

2020-04-28 BOE Meeting Audio.m4a

CB: Carleigh Bellingham, District Clerk
DS: Doreen Swan, Board Vice President
DY: Dave Yates, Director of Communications
IS: Idris Smith, Board Member
JA: John Abbott, Assistant Superintendent
JP: Jeff Petrie, Board Member
KL: Kim Lasher, Board President
MA: Mark Anson, Assistant Superintendent
MG: Mary Grow, Superintendent
RC: Ron Cooper, Board Member
TR: Terri Robson, Director of Elementary Education

Start: 5:00 p.m.

- 1 KL: OK good evening everybody. I'm going to call the East Irondequoit Board of Education meeting to
- 2 order and we are going to start with the Pledge of Allegiance led by Carleigh.
- 3 CB: I pledge allegiance to the flag of the United States of America and to the Republic for which it
- 4 stands, one nation, under God, indivisible, with liberty and justice for all.
- 5 KL: Thank you. Okay may I have a motion to accept the agenda for tonight, for April 28th and the meeting
- 6 minutes of April 14th, 2020 and also added the hand carry the 10.1 that was emailed to everybody?
- 7 PS: So moved.
- 8 DS: So be.
- 9 KL: I heard Doreen and I'm sorry was that Pat?
- 10 PS: Yep.
- 11 KL: Thank you. All in favor?
- 12 JP: Yes
- 13 DS: Yes
- 14 KL: Opposed? OK motion carries 8-0-0. We are going to move on to reports to the Board and tonight we
- 15 have Terri Robson with us and she's going to present a reading presentation. Hi Terri.
- 16 TR: Hi everybody.
- 17 DS: Hi Terri
- 18 PS: Hi Terri
- 19 TR: Good to see you all. Carleigh, you can advance the slide three and I will jump right in. First of all,
- 20 thank you so much for having me here. I'm happy to be back and update you since I was here in October
- 21 on everything that's been happening around literacy. Next slide Carleigh. So we have three pretty big
- 22 actions that we are working on this year. One of them is that we introduced a pacing calendar to

23 complement our Foundations phonics program at K-2. We also sent four teachers to LETRS training, one
24 from each building. Just as a reminder LETRS is a research-based course all about reading science and
25 learning about the developmental aspect of reading and writing for our students. And then we also
26 began work with 10 literacy leaders who focus on independent learning and then sharing out reading
27 and writing information to their colleagues. Next slide, thank you. So just to expand a little bit on this,
28 Foundations is a program that's pretty comprehensive and if you implement it the way it should be it
29 starts in mid-September and ends mid-June and all the units are back to back without a break. As with
30 any new program the first time you do it, it takes a little longer to get used to the content. So under the
31 consultation with the trainer we instituted a pacing calendar to kind of give teachers a guide for how
32 long these units should actually take. I was able to check in with grade leaders and they were pretty
33 much in step with the calendar once we got this in place for them. So this ensured that all students got
34 the complete program for the year. Next slide. So this was our most exciting initiative this year. I was
35 lucky enough to work with 10 motivated teacher leaders all around reading science. You may remember
36 I shared an equation with you in October. Can you jump to that side for one second, Carleigh it's the
37 next one? So in this equation, if a child has a 1 in word recognition and a 1 in language comprehension
38 they also have a 1 in reading comprehension. If they have a 0 in the red box, then they have a 0 for
39 reading comprehension. Word recognition is the area where the literacy leaders focused this year. So
40 that includes phonological awareness and phonemic awareness, sight words, and most importantly
41 decoding. As these leaders learned and reflected, they could start to see a gap in their own classrooms
42 with some of their students, they began to assess those skills and then they shared tools and
43 information with their colleagues. There's always challenges when we try to formally share things with
44 teachers through a release time, but these leaders found ways to have one 90-90-90 meeting in every
45 building, they actually had two in one of the buildings. And then they shared information at grade-level
46 meetings and at PLCs. Next slide. So our goal for this moving forward is to complete the picture of
47 literacy understanding to include phonological and phonemic awareness broadening the assessment
48 platform and intervening with research-based programs. I'm going to break this down a little bit, it's a
49 little wordy. What's the difference between phonological and phonemic awareness? Phonological is
50 basically the connection between letter sounds and the actual letters. So if I put the word bat in front of
51 you on a piece of paper and I said what's the 1st letter of bat? And you said "b." What's the sound that it
52 makes? "Buh." It's the connection between the actual visual cue of the letter and its sound. Phonemic
53 awareness doesn't have any visual cues, it's all oral. So that in that case I might say to you, say the word
54 bat. Which sound is at the beginning? "Buh." If you changed "buh" to "ss," what word would you get?
55 That's all done orally, so no visual cues. And students seem to have a deep capacity in both these areas
56 to grow as readers and as writers. So when we talk about those two aspects our literacy leaders were
57 really empowered to share knowledge around phonological and phonemic awareness for not just our
58 primary teachers but also our intermediate teachers. At the last literacy leader team meeting we were
59 able to make some recommendations moving forward and that's the second bullet under what it looks
60 like which is adding foundations at grade three. We have that phonics program K-2, it only goes up the
61 grade three, but we're really seeing we need to bridge the phonics over to 3rd grade to give teachers the
62 resources for the kids who might not have built all of their knowledge in those areas. They also made a
63 recommendation about the Heggerty's phonemic awareness program for K-2. Our reading teachers have
64 always kicked off the school year in kindergarten teaching a lesson every day for six weeks around
65 phonemic awareness, but adding this program gives teachers a resource for phonemic awareness K-2. I
66 actually shared a stat with you in October about how our below level readers in 3rd grade, 40% of them

