

Michele Hannigan:

All right. Good evening, everyone. Thank you for coming to the June and final Board meeting of the 2019-2020 school year. It's 5:30. We're going to call the meeting to order. We have a wonderfully full agenda. How's that for putting a positive spin on all the stuff we have to do tonight? I am going to be calling upon my co-leader Anne-Marie to fearlessly facilitate. That's the objective tonight. The most important event of our entire evening is coming up first, which I'm pretty excited about. So we're going to hear a culmination of the sixth grade, their whole year, their final product presentation. And I just have to give a quick shout out to Louisa. I was fortunate enough to sit in on her passage presentation, and I was completely wowed at high quality work. So another example of why this school is so amazing.

Michele Hannigan:

So thank you to all. And with that, I am going to turn it over to the sixth grade team.

Alexis Stubbe:

All right. Thank you, Michelle. So we hope that you've had a chance to view the movie that was sent out to the board, I believe it was yesterday. If not, it's all right, but I encourage you to certainly check it out since it definitely celebrates our year of learning together. I'm going to give a little bit of... I'm Alexis Stubbe, by the way. I'm so sorry. I'm one of the sixth grade teachers. I'm here... Mr. Dolgas is here. He's right below me, which is awesome. On the screen. And then Mrs. Jones is here. Insert foot in mouth. Here we go. So I'm going to give a little background on our year and then students are going to do some sharing and I'll set that up for the Board as well.

Alexis Stubbe:

So we started our year thinking that we were going to examine communication and conflict resolution, and that's what we did. And we started in the fall looking at the conflict through a historical lens. And then in our spring expedition, we took a look at our brains, especially middle school brains, and how there are unique and special feature and explain a heck of a lot when it comes to working with middle schoolers. But students were able to learn more about how their brains work and especially in responses to stress and conflict in their lives. While this is all happening, we're looking at our identities and students worked hard to build relationships with each other, bust up some stigmas and take a stand on who they are and who they want to be. And then spring expedition came, and we headed off to four cities.

Alexis Stubbe:

We were lucky enough to go to Denver, Atlanta, New York, and DC in Crews to visit EL schools and some other nonprofits and organizations to learn more about conflict and conflict resolution as well as restorative practices and what they look like in action in schools. All EL schools too, by the way, which is pretty incredible. And then we came back and we had a week and COVID struck, which rocked our world for sure as it did all of us. We had to maneuver and change and flux things. But it's incredible because what we know best about middle schoolers is they... Once they latch onto something, man, they're in all the way. And these kids didn't skip a beat really, and were committed to finishing the work that we had started and ended with the movie that was created and sent to all of you.

Alexis Stubbe:

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As this is all happening, they're working on passage essays, they're preparing their passage presentations to do via Zoom while managing some disappointment about how this year ended for them. So I think before we even begin... And I'd like to say that all the sixth graders who are present here today, Charlie, Louisa, Max, Alex, and Ella, all passed their presentations with honors, which is a testament, yes, to our school, but really it's a testament to these kids and their commitment to high quality work and just showing up and showing who they are.

Alexis Stubbe:

So we're super proud of them. We wanted to keep this relaxed tonight, even though we are presenting to the Board, which does feel kind of high stakes. But we asked ourself a question just to frame our thinking and our answers. So we asked ourselves, why does this work matter? And students decided they'd share some stories and perspectives based on their experiences in the classroom. So we're going to start off with Max, and then we'll move through the flow of students. They know their order. And when they're done, they'll be ready to answer any questions or hear any comments you have about the movie or what you heard from them this evening. So thank you.

Max:

All right, to start this presentation off, I want to tell all of you two stories. So my first story is when our class was in fifth grade. So for the last exhibition of fifth grade, we were learning about how to take care of our world and how to pick up after ourselves. We were learning about recycling, about keeping our water safe. So how we were going to tell people that you need to do this, is we were going to do a flash mob. So Ms. Johnson showed us what a flash mob is through a video. A flash mob is a dance that just occurs in public and people can join in. And usually it's planned.

