

GCCS BOT Meeting Transcript August 12, 2020

Michelle:

Okay, all right. I'd like to call the meeting to order, our August Board of Trustees meeting by 39. Let's officially welcome Jessica [Wagner 00:00:10]. Welcome Jessica. Luke... Where did Luke go? There's Luke, welcome Luke. Eve Elise isn't on, and I don't think Natasha joined either. But we'd like to officially welcome warmly our new members. Thank you for joining our team. Excited to be working alongside with you. With that, I'll turn it over to Shannon, who I almost called Mrs. Hillman because Jack's in the background for the greeting.

Shannon:

All right, I thought because we are in summer mode, we might just share a little bit about something you've tried to do this summer to maintain some sense of normalcy. We can have everybody share and then we'll say hello to you. Does anyone have a good-

Michelle:

I started meditating again using an app called 10%, and it's working very well so far.

Shannon:

Good evening, Michelle.

Michelle:

Good evening.

Shannon:

We can just like sort of pop out. Whenever you like to share, you can just take yourself off of mute.

Jessica Wanner:

I just got back from camping in a new camping site called Cranberry Lake, in the Adirondacks with my family. It was beautiful. I highly recommend it.

Shannon:

Good evening-

Michelle:

Good evening, Jess.

Alison:

Good evening, Jess.

Becky:

We couldn't get our money back for the place that we had rented in the Outer Banks. They wouldn't give us our money back. So, we decided just to go and we were on a private beach. We figured we would just stay in our place and just enjoy the beach, and we did that. Actually, North Carolina Outer Banks was super safe. Everywhere you went, people were wearing masks. We actually went parasailing while we were there.

Shannon:

Wow. Cool.

Michelle:

Good evening, Becky.

Alison:

Hi, Becky.

George:

Oh, For my part, the hardest thing for me has been losing the gym and the morning workouts. I've actually got myself in a routine of going for three and a half mile walk, trying to maintain a 15 minute mile pace and substituted that, and I'm starting to feel like I'm getting back into some kind of rhythm with that. It's disconcerting to not have the routine.

Michelle:

Good evening, George.

George:

Good evening.

Alison:

Hi, George.

George:

Hello.

Tracy:

We've been trying to get out as much as possible, the outside and we're going to go up to Lake Placid next week. Whiteface Mountain, looking forward to it.

Michelle:

Nice.

Shannon:

Good evening, Tracy.

Michelle:

Good evening Tracy.

Alison:

Good evening, Tracy.

Ryan:

I'll say, I've been up to Lake Placid twice so far, and that's been normal. The not normal has been training the new puppy That's taken up a bunch of the summer. That and the site work. Trying to stay normal

Michelle:

Good evening, Ryan.

Shannon:

Good evening, Ryan.

Alison:

Good evening, Ryan.

Elizabeth:

I'll say that we usually have a garden so we went ahead and ordered plants like normal, got them touch free from the garden place, which is kind of nice. We've been doing that and then I have plans for the Adirondacks. We got up to Old Forge in the fall. That'll be somewhat normal.

Shannon:

Good evening, Elizabeth.

Michelle:

Good evening, Elizabeth.

Alison:

Hi, Elizabeth.

Annemarie:

I normally... This is Annemarie, I have my video off because I'm multitasking, so I'm flat ironing my hair. I normally do my nails. I'm very, I guess type A [inaudible 00:03:59] for the summer that literally has been... The thing that I do to calm down and relax because I couldn't go to the pottery studio and I couldn't do... So, I was like, I'm just going to do my nails and that will be what I do. That's been nice.

Michelle:

Good evening Annemarie.

Alison:

This is Alison, I guess I'll go. My summer has looked pretty normal. We have summer camps open at the RMSC. We are cruising along as normal with fewer kids and a lot more hand washing, but we're making it through.

Michelle:

Awesome. Good evening, Alison.

Alison:

Good evening.

Shannon:

Mike just... Oh, no, Luke, go ahead.

Luke:

I've been trying to... Actually, I have been trying, actually I've been doing a lot more reading. I think I'm up to my 19th or 20th book this year and trying to get my daughter interested in reading. It's not working. I don't think it's ever going to work. She loves that phone. But I've been doing a lot of reading and it seems like the more I do it, the more interested I become in it because, growing up, I hated it. Now, I love it and hopefully my daughter would make that transformation when she gets older.

Michelle:

Good evening, Luke.

Shannon:

Good evening, Luke.

Elizabeth:

I think we got it.

Shannon:

I haven't gone yet. In the beginning of the summer, my birthday is right at the beginning of summer. We splurged on some lovely outdoor furniture. I've really enjoyed our gazebo and being outside and just trying to work from there, but watch the kids play in the pool and it's been lovely.

Michelle:

Good evening, Shannon.

Shannon:

Good evening.

Becky:

Good evening, Shannon.

Michelle:

All right. Well, let's see. Taking a look at the agenda. We have... I guess I'll just set the stage. There's quite a bit that we need to vote on tonight. There were some glitches we found in terms of minutes and we have to actually go back and re-approve minutes, and probably doesn't make sense to go over that now because we don't have enough people to vote. Was Robyn supposed to come?

Shannon:

No.

Michelle:

No, okay.

Shannon:

That was my error. She said that she doesn't usually do financials in August.

Michelle:

In August, okay. All right.

Shannon:

She did email and said that she was not coming because she wasn't needed. But I did just send out a reminder to everyone, so maybe we'll have another pop on or two.

Michelle:

Okay. Well, we'll just keep going through and if we can't vote, we can't vote. There's nothing we can do about that. Why don't we jump to Jessica. Jess, do you want to... You go by Jess too, right?

Jessica Wagner:

Mm-hmm (affirmative). [inaudible 00:07:05] calls me Jessie. So, we can do Jessie, it's fine.

Michelle:

Okay. Do you want to talk to us about what's going on with the advocacy committee?

Jessica Wanner:

Sure. Crystal just and I have been co-chairs and Shannon's really been our backbone right now to helping us figure out what direction we wanted to go into. Obviously, we're in a strong situation that we need to be advocating for GCCS, as far as getting our information back from the state with our three year renewals. We actually on August 6th, we just did a Zoom meeting with Sonia Park, who's the president of the Diverse Charter Schools Coalition for New York. It was really informative, and she gave us some ideas and we have another meeting with Shannon, myself and Chris and Deb Hanmer... Is that right?

Shannon:

Yeah.

Jessica Wanner:

In two weeks, end of August. The four of us We're going to sit down and try and come up with some goals and what we want to do. We've also sent an email out to all of the past committee members from last year asking if they were still interested, understanding that the world has changed, and maybe they can't commit. Then also asking them to reach out to just any of their peers that might be interested in joining us.