67 would fail a kindergarten phonemic awareness assessment. We really want to boost this area, to
68 complement their learning. Our last action on this slide is an if/then assessment protocol. Our goal is to
69 diagnose exactly what a student's gap is. To be super specific, so we are able to attack it and help them
70 through it. So in this way, we would give a baseline assessment to all students. If a particular student
71 didn't do very well, we would add another assessment like a phonological assessment on top of that. So
72 let me give an example, if a student got a red in aimsweb, we might add a phonological awareness
73 survey on top of that and find out that the student can decode multisyllabic words. Then we know
74 exactly what we need to do for them. In this case when we start to look at the different assessment
75 choices, teacher input is going to be really crucial here because they can tell us what assessments are
76 valuable to them and give them the most information. These are our September and February
77 benchmarks and the percentage reading below grade level on these assessments. These numbers are
78 still not where we want them to be. I'm going to remind you that the September goal and the February
79 goal are different. February's target goes up. So where our percentages stay similar, it means there was
80 grade level growth, but not gap closing growth and that's the kind of growth we need to start looking
81 for. Can you move to the next slide? This is the other side of the district. This one's a little more in line.
82 The numbers are more similar so they're having a little more success with grade level growth, but fifth
83 grade is still our biggest concern here. Our actions still need to be really hyper focused on the previous
84 grade levels because they are clearly inheriting the largest gap. We also know we need to use more
85 diagnostic tools to intervene for these older students. Right now Ms. Powers bought the program called
86 Pride which is phonics a program for us to pilot at DE to try to intervene with some of these kids who
87 moved up with some of these phonics gaps. Interestingly enough, I did look at the comparative data
88 from last February to see how we did overall. Out of the twelve grade levels, seven of the grade levels
89 this year have a lower percentage reading below grade level, which is great. Three of them have the
90 exact same, which is statistically surprising. And three of them had increased their number below grade
91 level. So still not where we want it to be, but it's definitely moving in the right direction over the past
92 year. The next slide. This slide speaks to the achievement of kindergarten and all these individual skills.
93 When you look at this I need you to keep in mind, Helendale's class size averages 15 to 18, Ivan's is
94 about 18 to 22. These are really great assessment program for this. It's very family friendly. It
95 automatically generates personalized letters for families sharing what students know and what they
96 need to work on and even can personalize flash cards for them so families can really be a partner in all
97 of this learning. Next slide. I mentioned a couple of our actions moving forward. There's a couple of
98 other specific ones I want to share with you. The first one is introducing a literacy resource called Head
99 Sprout. Many of our kids use Reading A-Z which is digital books with comprehension questions. Head
100 Sprout is the sister resource to that, but it's all phonological which is something obviously that is right up
101 the alley in terms of what we're focusing on. Teachers are just starting to get it as of today. I had two 5th
102 grade teachers reach out and say "Can I use this with my kids?" which made me really happy. So it's
103 starting to get out there and we'll look at this a little more closely now that we have it for a few weeks
104 and we can really get our heads around it. We're going to continue our work with our literacy leaders,
105 continue the pilot of the Pride program. I'd like to refresh the benchmark administration process. We
106 have a lot of new teachers so I want to make sure we're all getting that similarly so we're getting
107 authentic results. We'll do the if/then assessment protocol. I haven't really talked about this one with
108 teachers other than the literacy leaders, but for a while now we've always told teachers what they need
109 to progress monitor in aimsweb. For intermediate it's been fluency, for primary kids it's been letter ID.
110 But I think if we're going to assess a little more clearly with our students and really dig down and figure