Max:

Some people wanted to do it. And some people didn't want to, but then, when Ms. Johnson told us we had to do it with the fourth graders, the mood went from this, to this. Everybody in the class was groaning. Everybody. Nobody wanted to work with the fourth graders, and Ms. Johnson told us after that, she thought to herself, "Well, it's probably only because they're being moody fifth graders," but the same thing happened with the fourth graders. I think that's where Crew steps in. I feel like if Crew... If we had had Crew before in our school, that wouldn't happen, because there's very high standards for both of our classes. It is always about which one is better and which one is worse. So by Crew, I think we could create that bond to tell everybody that we're all equal.

Max:

My second story is about the one cubic foot project in third grade. The whole school participated in this project. The project was about what you can find in one cubic foot of water. I learned about pH balance. I learned you could find a lot of stuff in one cubic foot of water. But I also learned that you could make friends through different grades. I think one of the students that I bonded with the most was two grades above me. I know he was a higher grade than me. We just clicked. I feel like if we had those strong bonds between kids, then not only would we make a better healthy school culture, we would also see less conflict between classes.

Alexis Stubbe:

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All right Ella, let's hear from you. Thanks, Max.

Ella:

In the beginning of sixth grade, we were given a task to finish all the puzzles. At the time we didn't know it was all the puzzles. It was just finish your puzzle in our minds. Immediately, our minds went, "compete," not collaborate. I think that Crew would help us form a mindset of collaborating for the better of everyone, not just the better of your small crew or yourself.

Ella:

During this experience, our class got an introduction to our overall topic, even if it was that exercise was done every year. And I think that Crew would really help with having a mindset of collaborating and not competing through the whole thing.

Louisa:

For me, I think circles are really important. And this year in sixth grade, we were on the back 40 and there was a conflict between two students. And after we came inside for recess, there were rumors going around about what happened, the students were sent to Mrs. [Hillman 00:00:09:49], and to talk with Graham. And then in the middle of the afternoon, we stopped doing all of our work. And we just sat down and had a meeting with those two students. And we found out that the situation wasn't just those two students, they had done those actions because other people had impacted them. And it wasn't just them that were part of the problem. And I think that having that ability to make sure that everyone knows what the problem is, is also important.

Louisa:

In the younger grades, we have had things that are considered circles, but they haven't always been what we learned is a circle, because sometimes you had to share your feelings, even if you didn't want to. And I think training the teachers so that everyone knows what restorative practices are so that we can imply all of those rules and foundations to every classroom, so every class could be able to do those things. And so that it can be a routine and not just a, when a conflict occurs.

Alex:

Hello, I am Alex and I will be talking about peer mediation. During my four cities trip, if this was a restorative practice that I saw in their school, in one of the schools that I visited and during my four cities trip. Peer mediation is kind of like how Louisa said, which are kind of like circles, but they are student led. And so students can learn how to be leaders and problem solvers in conflicts.

Charlie:

Hi, my name is Charlie, and I'll be talking about [inaudible 00:11:53] and the four cities trip. My four cities trip was to New York. We visited three schools, such as: MAELS, Marsh Avenue Expeditionary Learning School; WHEELS, Washington Heights Expeditionary Learning School; and BC, Brooklyn Collaborative. I looked at three restorative practices that stand out to me. One of them was a group activity. In the group activity, we had to put arms around each other and we had to listen to the pattern of tap hands. We needed a lot of teamwork for this, because if we didn't use teamwork, it would've came out like... It wouldn't have been fun for everyone, especially because we were meeting new kids at

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MAELS. My second one is clubs. We only have chess clubs at our school and we want to expand the clubs, but we don't want to make it too chaotic. I want to see these clubs because they can be student led.

