, which is really important because we've never really had a bench before of succession. So this is good news.

Shannon:

Many of these roles, it might seem like there's a million new things, but a lot of these positions already exist. So this person is sitting in this Zoom room as our coordinator of school operations. She could easily move into this, because this is a lot of what she already does. This is actually a bit new. We contract with our IT and AV person. And that has, especially in COVID, been pretty challenging. So we're really considering the idea of hiring a part-time across both buildings, technology coordinator. And that person would be in charge of all things related to instructional technology, including AV. This person already exists. It's just that she is our clerical assistant right now, and she does food service. But she does some other things like helps with River Room, and books, and copying and that kind of thing. And instead her full job would be food service. This person already exists as our food service assistant. This is new.

Shannon:

And this is Deb and Steve's big vision based on our work to change our name to the community engagement committee, and our work with the external facing partnerships and recruitment efforts that we need to make both for staff and for students. And so they would really be in charge of strategic planning around how we are getting our messaging out, our branding out, helping to recruit new staff, onboard new staff, recruiting new students, onboarding new students and families, being a liaison with the family association. It's a really cool and amazing role. And it's a role that I think we need to continue to talk about because you'll see that it's something that is not built in to the Flour City budget until year five. So we need to keep thinking about what we can do to build them in and get to that point.

Shannon:

This person is our curriculum coordinator. And this person is our teacher on special assignment, our literacy guru. So we think that that can be there. This would be new. These coordinators would have a dual purpose, to not only help with instructional coaching for staff across both buildings, but they also would help with math and ELA intervention with students. So they would wear two hats, the student hat and the teacher hat. But they would be in charge of supporting professional learning across both buildings, and implementing that professional development in conjunction here with the director of curriculum and instruction. And we have this person already as well. There are two full-time intervention teachers that would be shared. We thought about assigning one to each building, but it also could be that one is going to hold the math intervention and the other one's going to hold ELA intervention. And so they're just going to share across the two campuses. We can work those kinds of things out.

Shannon:

We already have a social worker. We already have an English as a new language teachers, just that they would be full time. So you'll see this is really side-by-side the same. The only thing you might not understand is student culture coordinator, which is actually our current restorative practice coach. We are just giving it a new name. And we foresee that this person is really doing very much what our restorative practice coach is doing right now, being right hand or important partner with the school director, and helping to instill the culture of the school across for the first students, and being the proactive person, but also in partnership with the director being the reactive person too, when it comes to discipline. So we're foreseeing that this person is going to be a really important role.

Shannon:

I'm going to stop talking for a second. Is there anyone that has any questions about the org chart or need more clarification?

Allison:

Shannon, this is Allison. I don't know if you can see people. I know right now building services, security, things like that, that have historically been RMSC, supported or shared. How does that fall into big vision? Or maybe it doesn't at this point, because its unclear here.

Shannon:

Yeah. So I think, in the application and we'll talk a bit about facilities, but we wrote that our preference really is to be on campus. And so right now it is written down here in this footnotes that we're thinking that it'll still be a part of the lease agreement. But that will be something that we need to continue to

talk about, especially if we're not on campus for the one school. Or if RMSC is thinking differently about the lease agreement. But right now that's where we have it listed.

Allison:

Got you. Cool.

Shannon:

Let's see. Everything. Yeah. So we also had thought about the idea of having an additional person that would be the assistant to the director of operations that would focus on accounting, payroll, and human resources. But we decided for now to keep it so that it's a contracted position as we have right now as vendors. So still working with Usher Consulting, still working with Robin. Having those people be contracted is our plan at this point. So I'm going to jump to year one.

Shannon:

So year one is pretty similar, but what you'll notice is the River Campus, which is our current school, has a few additional positions that they're holding in their budget. And in year one, excuse me, these other green positions are Flour City holds a portion. And in many cases that's more like a third of the salary, and time really. And the other portion, the 0.7 let's say, is given to the River Campus where there's going to be more students. So it's pretty similar, except for that, we're expecting that the math coordinator would be a position that's held at the current school. And that more of the time for the first year is going to need to be dedicated to reading, and reading supports, and making sure that our awesome foundational skills curriculum is implemented well. And then also our expeditions are implemented well.