Jessica:

I've done some advocating with some other parents that I know, asking if they'd like to join us. Then we spoke with Shannon about possibly putting something in Currents about getting new committee members as well. Whenever Currents goes out, that's the thought that we're going with. We just didn't want to inundate

everybody. We thought about having a meeting in August with the whole group, but first we want to have our ducks in a row, and secondly, with the reopening plans, it just didn't seem like the right time.

Michelle:

Questions for Jess or additions?

Alison:

Jess, could you just repeat where was it Sonia Park, what group she was with?

Jessica::

Yep, it's Diverse Charter Schools Coalition.

Alison:

Awesome. Thanks.

Michelle:

Okay. Nolica is not here. I don't know if there's anyone else-

Shannon:

I can speak to it.

Michelle:

Do you want to do that? Okay, discipline.

Shannon:

Yeah, we've been working really hard this summer on the code of conduct. After our June meeting and acknowledging-

Michelle:

Sixth graders.

Shannon:

Sixth graders and all their hard work, we've had a pretty big contingent. Eva Lisa has been on that as well, along with Nolica. Jess Norquist has stayed on to help us with that. Then also, I'm Lauren Grim and our new hire Kyle Skovira S-K-O-V-I-R-A. What a find. I'll tell you more about him later. But anyway, all of us, and Tracy, have you been part of it?... There's somebody else... You haven't been a part of it. There's somebody else that I'm missing at this moment. But anyway, there's been a big group working on the code of conduct.

Shannon:

We had high hopes to finish by now, but we also are really not wanting to rush it either, and there's just been so many gigantic things on our plates that it feels like what we think we're going to do is, have enough of a document to start from this fall, pilot it through the winter, and then bring it to final form midway through the year with allowing us to collect feedback from the staff and how it's working, from families and their insights from home and from students.

Shannon:

What we've really been working on is our expectations for behavior across all grade bands. What does this look like at K-2 and 3-6 and so on. Anyway, it's been really good. We're getting a lot done, but it's definitely kind of a beast, as far as how big it is. We're excited though. I think it'll be good to get the current incoming sixth graders together-

Michelle:

I was just going to ask, are there any talks about getting any of the new sixth graders or anybody else involved in the students standpoint?

Shannon:

That's who it is, it's Alexis. Alexis has been huge as part of this as well, since she's one of the sixth grade teachers and is a big champion for this. Then sort of... I'm going to just continue on the pathway for a second and explain Kyle. Today, we did a restorative justice 101 for the entire staff, and Kyle led it, but he connected with Eve Elise, and so, some of his content actually came from her. But then he was phenomenal.

Shannon:

Actually, Becky was private messaging me through Zoom today and saying, "What a win for Kyle." He has been leading most of our PD this week, teaching the staff about mindfulness as well, which has been really good. Then we also have brought the arts team in to think about self-care and ways that we can have some strong strategies for ourselves, knowing that we are all going through trauma right now. It's been like, just as much as we've been a little bit... We are a lot zoomed out. We have gotten some really great training and information from our PD this week. Becky, do you want to speak to that at all?

Becky:

[inaudible 00:13:05] this is happening lately because some core [inaudible 00:13:07] for school.

Shannon:

No, I'm home now. Are you there? Are you there?

Becky:

Can you hear me?

Michelle:

I didn't think you will swear.

Becky:

I think watching the recording is going to be amusing. There might be some pieces you have to cut out.

Michelle:

Yeah, granted. No. Just kidding, we're not going to edit anything out.

Shannon:

It only records [crosstalk 00:13:39]

Michelle:

Shannon, you're frozen.

Shannon:

No?

Becky:

Now, you're good.

Michelle:

Now, you're not.

Shannon:

Okay.

Michelle:

Kyle is great.

Shannon:

Kyle's great. Becky, you want to speak to it?

Becky:

Kyle's great. He feels like he's been on our staff for a really long time. He just jumped right in. He's led a lot of the PD, not just today. He's so calming.

Shannon:

Great to hear.

Michelle:

That's great. All right. Well, that's awesome. It's very exciting to see this work, particularly that this is student... Maybe not student driven, but partially student driven. I think that's just awesome. Big giant kudos out to Alexis, Chris on working on that project. Let's see. Here's what I'm thinking at this point. I'm thinking that we ought to go through the content and I don't actually know, George, you can correct me if this is, I don't know, okay to do, but I'm thinking we should go through the content presented and then we can ask other board members who aren't present to review the recording, and then we could be prepared at the September meeting to take votes if we're not going to be able to do that tonight. Is that reasonably?

George:

Sure, that makes a lot of sense. Nothing official will happen between now and then. But it certainly will facilitate the discussion or the action that you need. That makes sense to me.

Michelle:

Okay. Great. Annemarie, do you want to talk about nominating? We'll just keep going down the list?

Annemarie:

Sure. Shannon, you're going to have to help me with your cut out audio. Open positions for 2021. I think we're going to have one open position.

Shannon:

Yes, I believe that's true.

Annemarie:

Am I allowed to speak to that yet?

Shannon:

Yes, I think we can speak to it.

Annemarie:

Okay. Kevin Sutherland, who is our finance guru has decided to step away from the Board of Trustees position. We will have an open position for him. Obviously, looking for somebody who can help lift up the finance portion, but also cover some of our other bases that we might want to cover with our board. But that's really all the thing I have. Just that one open position coming. If you know of anybody or you think of anybody that you find a great fit for the board, please send me their name and Shannon their name and we will begin to do what we do as a nominating committee and reach out to those individuals.

Annemarie:

Then also, Elizabeth, you were never approved. You were, but also we did not have a quorum, so technically, it doesn't count. We need to reprove you again. We don't have quorum tonight. So, we can't do it, and we love having you. So, don't leave us.

Elizabeth:

I am not by any means offended or bothered.

Annemarie:

It's just like, nah.

Elizabeth:

But I also have been terrible at haven't gotten my paperwork in which it turned [inaudible 00:17:16]

Annemarie:

Okay. Well, [inaudible 00:17:28]

Michelle:

We are recording, assuming that we were meant to approve, actually when we have a quorum at our September meeting, if we don't achieve a quorum tonight and then we'll proceed with recruiting for the position. Kevin did say that he was willing to stay around and help with the transition.

Annemarie:

Yeah, which I am grateful for.

Michelle:

Yeah, me too.

Shannon:

I'm really sorry, but I am the person recording and my... Can you hear me? It's so bad.

Michelle:

Yes.

Shannon:

I'm going to try to change my signal again-

Anne Marie:

It's recording because [inaudible 00:18:07]

Shannon:

I'm going to try to change my signal and see if I can get back in. We might have to pause the meeting for a second. I'm sorry.

Michelle:

Okay.

Anne Marie:

Okay.

Michelle:

I feel like I'm at work. We have all we have these technical things all throughout the day. We just started using Microsoft Teams and everybody's half pixelated. It's weird.

Shannon:

All right, I think I'm back. Can you hear me?

Michelle:

Yes.

Alison:

Yep.

Shannon:

All right. The picture is still frozen, but I can hear everybody. Oh, nope, now everybody is coming back to life here. All right.