Charlie:

And I feel like more students would want to do it if it would be student led, because they're like them. And I think that you should add, if a crew member is taken out of the classroom for their behavior, and they go to the restorative justice coach, they should be welcomed back to the peace circle. So they can feel safe in their classroom when they come back, so nobody's mean to them. It was also really fun getting to see other EL schools and it was a chance of a lifetime. Thank you.

Alexis Stubbe:

A little snapshot of some takeaways from some sixth grade voices. We're ready for questions and comments.

Michele Hannigan:

I have an organizational question. Would it make most sense, Mrs. [Stubbe 00:29:08], Mr. [Dolgos 00:29:08], for Board members to push the hand raise button or ask someone in particular so we're not all talking at once? What's the best way to run this format? You guys do this every day.

Alexis Stubbe:

We usually use the raised hand button classically and then the facilitator, so Mrs. [Hillman 00:14:16] or yourself could call on that board member and they can ask a specific question to a student or just to anybody to answer. Does that make sense?

Michele Hannigan:

Makes sense. So, since I started talking, I'm just going to raise my real hand.

Alexis Stubbe:

Right on.

Shannon:

And I was also wondering if people could say their name when they ask the question and how they are part of the board. I think that would be helpful for the sixth graders.

Michele Hannigan:

Happy to model that. So good evening, sixth graders. My name is Ms. Michele Hannigan or Ms. Hannigan. Don't confuse me with the character in Annie, I'm much nicer than that. I've been on the board for a while. I'm currently serving as the board president and happy to be in that role. I have a few questions, but I'm going to just start with one, to give others a chance. My question is for Charlie. Charlie, I heard you talk about clubs and I wanted a little clarification. Are you suggesting that restorative justice or peer mediation be a club that is optional? Or what were you thinking with that?

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Charlie:

I think that there should be... I'm not trying to say that. I'm trying to say that there should be clubs that call out students [to be our facilitators 00:15:31] so they can connect with the other students. So I guess, what I'm trying to say is, if you're going to a club, you could... I feel like the most important part is that it's led by students. I feel like those students can inspire other students.

Michele Hannigan:

It sounds to me that you're really emphasizing that you want more student led activities such as peer mediation and the restorative practice in the clubs. Is that right, Charlie?

Charlie:

Yes.

Michele Hannigan:

Thank you.

Speaker 1:

I think Michelle [Burack 00:16:22] is next.

Michelle Burack:

For Charlie, I wanted to provide one little historical tidbit that the creation of chess club was actually student led. So [Linden 00:16:38] is the one who wanted a chess club and he did all the legwork to make sure that he understood what it was that was going to be necessary to make that club happen. So again, I'm not sure if you're thinking of other activity based clubs, similar to chess club, but other activities that kids are interested in. But I think chess club is an excellent model for that, because that was in fact, a student led, student driven... Parents facilitated, but absolutely came rooted from student energy. And so if there are other students in the building who have that passion, I think finding an adult who can collaborate with them is definitely... There's there's precedent for this to happen.

Michelle Burack:

I heard both in the video, which I have to say was absolutely outstanding and I appreciated it as a teaching document. Me as a board member, there's a lot of concepts and vocabulary that I had never heard of before. And I think you all did an excellent job of explaining all the different ingredients of what restorative practice looks like, because I think it's one thing to just toss around the term restorative practice, but really understanding what that's made of... You guys did a really great job talking about all the different pieces and what that looks like. So kudos to you for all your hard work and the deep research that you did on your four cities trip.

Michelle Burack:

The one that I'm still a little fuzzy on, and I think it's because we already use this word in our school and then you're talking about it tonight, and I'm still confused a little bit: Crew. We use crews in expeditions, but this is reframing what "crew" means. And I was hoping maybe Max, since you started off with that, and maybe Ella also, since you were talking about Crew, what would a different version of Crew... How

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would the school need to change what it's doing to implement the version of Crew that you're talking about?

Max:

So when I thought of Crew, I had the exact same opinion as you. I thought we already had Crew. But Crew in our school is very selective. There's no mixing between classes. And sure, we do have Mixed it Up Lunch Day, but that's every once in four months. With crew, what you could do is not make those relationships with your classmates, but like I said, make those relationships with younger and older classes because that's also very important when we're talking about clearly being a united school.