Shannon:

So we expected that these two people would need to spend more of their time. And there would still be math intervention provided, but we wouldn't have the math coordinator specifically working with the Flower City in the first year yet. Community engagement, we thought the GCCS could pick that up, but I'm going to share with you that I'm a little concerned about that. Being able to pick that up as we did a side-by-side comparison. So this is in theory and we have to keep exploring our budget to make sure that that's a possibility. Any questions about this one? Before-

Nolica:

Yeah. And this is more like an overall question. So when I work with many districts, and charter schools, and stuff, the number one feedback is like lack of diversity among staff and leadership.

Shannon:

Mm-hmm (affirmative).

Nolica:

And I'm thinking with us expanding and positions becoming open, how can we incorporate that diversity?

Shannon:

Yeah. So with our conversations with Deb that has been number one, that we really want to prioritize staff of color in our hiring. So it's just across the board. That's something that I think we are very much

prioritizing. The question is, how? And I think that was the idea of having this person who is connected to the community and can help us be connected and build more partnerships. And it might be something that we want to explore even having that person come in next year, so that they can really help us get going on a strong recruitment strategy. So I guess what I can say, Nolica, is that it's top priority. But I'm not sure what the strategy is yet.

Nolica:

Is it possible to have a sub-committee of a diverse, hiring recruitment interviewing committee? So that, as you go through the process, there's different eyes looking.

Shannon:

Yes. I think we should definitely think about an interview committee that's diverse. And maybe bring in some additional members of the board for that and perhaps some family members. So yes, I think we definitely should think about our particular interview committee.

Nolica:

Mm-hmm (affirmative). Thanks.

Shannon:

Yeah. Okay. I'm pausing. You can interrupt me. All right. So we went through the org charts. I think the next way to go is to share just a little bit about, I guess we could go into finances. I keep going back and forth. I'll tell you that. Well, let me just quick talk about facilities. This is just an idea. Just putting that out there. It's just an idea. So we had a chance to meet with Labella Associates, which is a developing company that works with many schools. And they are doing some additional projects with the RMSC. So there was already some familiarity with campus, which is really nice.

Shannon:

And so they did a walkthrough of the Cunningham house with us, and they also met with us and Joe Graves to talk a bit about previous projects, specifically the addition. So if you can see my cursor, that's where our addition is, and what it was like to work with the preservation board. And so it was actually Joe Graves that said, "I don't know about the Cunningham house. I wonder if you should consider the idea of creating an addition on the other side of the auditorium and make that the new school."

Shannon:

And there's some interesting pieces where that area connects down to the Eisenhardt lower level below the auditorium. And it also connects or could connect to the backside of the auditorium. There could be a corridor that then connects to this building, to our existing school. So this is just the seed without a whole lot of backing of an idea that he wanted to put together for us for our application. But it's not. No one is wedded. I'm just saying that we're just getting some ideas down on paper. So this would be the first floor. His idea is that three classrooms would be on the first floor. And there would be a multipurpose atrium, where classes could gather together, perhaps there's some arts there.

Shannon:

And I think he said that he was thinking that there could be some sort of connection between the auditorium in this room, which might be really nice too to add additional space if we wanted to have

combined community circles. There's some additional resource rooms here and an elevator which we need. And then on the second page is the second floor where there would be the other four classrooms that we would need along with an art room. And then this is open kind of like it is in our existing building so it's open to below was his idea. He also, in the email notes, talked about the idea of like, "well, we could spill over into the Cunningham house and use the bottom floor for some of the other arts classes that aren't reflected in here." So he said, we could use the lower level. We could like renovate that.

Shannon:

So there's just some ideas floating around and he is thinking that overall, the Cunningham house is possible, but there are definitely some things that he's concerned about. We're concerned about specifically with the historic preservation board that, there's not enough square footage to completely take over and just use that space for the school. We would have to add on. And he thinks we're going to run into some trouble there with an addition to that building. So I don't want you all to get too wedded to this. He wanted to make sure that he had something for us to chew on for just a little bit. And then we are going to continue to keep talking.

Nolica:

Did he give you a cost analysis with these different options?

Shannon:

Not yet. Nope. We didn't even go there yet. Because he knows there's additional questions he really needs to answer before we can go there. But I can tell you couple good news pieces when it comes to money: one is, and I think we talked about this last time maybe, when you apply through SUNY, with the application, you are meant to, in the budget for 1 million in CSP money, across the first three years. And they want you to put that in there because they said if they approve you, it's very, very likely that you're getting that money. So they want you to build that into the budget.