Michelle:

We can hear you much better, much clearer. No garbliness.

Shannon:

Okay. We're going over this and we're still recording.

George:

The recording light never stopped blinking.

Shannon:

It might just... Okay. Hopefully, this works.

Michelle:

We paused. We didn't share any business during the pause.

Shannon:

Okay.

Michelle:

Okay. Then we're just going to jump back up to item number four, which is the minutes just to lay the groundwork for that. In the same way that Annemarie noted about not really having a quorum, which turns out we actually have to go back and re approve minutes, because we voted but didn't have all voting members at the time. So, we need to re-approve December of 2019, January of 2020 and February of 2020 minutes.

Michelle:

As part of that, one of the things that we approved within that was the contract, the initial contract with Deb Hanmer. We're going to need to... We'll do that all within the same context, unless George tells us we can't.

George:

That's fine.

Michelle:

Okay. Again, for the recording, just go back and take a look at those minutes. There's no changes to the minutes other than changing the voting members to non-voting who need to be changed. We did have... I can't remember how we settled on that, but we'll have enough people once we have a quorum now to go back and vote on those. Folks who were at the meeting obviously will vote, and folks who weren't you can abstain or just not vote, or actually would just be abstain. Anything else, Shannon or Annemarie that I need to cover with that with regard to the minutes that we need to go back?

Shannon:

No.

Michelle:

I think that's it.

Shannon:

Yeah.

Michelle:

Okay. All right. That's just the business thing there. All right, why don't we then go into the reopening plan is something that we obviously need to spend a fair amount of time on. Why don't why don't we turn it over to Shannon for that? Shannon, what I'm going to do is, I'm going to set a timer for 20 minutes, and then we'll just check in and see where we're at with that.

Shannon:

Okay.

Michelle:

I'll just reference the fact that we did have an executive committee meeting, because we believed strongly that we should have a vote on the draft that Shannon and the school were going to be submitting. So, we did have that. But the purpose of tonight was to really present it to the full board, which is what we're going to do now. Plus, having had the feedback from Governor Cuomo.

Shannon:

Yeah. I wasn't going to do a full presentation, but I did want to show you the parts of where you could go if you wanted to get a lot of information there.

First of all, you should know that it's directly on our website, and the link is the first thing that you see when you come. Right away, it's ready to learn, and you press the link, and there you go. Then we have the plans right here on this page, and I went all the way down to the bottom because we have the plans in several different languages here, as far as the full plans, but there's a big, large summary that's on the actual website itself.

Shannon:

Based on the things that Governor Cuomo said, we have a few additional pieces we need to get on the website, and that's coming in the next 24 hours. One of them is our response to contact tracing. That is listed in our full plans. We just have to copy and paste it on to the website directly. The other thing he wanted schools to do is to respond to how are teaching virtually. The scenario of virtual instruction, there's a brief scenario here.

Shannon:

I think the other thing that was a little confusing and what he was saying is that it was unsure if it was that just what is virtual going to look like in scenario three or what it's going to look like as a choice for families who don't choose the hybrid model, which is the model we're going with for the fall. What we've done is I'm actually today, I released to the families, a video of myself talking through each of the potential schedules, and they're on our school's very new YouTube channel that also has a recording of all of our family town hall meetings that we have.

Shannon:

If I click, let's see what happens and maybe you can get a sense of what this looks like. Yep, there it is. We had three family town hall meetings, they were all the same content presented, just three different times to help support families. But then they also got the link to the YouTube channel if they couldn't attend. There was always an overview, and then a Q&A. Lisa O'Malley helped to moderate that, so that we could get everyone's questions answered.

Shannon:

Then today, the newest release was the release of me just talking through the schedules, because that was something that we didn't have at that time. Sorry for my dog. That's that. Let's see, the third thing... I'm sorry, we did talk through the virtual piece and that was important for Governor Cuomo. The other thing was our response to what happens if there's a positive case in our community. That is addressed in our full plans.

Shannon:

But again, I think we need to be clear on the website. Again, it's going to be another one of those copy and paste situations where we just want to make sure that it's right on the website directly. Let's see, the last... Governor Cuomo did say that he wanted to have three town hall meetings for families, and then at least one staff meeting as well. We've gone really above that. We had our three meetings, we've recorded them, they're public on the website. They're also released to families to get those recordings. We also have had... We had a staff town hall meeting before the plans were released to get their feedback, and then we actually spent the last two days really going through the plans, almost line by line, getting a strong sense for the staff as to where they are and questions they have.

Shannon:

I'm feeling overall really good about that. In addition, we also had a student focus group that met before the plans are created to give their own input on the plans themselves. Everybody still with me? Just want to make sure.

Michelle:

Yeah.

Shannon:

Okay. I think I might pause there and just take questions. I don't want to... I'm not sure where people are as far as knowing about the plans. Let's just see where the questions lie, and then I can add more information from there. Wait, you might need to unmute.

Michelle:

Shannon, you can get everybody's pictures back.

Shannon:

Oh, sure.

Michelle:

It's easier to see if folks have questions, at least for me anyway. Anybody have questions about the plan or any other aspect? Luke.

Luke:

Sorry. [inaudible 00:27:12] Are you pigeon holed in how you're doing the reopening plan [inaudible 00:27:19] ...RCSD...what's going on with them because of the bus situation and things like that?

Shannon:

I know, it's like animals just know, right? Okay. To some degree because of buses, we were hoping to have alignment with wha RCSD was doing. We actually were working on the plans when they hadn't released theirs yet, so we didn't know for sure. But we had been in contact with the head of transportation, and he had told us that they were planning to do a hybrid model K through 4, Mondays and Tuesdays and then Thursdays and Fridays.

Shannon:

We, at that point had already decided that that was our plan. It was like a big thumbs up, yay, we're going to be in alignment with RCSD that way. But we wanted to be K-6, because we felt like it would be good to be consistent across our entire school. That's the biggest difference between ours and theirs. Actually, we were ahead of the game too with transportation because how we started the cohort assignments was looking at last year's bus routes, and taking those buses and dividing that group in half so that if nobody moved, a bus would be half of a bus load each time. That really seemed to help them because we know I already have bus assignments for the fall. There'll be some minor adjustments but that was surprising to me. I didn't expect them to have them assigned. But, I think because we were ahead and got them list right away, they were able to get that done for us.

Shannon:

I wouldn't want Wayne Kindleberger's job, I have to say. This has been crazy for buses.

Michelle:

What about fifth and sixth grade, Shannon?

Shannon:

They're the same. That's all, either your family has been assigned to either cohort A or cohort B. Fifth and sixth grade as well. We take... Even though we contract or work with RCSD, it's all of our own buses. There's no other RCSD students or anything like that, and it's fine for them to have fifth and sixth graders or anything else, or a different start date or anything like that.

Michelle:

Okay.