Alexis Stubbe:

Ella, do you want to add to that?

Ella:

Sure. So, Crew at GCCS right now is normally... You think of crew tables, you think of doing the work, but the real... The thing we're talking about is mixing grades or not. Sometimes it depends, but it's the games and activities. One example of Crew I saw at Fox Creek Elementary was they would have a game and the teacher would participate and facilitate. And if there was a conflict they would stop and learn how to solve it. So it builds relationships and it also teaches life skills, like problem solving and things like that.

Alexis Stubbe:

Can I add one more thing? Am I allowed to do that? I think Crew is an EL structure. So we've talked about this in meetings. Crew for us as a mindset. Like we collaborate, we work in crews, we sit at Crew tables, we have final products that our Crew made, but Crew is an EL structure that is... Its purpose is to mix... In our case, it could mix grade level students. They would have their crew and it could be kids from four, five and six, all mixed together in a Crew that could meet every day or once a week with a teacher that may not be their own teacher.

Alexis Stubbe:

So it's an opportunity to across grades, create culture, to have kids do more social, emotional work, to build... It's really all about building relationships and students knowing that someone's got their back and knows them really well, and that kid could be someone from another grade.

Michelle Burack:

Would this be a group that stays together across the years or you guys would have to figure out what works for reshuffling groups?

Alexis Stubbe:

It looks different at every school we went to. Some kids had... So an example, when we went to MAELS in Staten Island. There were seventh and eighth graders mixed up into Crew and they met a couple times a week and they stayed together for seventh and eighth grade. At other schools they're together for just one year. So I think there's some flexibility in how to structure and mix the Crews and how long they stay together and how long... with what teacher. Does that make sense?

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Michelle Burack:

Mm-hmm (affirmative).

Alexis Stubbe:

We have a lot of models we could examine for sure.

Michelle Burack:

It is revenue neutral but it is certainly not time budget neutral. And so I guess just strategically thinking about where in the school day or would it be better served as an afterschool thing? I'm just curious what... It hasn't gotten to that level of detail, I'm sure.

Alexis Stubbe:

No, it hasn't gotten to that level of detail. I didn't know if you asked a question, Michelle. Was that a question?

Michele Hannigan:

Me? No, I was shooting it back to Shannon to get just a couple more questions.

Michelle Burack:

Yeah, it was a sort of question. Is there a vision beyond just the concept of Crew as to how it might fit in our school?

Speaker 1:

I have a little bit of a vision for it.

Alexis Stubbe:

I think we all have a vision for it, for sure.

Shannon:

I think there's some context around this, but it's not... I think we wanted to get to this point first and then flesh out some more from there. So I was going to take Ryan's question next Mr. O'Malley.

Ryan O'Malley:

Yep. Ryan O'Malley. For you sixth graders, I was actually... I'm on the board right now. I was in your shoes 14 years ago. Graduated from JCCS. My question is, so you guys are studying all these different schools with their forms of Crew and we're talking about integrating different grade levels. Would we tie in any part of that Crew between grade levels to the expeditions? Because each grade is doing different, or studying different things throughout the year. So would there be any incorporation of that or would it be independent, you're working on one specific Crew project, or something like that throughout each year?

Shannon:

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Looks like Ella is willing to answer that.

Ella:

So I don't think any of the schools I went to incorporated what they were learning, just because if it was mixed, it would be off balance. But I do know that a lot of times they've focused on character traits or design principles, like something school-wide. So it wasn't necessarily connected to expedition, but maybe initiative or responsibility was focused on throughout the Crew. So it would depend.

Ryan O'Malley:

Thank you.

Shannon:

Louisa, did you want to answer that too?