111 out what they don't know, I think we need to empower teachers to decide what they're going to
112 progress monitor in. So if we do two assessments on a student in 3rd grade and determine they're really
113 struggling with letter sound, then that teacher should be able to choose letter sound as their assessment
114 to progress monitor. We'll talk to teachers about that, but I think they'll welcome being able to make
115 the choice themselves. We're going to expand foundations and introduce Heggerty and if we all get back
116 online and get physically together again we'll send more teachers to LETRS training. Questions for me?

117 PS: Terri, I have a question.

118 TR: OK

119 PS: I'm looking at you kindergarten literacy skills and the sight words for Ivan Green are of course very
120 low. These are the students 49% know their sight words?

121 TR: Correct as of February I believe they need to have 15 out of 25.

122 PS: So we know that probably very little has been done since February.

123 TR: Since February, probably.

124 PS: Yeah. So what is your plan for these students coming back into first grade and being so deficient in
125 sight words?

126 TR: There's two things. Right before we went out, I was actually a part of the Ivan Green PLC where they
127 kind of tackled this, sharing their instructional strategies. Because they were all little concerned that
128 these numbers were pretty low, but not surprisingly for these kiddos their letter ID came along late. To
129 expect students to memorize words when they don't have their letters, tends to be an issue that has
130 slowed them up. So I would tell you that our plan first of all is to reassess because we need to know
131 what the slide was if there was slide between now and then. Where the gaps still are and I'd like to
132 actually partner up the grade level leaders across the district to see if our instructional strategies around
133 sight words are different because clearly Helendale had a lot more success and we have a lot of new
134 teachers who are still learning. Although I will tell you, that it was right at the end of February, the bank
135 of instructional strategies that Ivan Green put together to reinforce sight words was quite impressive.
136 Unfortunately, they didn't get to try any of them. We'll start with an assessment, we'll reset in those
137 strategies and keep working.

138 PS: So do you think that there will be additional time to get these students who are have phonics deficits
139 up to speed? Because you know they've already lost half year just through this pandemic. Coming back
140 and will the demands, the demands are going to be much greater. So will there be extra time in form of
141 reading pullout or anything like that?

142 TR: I think –

143 PS: I'm sorry, yeah.

144 TR: I didn't mean to interrupt you, I'm sorry. I would tell you that reading writing and math being our
145 three content areas need to be our focus and one of the things that I would tell you we certainly have
146 social studies and science standards so those need to be integrated more than at separate time so we
147 are able to take the best advantage of time with our kids. And I also think the resources that we're
148 starting to put in place in the knowledge base for our reading teachers, they're amazing our reading

149 teachers are amazing, they have certainly reading recovery background, but I have three reading
150 teachers as of the ten literacy leaders. So they've gained a lot of information. Again, things that we
151 weren't even able to put in place here at the end of the spring. So I would tell you I mean we're not
152 building extra time into the day, although I think we need to refocus our time. Like we have to find the
153 time, because September I really feel like is really going to be a full reset month. We need to find out
154 where kids are at. We need to differentiate for what they're showing us and not really move 'till we
155 catch them up, if that makes sense. All of our K-2 calendars are gonna be stalled until we can get caught
156 up.