Shannon:

Just closing the door. Okay. I hope that answered your question, Luke, as far... Yeah, okay.

Michelle:

I wondered... I was able to jump on for not very long because I had to jump off for the meeting that you had on Monday. Was it Monday?

Shannon:

Yeah.

Michelle:

I was really glad to be able to hear from the teachers and some of the staff about how they're feeling about things. I wondered if you could talk a little bit about how folks are feeling with the plan, how your staff in particular are feeling about the plan?

Shannon:

Yeah, I'll tell you-

Michelle:

Or Becky, for that matter. I don't want to just say, Shannon.

Shannon:

Becky certainly should talk to... I'll tell you that before Monday, I knew about maybe two or three staff members that I was pretty certain were worried. Were worried about coming back. One of them I spoke to at length, and we had a really good conversation where it seemed that they were pushing back and inquisitive, but not necessarily refusing to come back or anything like that, but they just definitely needed to have a good heart to heart with me.

Shannon:

On Monday, you could tell, the tensions were high, they were high all day long, even over zoom. I think people just really, as much... Even though we had the staff town hall, there was just so much loaded into that, that they just needed time to digest, to hear rationales as to why we were making certain choices. I think the biggest thing that was challenging for staff to understand is why we weren't having teachers follow a particular cohort.

Shannon:

I was asking all teachers to come in four out of the five days. The Wednesday when nobody's teaching physically, everyone would be teaching from home. I explained that my reason for that is because it feels imperative to me that the kids that are in school and at home too are getting strong one on one personal attention, especially for those in person days. If we have three teachers in the room, we can really help to support them both in social emotional learning, but then also academically.

Shannon:

Their concern was safety and well, then we're crossing cohorts and all of those things, which is completely valid. But my other concern was is that there could be maybe flexibility for teams, but there can't be flexibility for the arts team. The arts have to teach across, and there can't be flexibility for my restorative practice coach and my social worker. It was feeling like, we're already crossing cohorts anyway, we're going to be doing all of these safety measures, this is the way that we should start. Then if we need to reevaluate, we reevaluate, but we should try to get in so that everybody knows the protocols, everybody knows how we are helping children when they're in school and out of school. Then we can adjustments if needed.

Shannon:

I said, the only difference would be if we have a large, large number of families that our choosing the virtual option, and then we may make some adjustments, but we don't have that large percentage collectively, we now need to look by class, which we're trying to get through very quickly to figure out what the situation is. Becky, do you want to speak to that?

Becky:

Yeah. Well, I also, I got the impression that that was a big hot topic too. Not only because of the crossing cohorts thing, but I think teachers were just really unsure about how we were going to be teaching kids in the classroom

and kids virtually at the same time. That just was hard to understand. But after Shannon shared the schedules, to me it became a lot more clear.

Becky:

But I too, Shannon was really... I'm highly anxious about the whole thing anyway, because my husband is immunocompromised. But I was shocked at the amount of staff that were really anxious. We had to share a word and I think anxious and worried came up a lot.

Shannon:

At the beginning, yeah.

Becky:

I think there's some people who are being a little closed minded by it and seem to... I think just probably aren't going to change their opinion at all, they just have their heels dug in a little bit. But I think for the most part, most staff are feeling more relaxed a little bit as we hear about what's happening.

Shannon:

Yeah, I think it took two days to get more settled. At the end of yesterday, I took them to a closing circle and said, share how you were feeling on Monday and then how you're feeling now. The majority of the staff said I was feeling super anxious and now I'm feeling more relaxed, better, feeling more confident. I think it just took time to digest and feel like they knew that I was hearing them, that the reopening taskforce was hearing them and just feel more concrete about what's happening.

Becky:

I also think that some staff gave feedback about things in the plan that might need to change and you were open to maybe rewording things, which was helpful. I thought it was extremely helpful that Shannon had Sarah Minor, who is one of our parents who was on the committee come and talk, because she's a nurse, and she helped ease our minds, I feel like a lot. I think that was really helpful.

Shannon:

Yeah.

Michelle:

Shannon, did you... If I had been able to stay, I would have asked this question on Monday, and I think you and I talked about this at one point, all of this that I hear, and Joanie's... My wife's a teacher, so she's really feeling all this too. I remember this feeling back when COVID started and in health care, we were asking all these questions, everybody was nervous. Now, we've gotten to this point of people know that you wear a mask and you wear a face shield and you can wear gloves if you so choose. Have you gotten specific about PPE and offering people, for example, face shields if they want them? Because they're pretty readily available.

Shannon:

Yep. Everyone knows that face masks are required. Hands down, that's happening. Everyone knows that we have that available for everyone, including the ones for teachers, we have the ones with the clear mouth, as well. So, they can use that if they would like. In some classrooms, it'll be a requirement because of the children that they have.

Shannon:

But teachers and students are being asked to provide their own that they're most comfortable with because that's the big piece, that you're most comfortable with what you're wearing. We have ordered shields, they have not come in yet, but I imagine they're on their way. We have everything else is coming in big droves right now. I know that they were ordered a while ago and they're on their way. Yes, we've told staff that they are welcome to wear shields if that's something that would help them as well. I imagine some will definitely pick us up on that.

Shannon:

We do have gloves as well. That's also an option. Adam Bellow's office, the Monroe County office, also, they wanted counts for us of what we might need. They're going to be providing us with additional equipment beyond what we had already ordered. We're going to be in really good shape, I think for the beginning of the year, especially.

Michelle:

I think it's really important to help. That really eased anxieties for us, and I think it's important that we really listen to that anxiety that people are sharing and respond with the appropriate safety measures, which it sounds like you're doing. I just wanted to hear a little bit more about that. Other folks, questions for Shannon, or Becky?

Jessica:

I think, quick, are you going to let the families know who else is in the cohorts? That's question number one. Secondly, just as a board, do you have the breakdown, like how many families are hybrid? How many are virtual, ELL, and all that?

Shannon:

I can answer both questions. With the letting the families know, that's been a massive grapple for me, because I don't want to give away any kind of confidential information. What we landed on, and we, meaning the reopening taskforce, we talked about this on Sunday that we could potentially release just the names of the students with nothing else. No other contact information, and nothing about what they're choosing.

Shannon:

If we just said, these students are in cohort A, and nothing else, we might be able to do that. I'm looking to George and it seems like he's nodding, but this was something that I've been worried about. I understand it's helpful for families to know, but I also don't want to release something that we shouldn't be releasing. George, did you want to speak to that before I go on to the second part?

George:

Well, I don't think there's anything particularly concerning about knowing who your other classmates are, and the cohort that you're going to be part of. Russia and Riyadh is drawing its cohorts based on the alphabet.

Shannon:

Right?

George:

That's relatively... That's just disclosing as much as anything else. I think it's smart to not necessarily give everybody too long a shot of what cohort they're in, because you'll be met with all sorts of requests to be in a different... No matter which cohort you put them in, they're going to want to be in the other one.