PART 2 OF 4 ENDS [01:04:04]

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PART 3 OF 4 ENDS [01:36:04]

Shannon:

... that you're getting that money, so they want you to build that into the budget. In addition to that, they said they don't want you to put this in the budget, but they could potentially invite you to gain an additional \$250 to \$350,000 in facilities money. So that's a possibility.

Shannon:

I also have a meeting with the Charter Growth Fund, which is a nonprofit that helps to support schools that are replicating. And we were connected from the New York Charter Schools Association and they've sought me out for this meeting, which is exciting. So, that meeting will happen in about well a week and a half, so there could be some money there.

Shannon:

And then we also have been in touch with Adrian Hale, several times from the Chamber of Commerce. And we have asked him about the idea of investors, and he said, it's too preliminary at this moment to put us in touch with them. But he does know that there are definitely people interested in investing in the education sector and he is ready to connect us with the right people when it's the right time.

Shannon:

So I think all around, we're feeling like there are potential sources for money for something big. So that's good news.

Elizabeth:

Shannon, who was it that you were meeting with? Not Adrian Hale, but before that, the group?

Shannon:

The Charter Growth Fund.

Nolica:

Do you currently get funds from the Greater Rochester Health Foundation?

Shannon:

No.

Nolica:

Because they sometimes pay for that kind of stuff. They're a great resource.

Shannon:

Yep. And I also know that we need to get back in touch with the Farish foundation. I'm wondering if we can possibly.

Nolica:

For the Greater Rochester Health Foundation, I know we've worked a lot with Simeon Bannister. That's kind of our person.

Shannon:

All right. We'll have to talk.

Michele:

And Shannon, I was thinking the same thing that Tasha put in the chat box about a gym. Yeah.

Shannon:

Or a dance studio, is that what you're saying?

Michele:

Well, Tasha put it in the box, would a gym be possible? I wondered about that. I also wondered about music. I saw that there's an art space in the writeup, but nothing about music.

Shannon:

Yeah. So, I have to continue to look at all of the notes that he wrote. I think he was thinking, could we consider that the lower level gets totally renovated for one of those arts spaces?

Shannon:

And then he said that there has to be at least a partial basement in this new build, and so he wondered about an art space being in there, whether that's dance, or art, or music. When I say arts, that's what I mean.

Michele:

Mm-hmm (affirmative).

Shannon:

And then the other idea was, if the Cunningham house is still a possibility, do we want to take the lower level, which was much more doable than the upper levels, and make those into art spaces, which as you've seen, they're pretty beautiful spaces. So, I think we just have to keep talking.

Michele:

Okay.

Shannon:

Yes, possibly have a gym, but I think it's even more important that we'd have an additional dance studio, because most of our work is movement and not so much like sports.

Shannon:

All right. So, I'm going to move into the finance part a little bit. I'm going to go into full levels of detail, but I did want you to see a few things that I think are worth noting.

Shannon:

So there's some assumptions that I wanted to make sure that you understood when you're looking at the budget. One assumption is that we would receive zero increase in per pupil funding across all five years.

Shannon:

Usually, when I present a budget to you, we're presenting it with a 3% increase, but SUNY prefers us to completely budget conservatively, especially because of COVID. And so they wanted us to use this year's RCSD per pupil, and just keep it flat across all three years.

Shannon:

So, I did make some increases in staff salaries, and I'll explain that in a minute, but you'll see the revenue is flat. The only thing that's adjusted is the CSP across the first three years.

Shannon:

We're also making the assumption, which is probably an unfair assumption, that we wouldn't receive any title funding. And we know that it's very likely we will qualify for title funding, so that will actually help our revenue.

Shannon:

But again, it's not in this budget for conservative purposes. And again, they didn't want us to put anything in other than CSP and per pupil. I did put one other thing, and I'll explain that in a minute.

Shannon:

Many administrative positions are shared across both campuses and by year 5, they'd be shared equally. And then what I wanted to show you is how our current campus will benefit from the shared administration position.

Shannon:

So this is the first year of students being in the building. Okay. So, this is the first year of Flower City, and this is the current GCCS River portion.

Shannon:

Okay. So in that first org chart, I shared that the Executive Director position would be a 0.3 for Flower City. So here's the 0.3 of that salary. And this is the other two thirds, and so River would be taking this.