157 MA: A lot of the conversations we've had, it's not just specific to these grade levels, but across the
158 district. Terri touched on the need for assessment and really figuring out where kids are when they
159 come back and then how do we utilize the time that we have in class to do things differently, to be
160 better about differentiating based on where kids are. We know that there are going to be gaps K-12 and
161 so much of the conversations we've had have been around how do we target where the kids are when
162 they come back in September and then what are the things that we can do in the professional learning
163 we can provide for teachers to be able to move kids as efficiently as possible towards goals to close
164 those gaps when we come back. That seems to be, now that we've got our plan in place where teachers
165 are providing instruction. The Office of Instruction, we really shifted gears towards what is September
166 going to look like? And what are we going to need to provide in terms of training support material to be
167 able to effectively tackle the fact that we haven't had much of the end of the school year?

168 PS: Right, well I agree. I think that something we can do anything I think the best thing we can do is to be
169 really focused on reading and math and science and social studies. I think they're gonna come along
170 when it they along, but if our kids are not reading, that's going to impact everything they do from then
171 on. So I would really like to see it huge focus on reading and getting this oh, 29, 26%, or 36% of the kids
172 that are below grade level getting a up a grade level and that is a huge job. It's like you're trying to get a
173 year and a half in, in a year. So I mean I understand that but I'm glad you're not satisfied with the
174 number of kids reading below grade level because this is still not acceptable. We don't even know
175 what's going to happen in September. We may not even open in September so where are we going to go
176 from there? So anyway, that's my two cents, focus on reading and math.

177 TR: Agreed.

178 JK: Terri, I had a quick question. You prefaced your kindergarten data by referencing the differences in
179 class sizes. I know why you did that. I think I know why you did that. Can you tell me why you would
180 preface that with the class sizes and how that impacts their learning?

181 TR: I think when we were looking at digging into the data, we were talking about what are the changes?
182 What are the differences? What are the differences in experiences? I mean our goal is to give a
183 consistent experience districtwide no matter what school you're in, however, there are differences
184 between our buildings. There are differences socio economically in some of our buildings. There are
185 differences in class size. There are differences in experience of teachers. So we're working really hard to
186 bring all those factors into place we can give a consistent experience to our kids. I can tell you that in
187 spending time with some of my teachers at Helendale around how is it been different for them having
188 less kids. I mean they're in small groups constantly because they can be. Because they're not having to
189 worry about so many kids. One of the powerful things that I got from them was that having less kids
190 they can give more kids attention and that automatically decreases behaviors and things. So I think it

191 made a difference, but that's one of the big things that kind of sticks out to us when we look at that.
192 Similarly the math skills and SG as well. If I had done that same graph, it's similar also in that way. So we
193 need to figure those things out. I want kids to have a consistent experience.

194 JK: I agree. Like you said there's some things that we can't control as a district. We can't control the gaps
195 created socio economically unless we are in school. We can do the things that we can do to shrink those
196 gaps teacher-wise and instructional-wise, but class size is something that as a district we should think
197 more and have better control over at least in our primary buildings. I mean if we can get those numbers
198 to where there are lower in the primary and those kids have more of those reading and math skills we
199 know that that's going to help them in the future. I've got a 4th grader who's reading under grade level
200 and it's super frustrating for him, though, I know that if those gaps are closed earlier on it makes a big
201 impact on their learning, not just in math and reading, it's everywhere. So I think it's something that we
202 need to really, we talk about it all the time, oh great now we actually have data this year and I think as a
203 board we really need to take a focus. I know it's hard, because we're now talking about all these budget
204 issues and we're in a hard time but I think it's something that we do need to keep on the front burner
205 and really need to get creative in ways where we can keep these class sizes smaller. Because, it has a
206 huge impact. Thank you.

207 PS: I think I'd like to pop in again. I think until we can get our pre-K program up and running, the full day
208 pre-K, I think we have to use whatever resources we have. I agree with Jessica. We have to make these
209 classes smaller, because obviously, the relationship-building, especially with children in trauma, is so
210 important. You can't do that when you have 19 or 20 kids in a classroom. You just can't do it. So if we
211 could focus on math and reading and getting those class sizes down in the primary, especially
212 kindergarten, I think that would be a great help, until we can get our full day pre-K, which it breaks my
213 heart that we can't get that this year.