Shannon:

That's right.

George:

That's the rule of nature.

Shannon:

Yeah. We've had a few families reach out to say that they would really prefer to be in the other cohort for childcare reasons. Right now, we just have them on a list, and we were waiting for the final commitments, which are now in and now we're making calls to the people that didn't commit to try to get that final number. Then if we can make a couple of switches, we will. But yeah, it is this web of catastrophe. We're trying to be careful about that.

George:

Maybe I missed it, is there an opt out for someone who just wants to stay home? I didn't you say that. I missed it.

Shannon:

Yeah, there's an opt out to be all virtual all five days, but we're still going to technically assign them to a cohort so that if they decide to join hybrid after... We're asking commitment until October 9. If they choose to go hybrid after that date, then they have a cohort to go to, so that it's clear and we don't lose out on our numbers and capacity.

Shannon:

Your second question was about do we know who and when? We're close. Someone talked to me... Actually, it was a teacher who was still feeling hesitant and she and I had a conversation today after our meeting, and she's actually feeling a lot better. But she said to me, she's like, there's districts that have lots and lots of people around all of this, getting all of the logistics done, and it's me and Maureen. This is pretty hard for us to get done really quickly. But Maureen's actually not in the meeting tonight, because she wanted to work on it from home.

Shannon:

We are trying to get the numbers done. I can tell you that, I showed the staff today, and it's not completely right. But it looks like about 38 families are choosing all virtual, with the remaining 105 to 110 families choosing the hybrid model. Then out of our population of special Ed and ELL, it's actually about half of that population that's choosing the four day option. Not everybody is choosing that. I hope that helps. That's not quite the right numbers, but it's close.

Jessica Wanner:

Thank you. I appreciate how much you and Lauren are doing-

Shannon:

I'm not trying to whine, I'm just being real.

Jessica Wanner:

Definitely, you guys have gone above and beyond. This has been really amazing. I've shared with everybody how great our reopening has been. So, really, kudos to you guys. It was more just like from the teacher's perspective, like Becky, how you're really going to have like four different schedules. It's two cohorts, but it's really four different schedules, and how difficult that will be as a teacher, just from an operation mindset, that sounds very difficult for me. Then if I take myself out, and as a parent who did choose virtual, I'll share that with the board, we did choose virtual 100%. It's not going to be easy. It's not just going to be like the spring.

Jessica Wagner:

I think that it was great that you sent that out today to share scheduling and things, because it's going to be a challenge. I think that people need to understand that, and I think giving the October 9th date is really smart because we can all bear with the challenges and figure it out for a few weeks, and then if we need to switch or see what happened, then you gave us the option. So, much appreciated.

Becky:

Yeah, and the staff really appreciates all the stuff Shannon has done too. It's been great. I don't think she's had any summer break. But also, Shannon, didn't you say that after, you're going to allow people to watch the sample schedule thing you put up on YouTube and anybody who chose all virtual after they see the schedule, they may change their mind and want to opt back in or something?

Shannon:

Yes, and that's okay with us, because we're right in the middle of firming things up anyway. But the reopening taskforce, once they saw the schedule, their sample schedule, they also were like, I don't know, families might see this and go, that's a lot of Zooming. We felt like it was important for families to get that.

Shannon:

It's one thing where I wish that we had gotten that out sooner, but I also am really grateful that the staff had a chance to look at it first before we sent it out to families to make sure that they were on board with what we were considering. Not that it's set in stone, but it's an idea of what it might look like.

Tracy:

Well, I know one of the things you mentioned in the video was that it looks like a lot of Zoom, but it's not. I don't know... I'm trusting that, basically.

Shannon:

Yeah, there's truth in that. It's more like there's these blocks of time where students are engaging with a live lesson, but it's like the core lesson and then they're going to be off and doing something on their own, is what we're envisioning to happen, because staying on Zoom that whole time feels like just not possible for elementary students especially.

George:

How has it been working out? Your interface with the CSE and all your special Ed kids?

Shannon:

We actually had a pretty successful Spring with our special education kids, as far as giving services. It was better, I think than other school districts were having luck with. Right now, we're not getting a whole lot of communication from RCSD as far as our providers for the fall. But, it seemed like we were going to be able to keep the same two people that were mostly full time with us. It was looking that direction, but I don't think we've gotten a whole lot of communication more recently about that. It's still a little up in the air right now.

Becky:

Just to piggyback on what you were saying, I think it is going to be a lot more work, I think it is going to be like for different schedules. Teachers in our school work a lot, and I think it's going to be twice as much, I really do. I am worried about RMSC internet, because a lot of what we're doing depends on that we can live stream our lessons and things like that, and we really struggle with our internet. That is a big worry.

Jessica Wanner:

I think that goes for home bandwidth too, right? If you've got two people working, and two kids, we're all four trying to Zoom, even if you have great internet, I don't know that's really going to work. We were struggling with just two Zoom, my husband and one of my kids. Now, we're adding two kids and extra people. Becky, it's the same at home and at school.

Becky:

Okay.

Shannon:

I will say that we did talk to our tech person and he said that he can allocate bandwidth. He always allocates more bandwidth during I-Ready testing time and he said Zoom is like a similar amount. He usually scales back when we are not doing I-Ready. He is telling us that it's going to be okay, but I am positive that there's going to be a lot of stumbles there.

Shannon:

To go back to tech. We ended up... We were able to stay within that thank you very much allotment for Chromebooks and hot spots, and whatnot. However, we also found out that our CARES funding allowed us to be able to allocate most of the Chromebook purchases and whatnot towards the CARES funding, instead of going towards the board reserve funding that we were going to-

Michelle:

Okay.

Shannon:

It won't be nearly as much. I'm sorry, I don't have those numbers in front of me. But that's the good news, that we're actually able to go more under this CARES, it's actually ESR funding that we were allocated from the CARES Act, if that makes sense.

Michelle:

Yeah.

Shannon:

Then we were able to purchase 20 hotspots. I may try to up it to 30 because of who we've heard needs them. I just wanted to give that update.

Michelle:

Oh, that's good. Other questions for Shannon? Comments? Once again, echoing what Jess said and Becky, just a really huge thank you to you, Shannon and Maureen, for all the work that you've been doing, just bringing people together; students, faculty, parents, the board, it is tremendous work and it really shows your commitment to the school, to the kids. I'm pretty sure your husband will want you to take some time off, maybe just a weekend. See if you can find that. So, thank you.

Michelle:

We were going to do a motion to approve, officially with the full board. We can't do that, because we don't have quorum. So, we'll keep that for next month. We can certainly see how things have gone with the opening, or the reopening of school at our September meeting. I'm aware... Anything else, Shannon, before we move on? I'm aware that we didn't... Did you want to... Were you going to say something about the safety plan now?