Shannon:

But this is what the actual is for this year for me, this is me, right? So there's already savings because we're not putting in \$97, 850, we're only having to spend \$60 to \$70.

Shannon:

Is everyone's following this chart? I just want to make sure everybody is following. This would be a new position, this River Campus Director. So, there isn't any savings there, but I wanted to you to follow that.

Shannon:

Director of Operations, there would be a savings. Director of Curriculum and Instruction, Special Education Coordinator, Social Worker, ENL. So, some of these supportive staff or administrative staff positions are shared across.

Shannon:

So in the end, don't worry so much about the \$208 that's built into the budget, but this \$646. So, we're looking at only a \$45,000 increase in just the base salaries here between this year 1 and this actual. So, it's not much of an increase is what I wanted to show, even though we're adding more of these positions. Does that make sense to everyone? I hope.

Shannon:

All right. So, this is the year 5 budget. Is it big enough for everyone to see, hopefully? Michele, you good? I'm just kidding. So the year 5 budget shows that we have CSP, this is the big numbers here, CSP grants for the first three years.

Shannon:

Also, built into this is just a little bit of additional money that we would receive from RCSD for textbooks. And every year we get this. There's textbook money, there's some hardware money, there's some software money, and there's library money.

Shannon:

And all in all it equals out to just under a \$100 per student, and it's separate from per pupil. So I did build that in, because I knew especially in the beginning, we were going to be spending a lot of money in those areas. And so it felt like it was cash in cash out and made sense to keep it as a source of revenue.

Shannon:

This is the per pupil, and it's increasing because we're increasing in students. And you'll see that we did make a change. We were thinking 26 to 28 students for many reasons, one being interest, but another being that it's working out better this way.

Shannon:

And to help with replication, we felt like 30 was something we could manage for sure. So we're at 30 students for each classroom. So this is just the Flour City budget.

Speaker 4:

Shannon, can I ask a question about that?

Shannon:

Yeah.

Speaker 4:

Would that eventually lead to having 30 student cap at the current campus as well? I was just curious. I don't know if you've thought about that at all.

Shannon:

I have not thought about that. I mean, we have that 30 to 32 swing, and I wonder if across time it would make sense for both to stay more at the 30 mark, especially because after a merger, it'll be two separate budgets and whatnot, but still kind of the same.

Shannon:

So, I don't know. Yes, there might be a possibility of that, and I think we should keep thinking about if that's financially possible.

Shannon:

Okay. So these are the salaries, and then we have some different kinds of classroom supplies. Really all of this is very similar to the kinds of things that we would be spending for our current school, except for it scaled down when we have less classrooms, scaled up as we get to year 5, which would be a full everybody in K-6.

Shannon:

We took some of these pieces down, or we knew that we'd be able to share across the buildings. And we might've over budgeted a little bit. The only thing I'm still waiting on is a better insurance quote to help know. And so this number is probably a bit inflated from what it will actually be.

Shannon:

Rent. I made the assumption that we were going to not be in a new building and that we would be able to use a smaller temporary space here on campus. And so that's a much smaller amount in rent, but by the time we get up to here, year 3 and going up to year 5, we're paying more of the rent like what we pay currently.

Shannon:

I estimated around \$10 per square foot is where the estimate is. And the other thing that we were advised to do was set up a dissolution account. And we assume that after our merger, that there won't be a need for that.

Shannon:

So this actually might not be money that we will need to set aside because we already have a dissolution account of \$100,000. And so for this budget right now, we are in the black, as Robin would say.

Shannon:

We're in surplus on each year. Year 4 being the hardest year, because we're not fully at capacity and that's the end of the CSP money. So that's why there's less of a surplus that year. Any questions about this?

Michele:

Wow. That's all I got to say. That's a lot.

Shannon:

It's a lot. This has been the hardest part I think of the whole thing. Startup. We did assume that we would be taking some of that CSP money for specifically startup. The startup would be year 0, so it would be this coming year.

Shannon:

My proposal is we hire the Flower City School Director this coming year. And they are under me as an Assistant Director for the year, so that they're trained up and ready to take over for the Flower City in year 1.

Shannon:

And so a lot of the startup budget here would be something where from my understanding, we would pay it upfront and then reimburse ourselves with the CSP money after it starts coming in.

Shannon:

So I did want to make sure I noted that, but I think I'm actually done talking so that people can ask questions.