Louisa:

When we were in Atlanta, when we saw Crew, it was like, you'd have your school day and then at the end of the day, you would just go to a class, I guess. And that would just be purely devoted to team building. And I don't think it was related to the expeditions, but it was so that you could resolve conflict better in your classroom. So it impacted what you did in your classroom, but it wasn't... I don't think it was really related to what you did, like your expeditions and stuff.

Max:

Can I add to this too?

Shannon:

I think so. Go ahead.

Max:

So when I saw Crew, I think Crew... When you finally do build that, those strong relationships, it's a way to get it away from the world. Because sometimes I'll walk into school and then I just see the schedule and I just feel overwhelmed. I feel completely overwhelmed and I'm like, "there's so much work to do today." So with Crew I feel like it's that fun part of school. I mean, school is fun, but the extra fun part of school, put into the school day so you can just chill out with your friends.

Shannon:

Okay. Do we have time for one more, Mrs. Hannigan? I'm thinking it's a yes. I can't see your face.

Michele Hannigan:

Oh, you can't see my face?

Shannon:

No, I couldn't see your face... I have the strip. I'm doing the speaker view. Sorry.

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Michelle Hannigan:

I was giving you a thumbs up. Yes. One more question.

Shannon:

All right. So Jess, would you like to ask yours?

Jess:

I don't even know that I so much have a question, I just want to... And maybe Ms. Murray-Fields, you can jump in with me at any time. I texted Ms. Doobie right before this, because I was like, "I should not have watched that video right before this meeting." Because I was crying. It was just... You did such an amazing job in grasping the concepts and the big picture and the philosophy and student voice and empowering and sharing power and...

Jess:

The whole piece, even just about recognizing the connection between zero tolerance and how it ends up really harming a lot of kids further down the line. So I just, from the bottom of my heart, want to thank you for collaborating with the discipline committee this year to do this work. Ms. Murray-Fields and I do this work for a living and we're going to talk after, because I would love to be able to use this video to instruct a lot of people on what restorative is, even... I'm teaching a high school class next year on restorative and this could be a really big chunk of my curriculum, is what you all have put together. So you may be teaching kids at Wilson and Leadership and all sorts of other places what restorative practices is because the amount of research and work you did with it this year, and how you all really owned it and became passionate about it, it was just such a joy to be part of.

Jess:

And I just want to thank you and your teachers for that. I don't know Ms. Murray-Fields, if you also want to share?

Ms. Murray-Fields:

Well said, Jess. Everything you just said. You all did an amazing job. I know just coming to your classroom and you were so thoughtful about the entire process and it was a lot of information to digest quickly and then you had to leave. So then I was blown away to see the finished product. So kudos. Great, great job this year.

Becki Mason:

And can I just say, as their former four/five teacher, I watched the video earlier and was so impressed with how mature that you've become and how you spoke to the stuff with just such poise. It was just amazing to watch. It was a great video. I was so proud of all of you.

Michelle Hannigan:

So I wonder if one of the sixth graders... Let's see, someone maybe who hasn't talked. Maybe Alex, what is your ask of your Board of Trustees tonight? Do you have an ask for us?

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Alex:

What we ask is to more or bend into the code of conduct to how we really are as a school, because as a school we are more of a Crew and we are more on restorative justice rather than a zero tolerance policy that is set in the code of conduct. And we aren't like that. So that's what we ask. We ask to change it so it reflects more of us as a school.

Michelle Hannigan:

Young man, thank you so much for that. That is what I call a direct ask. And this is the board who's here to serve this school and couldn't have said it better myself. So with that, first of all, I want to thank the entire sixth grade class, our sixth grade leaders. We are your Crew and we look forward to all the amazing things you're going to do in the community. Thank you for that amazing video, for your presentation tonight. And with that, I would like to put forward a motion for the Board of Trustees to consider from committee, the discipline committee, revising our code of conduct policy based on the work done this past year and the recommendations of the discipline committee with the sixth grade documentation to follow and I'm just finding my notes here.

Michelle Hannigan:

So a motion that will change the code of conduct to reflect the change to restorative practice and that the discipline committee will work to implement whatever changes are feasible for the 2020-21 school year.