Shannon:

Yeah, this is a little bit of a disappointment that we can't get this approved. I'm not really sure what we're going to do about that, if we have to do an executive committee meeting or what, because the technical time is September 1st, I believe, to have it approved. The safety plan is not really changing. But we did address the fact... in our reopening plans, we addressed the fact that we weren't going to be changing our safety plan, and that we would be following all the same kinds of measures and protocols that we had in the past.

Shannon:

The one, nuanced difference is that we know that our community has experienced trauma. Things like very loud sirens could be a much higher anxiety and reactive rate for kids than it would be normally. When we do drills and that kind of thing, there's a few kids that we know about and we can sometimes warn ahead of time that it's going to be a drill, or help prep them. But we imagined that could be a higher amount of kids.

Shannon:

In the plans and among the team, we talked about trying to build in some additional times to practice just hearing the sound of what a lockdown sound might be or just the fire alarm sound, just to help them not be so shocked when it happens, and also just to give a lot of prep around just the drills themselves, which we usually do anyway, but just to try to help kids be ready for those kinds of drills. That's the only difference, really, to the protocols.

Michelle:

I'm wondering if in the same vein, as I was talking about earlier, Shannon speaks to the content of the safety plan to the degree that we can. We ask the full board to review. Given that it's a matter of public record, this recording, George, and if we get commitment from other board members, can we ask for a vote electronically from folks, via email, before September 1st, of the full board versus an executive committee meeting? That's what I'm wondering?

George:

Well, the problem is you really have to call a whole meeting. You have to go through a bunch of protocols to do voting from remote. I would suggest that you submitted the SCD, perhaps with a brief footnote saying pending

ratification by the Board of Trustees, just somewhere on there. I can't imagine there'll be any pushback from the board. Ultimately, I would probably err in favor of sending it to them with some kind of brief note saying, to be ratified, or pending ratification of the board.

Shannon:

Sure.

George:

Because they're got enough to look at. That said, I would think that, that would be better than not complying with it.

Shannon:

Yeah. Okay.

Michelle:

Yeah, that makes sense. All right. That's what we'll do. We'll come back to that in September for full vote. I'm not sure if it warrants calling an executive committee meeting, honestly, because we've already had one. That would be three meetings in the month of August.

George:

I wouldn't. I would just send it in and then have it ratified for September. You're talking about a week and a half that it's going to be ratified by the time they get it. If they have any issue, will already have been ratified.

Michelle:

Right.

George:

Rather than wave a red flag and not have it in, in time.

Shannon:

Right. No, no, no. Yeah. Okay.

Michelle:

Okay. All right, I realized, Shannon, I skipped over Diversity Committee, a report out. Did you want to speak to that?

Shannon:

Actually, I might have Tracy speak to that. We've been having family racial equity discussions, I think is what we're calling them, every other week since June 1st, Tracy?

Tracy:

Mm-hmm (affirmative).

Shannon:

They've been attended... The numbers swing back and forth between, I don't know, maybe 10 and 15, Tracy. Does that sound about right?

Tracy:

Yeah. I think so.

Shannon:

Aha. Tracy's been, in, I think, every single one, maybe. That could be true, right?

Tracy:

Yes.

Shannon:

Tracy, you want to talk a little bit about what we've what we've been talking about?

Tracy:

Yeah. It started based on all of the national and local unrest in relation to racial justice and equity. We started these conversations. At this point, we've come up with the purpose of supporting people and wanting to have these discussions but not necessarily knowing how to have discussions about race and racial equity. Then also looking at how can we accomplish this goal of racial equity within the school community?

Tracy:

A lot of parents, I think of that 10 to 15, it's a good number of parents and then school staff with Shannon, and Kyle and Lauren. Are there other school staff?

Shannon:

We've occasionally had a teacher come, but it was more towards the beginning. It's mostly parents, I would say.

Tracy:

It's been good. Got some regulars. That's always a good thing. People who are just interested in seeing this work be done in the school community. It's been good. Our next meeting is tomorrow.

Shannon:

That group actually talked a bit about the reopening plans, but with the hat of social emotional learning, and specifically thinking about racial equity. That was before the plans were... Well, actually, it was after the board approved, but it was that evening. It was easy to make any sort of adjustments. But that was... Anyway, it's been really good. I imagine that the newest topic has been around how we're supporting families and just getting their basic needs met in a time where school is just so odd. The schedules are odd and childcare and transportation and all of these things that we know that people are really thinking about and how can we help? Then the other commitment... What's that?

Tracy:

I was going to say, keeping that sense of community even though everybody... Not everybody, but people are doing different things going... Like Shannon said, cohort A, cohort B, all virtual, four days that people are doing different things. So, how do we stay connected? How do we hold assumptions when somebody is not engaging in a way that we might think that they need to be engaging? It's been good to challenge ourselves to think about these things.

Shannon:

Yeah... Go ahead. Well, I was just going to say that that group is transitioning back to the Diversity Committee in the fall. But I think we have a much clear, narrowed vision about what we're going to be doing in our monthly meetings. It's been great. It's been really valuable.

Michelle:

I'm really, I'm really glad to hear this, and I think just to piggyback on one of the attachments that you got just to call out the work that we did with Deb Hanmer just a couple of weeks ago, really. She did give a summary of what we're doing. I just found that work incredibly eye opening and I'm really grateful to everybody. As the board president, I'm saying that, I'm really grateful everyone showed up. As a community member, as a parent, as a white person, I loved that we were able to really be vulnerable with those conversations ask really good questions, and I guess, be more comfortable with being uncomfortable.

Michelle:

I'm really glad because the work that you're doing there, the committee is also going to... Is very much in alignment with what we're doing as a board. I want to just make sure that we're really talking about the overlaps and questions or requests that are coming from the students, from the teachers, from the parents, that we're really hearing those as we continue our work on the board's strategic priorities and the work that we're going to do with Deb and break through as we go forward.

Shannon:

This work is actually echoing with our staff and students as well. We had a large portion of our afternoon today was dedicated to thinking about crew and thinking about anti-racist curriculum. It's what's actually going to move us into next week when we're talking about our expedition planning. But specifically thinking about how we can make contemporary connections to racism and how that plays a role in some of our time periods that we're studying. Anyway, the echoes, it's just rippling right out in our community, which is great.

Michelle:

Yeah, and I'm just so glad we're doing this board work on this subject with Deb, and talking about it. It's just really, really, I'm glad we're doing it, and we're not sitting here now saying, "Oh-oh, we should have done this before." I'm just really glad for that. Thank you, Tracy. Thank you, Shannon.

Michelle:

All right, next thing on the agenda is, and I'm going to ask for George to help us with this conversation. So, the bylaws. Typically, we talk about going through the bylaws. What we're going to focus on is the section that has seemed to continue to be a thorn in our side, with the New York State Education Department. That is around the Educational Governance Committee. We thought it would be important that we call that out at the meeting and talk about what we need to do to address that topic. We thought we could talk it through particularly with George at the helm for that, and then the plan would be, whatever it is that we need to do to get this taken care of once and for all, to satisfy the New York State, that we would plan to vote on that as soon as we can, after

people have had enough time to really look at the recommendation. So, George, I'm going to ask you to guide us a bit.