Tasha:

I had a question about the shared positions.

Shannon:

Yes.

Tasha:

So like food service, and there's a couple of shared positions between the two campuses, would that show up in the GCCS budget or?

Shannon:

It's going to show up in both. So that goes back to that assumptions piece where... So, let's just pick. Well, let's pick our Director of Operations here, which is the nearer path, right?

Shannon:

So this is how much GCCS the current River Campus would be paying for that salary. And this is how much Flower City would be paying, but by year 5, those would be equal amounts, instead of a third and two thirds.

Tasha:

Okay.

Maureen:

Shannon, can I ask a facilities question?

Shannon:

Sure.

Maureen:

Please.

Shannon:

Okay.

Maureen:

So, if we whip up a building.

Shannon:

Yes we will.

Maureen:

Like we did last time. We whip up a building, but we're only starting with 90 kids, it feels like we're going to have a lot of unused space for a little bit. And I'm just trying to think of how we can fill that space with some money-making thing. I don't know what even would be.

Shannon:

So my assumption is if we're actually physically whipping up a building that the kids in the first few years, which is why I have such a low rent here, would be in a space that already exists on campus.

Shannon:

And there temporarily until the building is ready to go. And then it will be... Let's pretend that it's this year, year 3. We would have kindergarten through fourth grade, so that's most of the building being used except for the 5th and 6th grades.

Maureen:

Well, that'd be nice break out space.

Shannon:

Yeah.

Maureen:

For everybody, you know?

Shannon:

Yeah. But it's a good thought about what we might be able to do to offset that.

Maureen:

Thank you.

Shannon:

Yep.

Becki:

Shannon, I have a question. And maybe I misunderstood the other night when we met on Monday. The smaller board there that met about that, the new school. I thought... Stop it. I'm so sorry.

Shannon:

It's okay.

Becki:

I thought you had mentioned that maybe you wanted to hire... Didn't we talk about both directors be starting next year?

Shannon:

Sure. So, yeah, I think that's something that we should continue to talk a bit about as this board. So what I was excited about to be honest, is that in year 1, we had quite a surplus.

Shannon:

And so it felt like we should really consider using that surplus to be able to say that Flower City will pick up the full salary of an Assistant Director for year 0.

Shannon:

But yes, I think our task force was playing around with the idea of, do we want to hire two Assistant Directors next year? GCCS picks up the tab on the other one, and that way they're both coming in at the same time and being in a sense, trained up so that we can by year 2 easily... Nope, sorry. Year 1 easily already have a School Director of the River Campus and a School Director of the Flower City campus ready to go.

Shannon:

So I think that's something that we should keep talking about, but I don't know that we're ready to make those kinds of decisions. And we certainly need to make sure that it works in the budget.

Jessica:

And I also remember where this conversation started with Shannon getting help. So that also got mentioned earlier this week. Thank you Becki, for bringing that back around. So I just want to make sure, I know Shannon doesn't, let's start by this. But if we could do both directors, it's important so then Shannon can take on the new role and not be doing two jobs again. Thank you, Becki.

Speaker 5:

I would agree.

Becki:

And I wonder if one or both of those two new roles... I mean, if we happen to have an internal candidate that is qualified, it might help us in that way.

Shannon:

Yeah. No matter what, to Nolica's point, we're going to want to put out a big search, but if there's someone internally that's also applying, I think they certainly should be considered.

Shannon:

And the other thought is that we could consider someone who is hired and someone else who is interning with us next year, where we wouldn't necessarily have to pay or we'd pay less for an intern. And then they'd have the next year to move into that role. So, I think there's some different ways we can explore, and make this work.

Michele:

And remind me again, Shannon, the director of community engagement. I know we said that would require some conversation. When does that person?

Shannon:

So for the Flour City budget, the Director of Community engagement has funded half of them. So 0.5 of them is funded by Flour City. We were able to get that in, but because year 4... We would have been in a deficit if we tried to build them in from year 4. We maybe could have made it in year 3, but year 4, because we lost CSP and now we're working with just the enrollment, there's just not enough there.

Shannon:

But again, it's assuming that we're not taking title and we're not... So I'm wondering if there's other ways for us to think about how we can fund that person, especially because we're going to be saving in other ways, with some of our support staff that usually are used for things like title funding.