214 TR: Mine too.

215 MG: If I can just throw in, I hate to be the wet blanket on this, but I would be remiss if I just don't say it.
216 Jess you eluded; we are in unprecedented financial times. We don't even know yet potentially how good
217 or how bad it may be when it's all said and done. I'm glad we're having this discussion. It's one I think
218 we should definitely have into the summer and into the fall about what our priorities are. We've added
219 an extra section of kindergarten in the budget for next year. That is a priority. Unfortunately, pre-k full
220 day is going to have to go on the back burner, sadly. But I do think that is part of the larger conversation.
221 What choices are we going to make? And it's truly about choices. We definitely phased out IB through
222 PYP and MYP. We've got to decide what choices we're willing to make and what our priorities are going
223 to be as we go through this budget cycle. We've already made some revisions and potentially a third one
224 is awaiting us. Like I said, I hate to be the wet blanket, but it's my responsibility to just throw that back
225 on there. I don't disagree. I'm a huge supporter of smaller class sizes particularly at kindergarten and
226 through our primary. But again we may be at a point where we just have to decide. So I wanted to throw
227 that in.

228 JK: Thank you Mary. That's why I appreciate the conversation we're having right now as far as all the
229 things that are being done because I think we all realize that given the times that we're having right
230 now, waving the magic wand and having smaller class sizes of 15-17 can't happen immediately, but we
231 keep that in our sights and then really focus in on the foundations. I really like the idea of teachers
232 having the option of assessing different parts of reading and not just fluency, because some kids are

233 really strong in fluency, some kids struggle, some kids are really strong in different areas of reading, you
234 may see growth in different areas. I think we all would say that the people that know the kids best are
235 the teachers that are with them, working their butts off, six, seven hours a day to make these kids grow.
236 So I like the idea of putting a little more in their hands so they have that first-hand say. So thank you.

237 PS: Mary, I hear you. I think this is one time where we can't ask John to magically find the money,
238 because I don't think the man could find the money now. I realize as the school year progresses, we're
239 going to have profound changes depending on funding that comes in from the state, but I can't help but
240 wish for that. I do understand that things are gonna come up. I understand that.

241 MG: We'll advocate for every dollar we believe is coming towards us. And again, I think that everybody
242 agrees that we need some federal help. I'm ever hopeful that that will come, but we will do our best. It's
243 all students first.

244 PS: Yup. Absolutely

245 CB: I think Ron has something to say. He's been trying to say something.

246 RC: Terri I just had a question about the slides of where we are now. The fifth grade, I know you
247 acknowledged that the fifth grade was the one to keep an eye on, what do you attribute that high
248 number of kids below grade level? Is it the curriculum that's different?

249 TR: I don't think it's curriculum. I do think that our teachers are doing an amazing job with their yearly
250 growth, but we're not closing the gap. So what happens is if you have a few kid, each single year add to
251 that percentage below grade level. Fifth grade will always accumulate the most kids below grade level.
252 So when we have those numbers that are sort of the same, but they drop a little it means we're losing a
253 few students each time, and so I have to get props like when we have teachers who are making getting
254 their kids to make their regular yearly growth, that's amazing, that's what we always want.
255 Unfortunately, we need to ask, as Pat said earlier, for a year and a half of growth for three grade levels
256 to make in order for fifth grade not to be hitting that huge piece. The other part is, Ron, is that we're
257 really looking at the phonics piece now. I think kids are not going to be able to read and comprehend
258 and talk about books when they can't pull the print off the page, if they can't read a multi syllabic word,
259 they don't read irregular words and I don't think we have really given enough to that at the intermediate
260 level. We spend a lot of time at primary with teaching the kids how to read and then at intermediate
261 reading to learn and realizing that some kids intermediate are still learning how to read and we need to
262 start moving those how to read resources like we're moving foundations to 3rd grade. We have Pride
263 now at intermediate. Teachers go to LETRS and learn that information. We're trying to empower them
264 more with teaching kids how to read instead of reading to learn at the intermediate level. Does that
265 make sense?

266 RC: Yeah I'm not sure I understand what you said about accumulating down to the fifth grade.

267 TR: I guess if you watch the percentages, so they're going up every single year because the target goes
268 up every year. So that that February target is different at every grade level and it's higher and it's the
269 highest in 5th grade. So when you have kids who haven't made the growth, they can't hit the highest
270 targets, you end up with more kids below grade level.