George:

Well, I think just to place it historically, when the school was originally conceived, the concept was that all of the stakeholders were vitally important players in the management of the school and the philosophy of the school, and none more important than the faculty itself. The original construct of the school and the board was that the faculty would have representation on the board, full voting rights, and be just like the community members or the parent representatives, as far as the Board of Trustees is concerned.

George:

That was incorporated into the original charter. I think dregs of that still remain in the charter that's actually on file and we're operating under. But subsequent to that, I lost track of the years, but it's subsequent to that there was a passage of a law, which basically made that an impossible arrangement because it called out the conflict of interest that staff members as employees and this would apply to the school leader as well would have, as the management team was considered, from the legislative point of view, an impermissible conflict of interest to be a staff member, a paid employee, and also a member of the Board of Trustees governing the school.

George:

They required us at some point, vaguely down the future, to make changes, and it just sat there for probably two or three years, I think before any changes really were forced on us. Then in discussions with Lisa Wing around what to do about it, she was quite adamant that she wanted the teachers to still have a means of control or at least participation and control with regard to the school.

George:

We constructed what we have now, which is a very awkward frankly, arrangement. The concept was to... We're being recorded, so I won't get into exactly what probably some of the underlying philosophy was, but we really wanted to maintain our position and kind dig in our heels and say these stakeholders are very important to the concept of the management of the school, and we don't want to do anything to undercut their role and their ability to impact, effect changes, or effect policy as far as the school goes, particularly with regard to educational matters.

George:

We understood, and I think it was always understood that when it came to salary structure, when it came to contract, when it came to disciplinary matters, that the staff members were in a different footing with regard to those matters and the rest of the board, because they had an obvious conflict of interest with regard to their own salaries, for example. That would be true of the school leader as well.

George:

So, we created this situation where we had a Board of Trustees that would look just as it did prior to the change. Then we created what we call the Educational Governance Council, which was exactly the same as the old Board of Trustees, included all trustees plus the three staff members; the school leader and two teachers to be designated by the faculty to sit on the Educational Governance Council. We tried to get approval for bylaws which called for any action taken by the Board of Trustees, other than with respect to employment contract matters to require the advice and consent of the Educational Governance Council.

George:

It was basically an in your face, we're going to still require the same people to vote on all these propositions in order for it to pass. That didn't fly. We weren't surprised that it didn't fly, but then we fell back and said, well, all right, instead of requiring it, we will give the Board of Trustees without the Educational Governance Council members the right to override or to proceed without the consent, but it needed a supermajority of 75% of the Board of Trustees.

George:

Again, it was to try and maintain as much control as possible... Not control, participation, in the control of the school by the faculty. I don't think they're real happy with that. It also creates problems mechanics wise, logistics wise, keep track of it, to keep votes understood as to who's voting on what, and when? I've had discussions with Shannon about this, and my own feeling is that I believe that the philosophy of the faculty involvement in the management can be met by them having a straight advisory role.

George:

The graph that I put together in the course of the summer, basically says that there'll be an Educational Governance Council but instead of being all of the board members and the three paid faculty, the Educational Governance Council will just be the three paid faculty, at least this is my concept. The significant provisions from my point of view are that, first of all, how they're selected. The school leader would be an automatic member of the Educational Governance Council. I provided a mechanism for the selection of two teachers by the certificated staff, excluding the school leader, so that they represented, at least this was my thought, that they represented the teaching portion, and not so much the administration portion of the school, and that they would be elected on an annual basis, put in some mechanics about how that could happen. But it would be like that on an annual basis and no teacher could serve more than two terms, two years in a row as a faculty member on it.

George:

That's just my thought. That's not cast in stone, or carved in stone. But that was my thought. The key element of the organization was that the Educational Governance Council would have an absolute right to attend all Board of Trustee meetings and to participate in the discussion of all matters, exclusive of employment contract matters. Then I proposed language, which, in essence burdens the Board of Trustees to take into account and give strong consideration to any information provided by the Educational Governance Council.

George:

Yes, they can override it, but it's part of their fiduciary responsibility as trustees to take that information into account in regard to any action. The actual vote itself would just be by the Board of Trustees, and that's pretty much a concept in a nutshell. As an extra little caveat, I put in a note in the draft that I did, to perhaps enable or entitle the Educational Governance Council, if a vote goes against their advice, to enable them to require the Board of Trustees to formally reconsider it under like a Robert's Rules of Order thing. I honestly don't think that I support that. I think that becomes a little bit... If the board wants to go along with what the Educational Governance Council suggests and recommends, it's going to do that. If you're getting to the point where you say, I don't like what you said, you have to vote again. The likelihood of a change in the result is negligible.

George:

I stuck it in as a footnote so I didn't lose the concept, but I personally don't think that that would be... I think that would be an unnecessary encumbrance on the whole process. Is that clear?

Michelle:

Yes.

George:

Shannon, do you... Because you and I have talked about this off and on.

Shannon:

Yeah. No, I think... Thank you. That was a really great explanation of the journey that we've taken through this whole thing. I think, on my end, I just feel it's important to have staff members that are just coming each month to share their two cents and to provide advisement as George described. I think we could do... If there is a situation where we totally disagree as staff of the school, I think we could even have it noted in the minutes that we were collectively in disagreement with what the board was deciding. But that doesn't necessarily sway the board. But it does record that there was a conflict.

George:

I think that's a good idea.

Shannon:

I don't know that we need to say vote again necessarily. I don't know, Becky, what your thoughts are about that?

Becky:

It's hard to envision that because it just doesn't feel like the board and the Educational Governance Committee are ever at a different opinion like that. I've only been on it a year, but maybe it's been different. But yeah, I think I like Shannon's wording better than making people vote again.

George:

I'm not urging that. I put it in as a topic of discussion, but that's why I didn't even bother to try and flush out the language because I don't like that idea either.

Becky:

Yeah.

George:

I agree with you that the likelihood that there would be that kind of split or schism between the non-teaching members of the Board of Trustees and the faculty is unlikely. But things get strange. We didn't foresee this particular type of development either. There could well come a time when there are financial issues at stake that create problems from the Board of Trustees point of view that the faculty still feels very strongly is worth the cost or expense and maybe more fiscally conservative people on the Board of Trustees may or may not agree with that.

George:

I think it's important to acknowledge the importance of the advice and the role that the teaching faculty play in the school. I think we've done that, or at least the language does that and reflects that, and I think that requiring that their voice be heard is also important because theoretically, Board of Trustees. Just like Board of Education,

the essence in open meeting, it's a public meeting. But unless you say, or the rules require it, no one gets to participate in that meeting other than the Board of Trustees itself.