Shannon:

So I don't have the full answer yet as far as what we might do for GCCS to be able to have that person early on.

Shannon:

So, do we have other questions? I think Jess just asked a good question. All right, I see your question, Jess. We'll get right back to that. Are there other questions about the application that I can answer? Timeline or anything else that you're unsure about?

Michele:

Great job that's [crosstalk 01:56:32].

Mark:

Really super nice job on the budget. Excellent job on the budget. I saw the budget, I don't know three weeks ago. And it didn't balance. [crosstalk 01:56:43]

Shannon:

It wasn't looking good. Yes, yes. You saw it in its rare raw form, but we got there. And I have to give Robin a lot of thanks. It was very helpful to have someone next to me holding my hand and helping. Together, we really got it figured out, so appreciate that Robin.

Jessica:

Shannon, are you solid locked in once SUNY says yes to the charter, to the org chart, or can you make little tweaks without having to redo everything?

Shannon:

Well, that's the beauty. We are being told that SUNY understands that they're going to be adjustments to things like the org chart and that there's a process, but it's not a headache process. It's a process where they get it. It's new and we're figuring things out, and so we can make changes.

Shannon:

So this does not have to be the end all be all. And it's very, very likely that they'll be giving us some feedback where we will have to make some changes. So it's the proposal on the table at this point.

Michele:

It's great to have that flexibility. Great job.

Shannon:

Thanks. Thank you all.

Michele:

Very exciting. Boy, a month ago and here we are. Just amazing work Shannon and the whole team.

Becki:

Can I just point out that Shannon has been trying to figure out how to get us all back into in-person learning. She's been doing all this with the reopening, which is like a full-time job. And she sold her house and she's looking for a house.

Maureen:

I think I would have had a nervous breakdown by now. I just think that I don't know how she's doing all this. And I think we need to be really appreciative of her.

Jessica:

Yes.

Mark:

Hey, I hear the Cunningham house is available.

Shannon:

Perfect commute. [crosstalk 01:58:54]

Tasha:

It's like the governor's mansion.

Elizabeth:

Hillary might even offer hers.

Mark:

Too much, but I think to Maureen's point, I think we should do weddings and funerals in the new space.

Michele:

Hey revenue generation. I like it, Mark. That's good. You and Maureen working together on that one.

Shannon:

Yeah. Well talk to me Monday when my hair might be grayer hair, but I think it's really looking good. I'm really excited about this application. I'm excited that we've had Empire Charter alongside of us to advise us and support us through this process. So that's been really wonderful too.

Michele:

Deb and Steve at Breakthrough and prior these were really great investments.

Shannon:

Thank goodness for Lisa O'Malley. I need to give her a public shout out. She really has been such a huge, huge instrumental part of this work too. Glad to have her.

Michele:

Giant thank you to Lisa, even though she's not here, pass that along.

Shannon:

All right. So do we [crosstalk 02:00:07]

Michele:

Go ahead Shannon.

Shannon:

Do we need a motion of some kind? Or to submit the application or we already did that?

Michele:

I think we did that didn't we do that last month, George.

George:

I don't remember the specific word. It wouldn't be in the minutes? I thought there was an approval to go.

Michele:

I thought there was as well.

Shannon:

[inaudible 02:00:26] to do anything more than. [crosstalk 02:00:27]

Michele:

Other than say, "Job well done."

Shannon:

Thank you.

Michele:

All right. Then we need to just... Shannon, okay to keep going?

Shannon:

Yes. When we're at the new business, we have one thing that Justus brought up that I think would be good for us to see if we need to do it.

Michele:

Okay. All right. Then I'm just going to open it up for public comment and then we'll go back to the blank item. Okay. [crosstalk 02:00:59] All right. Go ahead, Shannon.

Shannon:

So Jess was wondering... Sorry, Jess. Hope that's okay that I've... Because it is a good question. Going back to the full in-person learning, where I said that we are hoping to fund three TES substitutes for kindergarten through 2nd grade.

Shannon:

Is that something that we need to approve or is that something that fits within our budget and whatnot, and we don't need to do anything there.

George:

Well, does it fit within the budget?

Shannon:

Well, it's all relative this year.

George:

Actually, I didn't mean to be facetious. I really think that if you're talking about creating new positions, I think the board ought to formally approve the creation of the new positions.

Michele:

But they're not new positions, they're substitutes.