271 RC: OK thank you.

272 TR: You're welcome.

273 KL: Anybody else? Terri thanks for joining us and sharing that with us tonight.

274 TR: No problem. It was great seeing all of you. Take care.

275 KL: You too. Stay healthy.

276 TR: Bye

277 DS: Bye Terri.

278 TR: Bye Doreen.

279 KL: OK guys so we'll move right on. We have reports from me and honestly I don't have anything other
280 to report then I did want to say something though that I just wanted to thank Mary for advocating on
281 behalf of East Irondequoit writing the letters to Chuck Schumer's office and Kristen Gillibrand's office I
282 know that just like you said Mary these are unprecedented times and I just I'm extremely worried for
283 our district, for our kids and students so I just appreciate you taking the time to do that and in keeping
284 us on their radar.

285 MG: Absolutely. That's the advice around New York State is we've got to call Washington. I mean it's
286 literally there's no more money for the state to give and that is the reality we're up against so it's got to
287 go to the federal level. I'm ever hopeful. They're shifting from day to day and some of the attitudes have
288 changed in the last week and that's encouraging and like this entire situation we're just not going to
289 know how bad it is until it opens and who knows. The coming months and next year will be really telling.
290 So we're prepared. We'll do what we need to do, we're flexible and we've pivoted before. We'll keep
291 pivoting, but I'm going to keep asking. It can't hurt to ask.

292 KL: Thanks. Did any of the other board members want to share anything tonight before we move on to
293 business?

294 IS: Just real quick I'm wondering if there's some way, Dave maybe, to amplify kind of what the great job
295 that our teachers are doing right now. And the progress that is being made right now because I know
296 that there is much less progress being made elsewhere outside of our district. I'm wondering if there's a
297 way that we can we can kind of amplify that and this can be a transition into a new birth for us as far as
298 optics and things like that. I've been very impressed with all the stuff that's come home for my kids and I
299 know the struggle that other districts have because I have to listen to it. I hear 12, 15 kids on my kids
300 Zooms. I see that the teachers are engaged and doing things, the day is structured. We're still doing
301 instrument lessons. We're doing great things that I know are not happening elsewhere. I'm wondering if
302 there's a way that we can be like, hey like this is what's going on here.

303 DY: We've been collecting. When we get we get notices, the principals have been sending us stuff when
304 they get like you know great work that kind of stuff and I think a lot of that is going to come out next
305 week along the lines with that. I think it will definitely be coming, yeah.

306 IS: I mean everything I've seen is just a good way like things that people should know about our district.
307 How awesome everybody's been doing throughout this pandemic.

308 MG: I will say Idris the number of Superintendents who have called, I'm meeting with them three times
309 a week and the number who are saying, Hey Mary what are you guys doing in East Irondequoit because I
310 seem to be hearing things are going really smoothly and it's all on the backs of our teachers. They have
311 been amazing, absolutely amazing, in every single role. Between our teachers in our Ed services folks,
312 they have stepped up and they have just taken on something that no one ever predicted or could
313 prepare for and they're just doing a marvelous job and so yeah I hear ya Idris. I think that there are other
314 districts are saying you guys are really ahead of the curve. I give credit to Sue. Going one to one all those
315 years ago, I mean that was the right move to make. And having an LMS like Schoology in Seesaw, we
316 were primed to have this continuity of learning happening. We never knew that it was gonna pay off in
317 the dividends it's paying off now, but absolutely three cheers to Sue because that is for sure, that's
318 helped us to get us where we are right now. I think that our teachers are just taking it, they've embraced
319 it, and they're running and they're doing and just an outstanding job. They are the models for other
320 districts to follow.

321 JP: Digital conversion is looking pretty brilliant at this point.

322 IS: I think if they could see the daily disappointment on my wife's face when nobody comes to her Zoom.
323 She's dealing with 7th and 8th graders doing math and it's awful.