George:

If you had an audience sitting, or if we had a presumed participant in this meeting right now, there's nothing in the law that says that that person has a right to ask a question, make a statement of any kind. Building that right into the bylaws for the Educational Governance Council and the members of the Educational Governance Council, that to me is consistent with and respectful of the original concept that the school was founded on. Even though it's not precisely the same thing, and it's not... But I will also point out that there's not necessarily so that the Education Governance Council will speak as a monolith. There could be two or three points of view from that group as well. It's their expertise, and it's not necessarily that they agree or disagree in concert with each other, but that they're able to voice it from the important perspective of what they know, and what they bring to the table as teachers.

Michelle:

What I like about that, is it holds true to the history of the school that the teachers and the school leader really need to advise the board as to different educational things, that you wouldn't help inform our decision making. That's what I really like about that.

George:

I think probably we can build in that before an actual vote is taken, an inquiry will be made if any members of the Educational Governance Council wish to address the matter further, rather than have a revote, a last chance before the vote itself is taken. I'm not talking an unlimited debate, we're not going to scuttle the legislation because of a... But, I think-

Michelle:

Yeah, I like that.

George:

Then everybody would get to have their say.

Michelle:

Anybody have any... Go ahead, Becky.

Becky:

The one big difference I thought I heard is that it's only a year term.

George:

Well, that was my thought, but it doesn't have to be. I was typing away and I put in a year term. Has it been more, has it been three years-

Becky:

Well, I think one staff member serves three years and one's two years, right, Shannon?

Shannon:

Yeah.

Becky:

So that were not [inaudible 01:14:33] somebody.

Shannon:

That's correct. I think when it's hard for one board member to only serve one year, it's a lot of institutional knowledge to quick learn about. I might advocate for two or something. But on the other hand, I like the idea of being able to have more than just a few people have the opportunity to be on. But there is something nice about having some consistency across a couple of years.

Michelle:

Becky, what do you think, as a faculty member, is it like, gee, after just one year now you're just starting to get your sea legs and now you got to go off or you'd like to stay consistent with it since you're getting into swing.

Becky:

I think two years is good. I think that the three year one is a little long, that, that term's a little long, but I think the two year would be good. I just feel like, you start to get to know people, get to know their names and everything, and then all of a sudden. But it also, since we're rotating, and you can only serve one time, to serve two years and then move it on to someone else. That seems good.

George:

I have no stake in the one year. I was just throwing a number. It could be...

Shannon:

Maybe we make it alternating so that there's a new teacher rep each year. We'll have to figure that out, Becky, how that works.

Becky:

Maggie and I only had... When we started, we were both two years, because one of us was filling someone's third-

Shannon:

Yeah, I would think it was Jenny Elahi here.

Becky:

I think it's always going to end up that way.

Shannon:

We'll have to look that out. Okay.

Michelle:

Anyone else want to chime in? Because what we'll do is have George make any updates or work with Shannon to update the draft. Any other suggestions or comments?

Tracy:

I agree with the more than one year. When I read it, I did have the thought, one year is short. As someone who's going into a second, now, I feel like, okay, I get it.

Michelle:

Totally agree.

George:

There is at least one distinction between faculty and the board members. Faculty doesn't really have to be approved by SCD because they're not members of the Board of Trustees, so they don't get to vote anyway. So, they get to participate right from the get go. But I agree, I think two years makes sense. Again, the one year was just an arbitrary... I had in mind the rotational thing more than I did the number of years itself. That's what makes sense to me.

Jessica Wanner:

Then is it also just the regular classroom teachers or is it specials or social emotional too?

George:

It's any member actually of the certificated staff as far as I understand.

Shannon:

Yeah, and that's actually true for almost everyone. Even Lisa O'Malley, she holds a teaching certificate. She was on the board. I was thinking about her in particular, with this idea, and would she count down the road or not? I don't know if we'll need to get more specific in that way. But, yeah, our social worker doesn't hold a teaching certificate, our restorative practice coach does. I don't know, I guess I'll have to talk with George a little bit more about how we can get that clarified. But I think it would be really valuable to have them serve a two year term on the EGC with us.

George:

We can certainly define who falls within the category. I think when the school started, I think everybody would have been a possibility, but there also weren't as many. They're a lot smaller staff.

Shannon:

Yeah.

George:

It only had three grades.

Michelle:

Yeah, and I think, since we're talking about the topic of diversity, let's talk about diversity of membership from the staff. Teaching assistants, I understand about... There's different perspectives that perhaps we haven't heard that would be really good for us to hear as a board.

Shannon:

Yeah. I think the only thing we'll have to figure out is teaching assistants are salaried, non-exempt. We might have to figure out, if they are doing something outside of their normal work hours, how to-

Michelle:

Well, I was thinking that it was a volunteer position. It would be open to, if people wanted to, they could do it. Some people might want to, some people might not have little kids at home, they might... Just that we would open it up, I guess-

Shannon:

Yeah, makes sense.

Michelle:

Anything else anybody wants to offer about the draft? We'll just make a note again, for the record to ask all board members to review the draft that... You'll make maybe some edits to this, Shannon, working with George, and send it out.

George:

I'll start it off, as Shannon's got a little bit that she's got to take care of at the moment. So, I'll try to take care of some of this.

Michelle:

Okay. We'll ask folks to review it. We'll put this on the September agenda as well. We'll have some discussion, and if we can vote on it, great. All the better. Thank you, George. With that, I'm going to take a few minutes to open up for public comment. Just for the record, anybody, public comment, or open forum of any other topic that anyone wants to put out on the table?

Michelle:

All right. Hearing none, I'm just going to go back to the agenda. Actually, I noticed while we were sitting here, Alison, if you can edit the agenda, it does say the annual meeting.

George:

I saw that. I was going to send an email.

Michelle:

Which is actually incorrect. This isn't our annual meeting, that's in June. We just have to take that off and just put August Agenda. Other than that... How do we officially close the meeting if we don't have a quorum? Do I just end it?

George:

Yeah, I think there's no reason to take a motion. I think you just say the meeting is adjourned.

Michelle:

Unless anyone has anything else, I want to thank you for coming tonight and participating in the conversation, and let's adjourn our meeting.

George:

I will say this, we had a long conversation with the State Education Department about the necessity and the requirement to have summer meetings. What we said to them was, "I don't think you understand how difficult it will be to have summer meetings where you can actually get people to come in." They said, "Well, this is what you're supposed to do."

Michelle:

We've done it-

George:

Here we are.

Michelle:

Here we are, not able to vote on things, but-

George:

I hate to say, I told you so, but-

Michelle:

Let's get that on the record. All right. Thanks, everybody. We'll give you back the gift of some time and take care we'll see in September. Be well, everyone.

George:

Okay.

Michelle:

Anne Marie and Shannon and I were going to hang on for a few minutes and we'll just do a little debrief and prep for next month.

Anne Marie:

Okay.

Michelle:

Bye, everybody.

Anne Marie:

Bye.

Alison:

Bye, everybody.

George:

Bye.