Shannon:

Temporary substitutes. So they wouldn't be longterm sub, it would be through.

Jessica:

They're substitutes for a position that's not there because it's a second TA for each of the classrooms. So, you're subbing for a new position. [Crosstalk 02:02:01]

Becki:

But we do that every September anyway for kindergarten.

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Shannon:

Yeah, for a couple of weeks.

Michele:

Well, I just think it's a good idea for us to do as good practice. I thought we were maybe I wasn't-

George:

If they were simply substitutes, you wouldn't have the question, it wouldn't even be in your head. I mean, you're really doing something different than just bringing them in as substitutes.

Michele:

I guess maybe I was misremembering that you were going to put something together and then bring it back or you want, you want to be working on getting those substitutes now?

Shannon:

I think we need to. This will be through TES, this is not going to be like I'm handing them a contract of any kind. This is more of like, we're going to ask for a daily, regular sub from March 15th to June 23rd.

Speaker 4:

Forgive my ignorance. TES?

Shannon:

Sorry, what does it stand for? Maureen, what does it stand for?

Maureen:

It's TES staffing. I don't know what the TES stands for, but it's TES staffing. It's like an outsourced substitute service.

George:

TES?

Maureen:

TES staffing, yeah.

George:

It has to be Temporary Employment Service.

Maureen:

Oh, probably. Thank you, George.

Shannon:

That's your gift tonight, George. [Crosstalk 02:03:35]

Michele:

I told you it was still possible, George. Okay. Let's let's get this wrapped up then. So do you anticipate a huge hit on the budget? That's I think the big question.

Shannon:

I think it's going to make the substitute line increase for sure. However, as Robin was showing us, and especially if we get this additional revenue for CSP, I don't think it's going to take us into a deficit to have these.

Michele:

All right. Would someone like to make-

Jessica:

I move the motion to allow three TSEs for the remainder of this school year.

Michele:

All right. I'll second that motion for three TES, whatever, substitutes for the rest of the school year. All those in favor say, "Aye." Any opposed? And any abstentions?

Michele:

All right. That motion carries. Allison and Elizabeth, you good with that? Okay. All right. Great. Then with that, I think we've got everything. I don't think there are any actions or agreements we need to review. We've got the motions, right? Allison and Elizabeth, we good? Anything you need before we close up?

Allison:

Well, what does CSP funding mean?

Speaker 6:

That's the care's act, it's related to COVID funding, right?

Shannon:

Yeah, it's related to COVID. I think if you just put CSP, that'll be okay. CSP Cares funding. Can I make one little announcement? I just want to give you a heads up that the FA is doing a fundraiser 20 baskets for 20 years, and they're going to put together 20 gift baskets, but they want different people from the community to put together the basket.

Shannon:

So they're sort of hoping that the board would put one together. So I can share again in March, it would be getting the baskets together, I believe in April, something like that. So we've got some time. Oh, thank you. Kevin just said Charter School Programs is CSP.

Shannon:

So just wanted to put that on your radar. And if you're interested in helping to support the basket, maybe you can just send me an email or something either with things or with money, and then we can put something together.

Jessica:

Don't send them to Shannon. You can send them to me. Okay.

Shannon:

Send it to Jess. Thank you.

Michele:

And we could give something as opposed to coming up with a creative. If you're not feeling very creative, we could just supply the stuff.

Jessica:

I do much better. I can just do a Venmo like we did before, if that's easier for everybody and take it off your plate. And then I will just come up with a theme and bring it out to you. And I can handle that.

Michele:

You like to do that Jess? Well, then I move and second and vote for that.

Shannon:

And this will be our replacement for the service auction or [crosstalk 02:06:50].

Michele:

That's great. We love it.

Shannon:

So it'll be more like a raffle.

Michele:

All right. I'll be Venmoing you when we hang up, Jess so that I don't forget. All right. With that-

Jessica:

Reminder out to everybody don't stress. We've got lots of time.

Michele:

All right. Awesome. Okay. With that, I'll entertain a motion to adjourn. Nobody? Really? Allison. [crosstalk 02:07:13]

Tasha:

I motion to adjourn.

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Michele:

Mark. All those in favor. Aye. Opposed? Abstentions? All right, everybody have a wonderful evening. Thank you so much for your time. Shannon, before you hang up any-

PART 4 OF 4 ENDS [02:07:26]