324 MG: Thanks. We can't recognize our teachers and staff enough. There are so many good things
325 happening. And again, like Dave said, he's been capturing some of the thins going on, but to really even
326 take it beyond East Irondequoit and get the message out, we are we are a model, I mean we've opened
327 up our schools for years. I think that there's a lot when this is over that we can put out there and
328 whether it's at NYSSBA or other events, I think there's a lot that we can teach to other districts about
329 how we made it work. Very challenging times.

330 IS: Cool. Thanks Dave.

331 JP: At some point along the line I'd really like to hear what John has to say about finances going into the
332 future. I mean we're in such uncharted territories right here. The state is gonna have a hole in their
333 budget you can put an aircraft carrier through and we don't even know how big it's going to be how bad
334 it's going to get I mean this is going to get bad and we're going to be the worst state in the union as it
335 comes to this. There is a quarter of I don't know if you've been checking the numbers but from
336 Philadelphia to Boston, 2/3 of the virus outbreak is in that corner. So we're going to be one of the last
337 states that gets our businesses up to speed and we've got this thing called New York City which
338 generates lion's share of the revenue going through the state and I just, I'm not optimistic in any shape
339 and I'd like to begin to hear some of the things. John's been doing this forever so if anybody has a crystal
340 ball as to how this might play out. I know nobody does, but maybe.

341 IS: Were you with the district during the Spanish flu, John?

342 JA: I didn't think so, but after that intro I must've been. I can give you a little bit of insight at this stage,
343 but very little, because frankly the range of possibilities is pretty vast right now. If there is federal money
344 at the very least it kicks the can down the road. There's two problems: one is just the immediate shock
345 to the state budget and then there's the question of being in a recession and how long does it take us to
346 come out of that recession and how does the revenue of the recession match up to the amount of
347 federal aid we get, if we get any. There do seem to be signs now that that's going to move although I

348 don't know when. We're going to have to be cautious next year, we're going to have to tighten our bells
349 next year. The real question is, what happens in 2021-22. We're in a good enough position financially
350 that we can weather the next year. It will take a hefty dose of fund balance to do it, but that's what it's
351 for. It's a rainy day fund and it's definitely raining. The range of possibilities is all over the place. We
352 expect to know what the state would consider the worst case possibility by mid-May. We don't yet know
353 when our deadline is to actually put a final budget together to propose to the voters, but we should see
354 that worst case coming out of the state's results at the end of what they're calling the first
355 measurement in April, presumably there's a proposal from the division of the budget as to how to divvy
356 up the shortfall in the budget. The latest number we've heard is 8.2 billion coming out of local
357 assistance. The vast majority of local assistance is school aid. It depends, it will be into seven figures for
358 us, there's no question. How far into seven figures, who knows? Some of the numbers you probably
359 don't want to hear. They're almost like monopoly money at this stage. We're going to have time to
360 adjust to it because we're in good financial shape. We'll tighten things down next year to get started in
361 the process, but the real issue will be 2021-22.

362 KL: John I was just thinking that maybe for our, during the summer for one of our workshops, that's
363 probably what the topic will be. I think the board needs to have a frank conversation and maybe at that
364 point you'll have better numbers and things for us to look at.

365 JA: The quality of the numbers gets better the further into the year you go, but I think we'll have a pretty
366 decent idea of what the problem is probably by the first of August. Income tax filings are put off until
367 July 18th, that's the last major piece of information that will be outstanding. So probably by the middle of
368 summer we'll be able to have a discussion. As painful as it will be, this will not be a pleasant discussion,
369 but we'll survive it.

370 KL It's something we have to have though. We don't have a choice. Thank you. Jeff I appreciate that.
371 That's one of the things that's been on my mind too, so I think that's definitely something the board
372 should do later this summer. So thank you.

373 JP: We can start talking about it, anticipating, and collecting as much information as we can, because
374 this next year or so is not gonna be pretty.

375 KL: Nope. We'll get as prepared as we possibly can I guess under the circumstances. Did anyone else
376 have anything else to share? Any other board member? Ok, alright, let's move right on to reports from
377 out Superintendent of Schools, Miss Mary.

378 MG: OK. I just want to remind everybody that our food service department is serving about 7,000 meals
379 every week. I mean, that's just huge. I bring that up because this Friday, May 1st, in honor of our School
380 Lunch Heroes, I feel like this year more than any year before, our school nutrition folks are our true
381 heroes. They've just knocked it out of the park. Talk about a group that literally came in Monday
382 morning after the closure, hit the ground running, they had meals in families hands immediately and
383 they just kept going over and over again. Really in collaboration with transportation who have also
384 helped get those meals to families. So, again, Friday, May 1st is School Lunch Hero Day, I just wanted to
385 put that out. Also, beginning on Monday, May 4th through May 10th of next week is Teacher Appreciation
386 Week. Sadly we won't be able to see our teachers face to face. Again, I don't want to miss an
387 opportunity to recognize them and all the hard work that they're doing. They're just, again, like I said
388 before, they've been essential and they have just been flawless in their delivery. A huge recognition to

389 our teachers as we celebrate them next week and that goes as well as our paraprofessionals. All the
390 folks that help get schools running, have the classrooms running, and get our schools, our students, and
391 our teachers connected to one another. Finally, May 6th through May 12th is School Nurse Recognition
392 Week. There's great recognitions happening now in May. I'd wanted to take a minute to recognize all
393 those groups who are just such hard workers and we thank them, we're so grateful for them.

394 KL: Thank you Mary.

395 JP: Should we start doing videos for all the other groups? Because that's one of the things I was thinking
396 as we were doing those videos. I was following my orders and sticking to the recognition that you
397 requested, but that's a long list, it really is.

398 KL: Actually Jeff I think this month and May is really all of them except transportation is in February. So I
399 think that thank you video really is for all those groups. I had the same thought when Dave mentioned
400 the teachers and nurses, I think everybody is from April 1st to May 8th or something like that.

401 JP: Maintenance Buildings and Grounds. Tracking every entry into the building and sanitizing it. It's
402 crazy.

403 KL: It's really every single one of our staff members.

404 JP: Everybody.

405 KL: Yeah

406 JP: God bless them all.

407 KL: Yep. Well thank you Mary and thanks everyone else. Let's move right on to school board discussion.
408 The first thing up is the board review policy and we have 3260 the Pupil Rights and 3270 which is our
409 Notification of Release of Sex Offenders. I know that there was no change in that, but anybody have any
410 questions for Phil? Anything to add Phil?

411 PO: All set.

412 JP: We really missed the opportunity to put the screws to you on these policies. This might be our last
413 chance, right?

414 PO: There's more to come.

415 KL: OK. Thanks everyone. May I have a motion to adopt instruction resolution 11.1 please?

416 IS: Yes.

417 KL: Doreen and Idris. Any discussion? OK. All in favor?

418 JP: Yes.

419 DS: Yes.

420 JK: Yes.

421 KL: Opposed? Carries 8-0-0, Carleigh. May I have a motion to adopt business resolutions 12.1 through
422 12.3?

423 PS: Yes.

424 JP: Second.

425 KL: I'm sorry, was that you Pat?

426 PS: Yes it was.

427 KL: And Jeff? Is that correct? OK great. Any discussion? OK. All in favor?

428 JP: Yes.

429 DS: Yes.

430 IS: Yes.

431 KL: Opposed? Thanks carries 8-0-0. And may I have a motion to adopt personnel resolution 13.9 please?

432 DS: So be.

433 KL: Doreen and?

434 JP: Second.

435 KL: Jeff, I believe?

436 JP: Yep.

437 KL: Any discussion? All in favor?

438 JK: Yes.

439 PS: Yes.

440 KL: Opposed? Carries 8-0-0, thank you. And since none of us have calendar issues since we're not going
441 anywhere.

442 JP: We can only hope we're going to have some calendar issues soon.

443 KL: Yeah. Exactly.

444 JP: Please.

445 KL: The things we wish for now, right? And we do not have a need for an Executive Session, so may I
446 have a motion to close the meeting?

447 JP: So moved.

448 DS: Yes.

449 KL: Thank you Jeff, second by Doreen. All in favor?

450 JK: Yes.

451 IS: Yes.

452 KL: Opposed? Thanks so much. Carries 8-0-0. Everybody please stay healthy and well and be safe and
453 we're out.

454 IS: Thanks.

455 JP: Thanks Carleigh:

456 KL: Bye.

457 *End: 5:45 p.m.*