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

Michelle B.:

I second that motion.

Michele H.:

All those in favor of the motion. Please signify by thumbs up or saying I.

Everybody:

I.

Michele H.:

All those opposed? Any abstentions? Sixth graders, board of trustees, faculty and staff, the motion carries. Congratulations. Job well done. Thank you so much.

Speaker 3:

Thank you, Michele.

Michele H.:

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You're very welcome. You're more than welcome to stick around. We got to get into some more boring stuff, but feel free. It's going to be a real barn burner. Thanks everybody.

Speaker 3:

Thanks everyone. [inaudible 00:31:53]

Michele H.:

So I'm going to ask that we go right up to approve the main minutes. I know I'm not going exactly in order here. We've got a significant number of things we need to vote on and following Mark's lead the main minutes. Let's get those right out of the way. Thank you, Michelle. We were able to include those and I'm hoping that everyone had a chance to review them and so I'm going to entertain a motion to approve the minutes from the main meeting.

Speaker 4:

I'd like to make a motion to approve the minutes to the main meeting.

Michelle B.:

I'll second that.

Speaker 4:

Thank you.

Michele H.:

All those in favor.

Everybody:

I.

Michele H:

Opposed? Abstentions? All right. Main minutes. There's one, excellent. And so we are going to tackle all the finance stuff together, if that's all right with everybody and we've got the budget review, the financials, Lease addendum, we've got the accounting manual, which by the way, a gigantic shout out to Kevin and the whole finance committee what an enormous amount of work you guys did put into that and our audit response to the state controller's office. And so with that, I'll turn it over to. Well, do you want to start with Robin and the financials? Does that make the most sense? Kevin? I'll let you lead that.

Kevin:

Yes let's have Robin start.

Michele H.:

Okay, great. It's all you Robin.

Shannon:

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Do you want to share your screen Robin or would you like me to share for you?

Robin:

Because I don't have it up right this second, so.

Shannon:

Okay. So I'll share my screen, okay?

Robin:

Okay and I probably could have brought it up or is it okay that you do it Shannon?

Shannon:

I think it's okay to do that.

Robin:

Why don't we start with the other and then I'll go back to the notes. Start with that tab there. Oh, why is it an error? Oh dear.

Shannon:

Oh, I don't know. Let's see if I opened with Google Sheets, if it will fix it. Nope.

Robin:

All right, hold on. Let me get mine then. Hold on. I have so many monitors. I don't know if it will work. Let me try to see if I can get it. I just don't know if I'm going to be able to, hold on. I do have it.

Shannon:

One other thing Kevin, do something else. I can share something different while Robin's working on that.

Kevin:

Sure.

Shannon:

Do you want to do the-

Robin:

I do have it now if you want to see it, I could share it.

Shannon:

Okay all right. Yep you got it.

Robin:

Okay.

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Kevin:

Got it, okay.

Robin:

All right. Here we go guys. Good evening, everyone. All right. So I'm going to start with the budget to actual and can everybody see it okay? Okay. All right. So just going down the line here, this is the April budget review. This is the last time you guys are going to see anything until we get back from the summer. So I usually try to report a little bit of what we're projecting for year end and there's a couple of different things that I just wanted to kind of go through real quick, but-

Michele H.:

Robin can you un-grey the view. Just to make it-

Robin:

That better?

Michele H.:

There we go. Yes. Thank you.

Robin:

Want me to make it bigger or is it a good enough size for you guys?

Michele H.:

That's okay for me.

Robin:

I can make it a little bigger. I just don't know if it's going to mess it up.

Michele H.:

Yeah so that's okay.

Robin:

Okay. So the revenue we knew was going to... Actually what happened? I did something see, I messed with it, Michelle and I messed up.

Michele H.:

Geez, sorry about that.

Robin:

It's okay. So the revenue we're pretty much done now. We've done all our billings now as of May, but this is still just reflecting just five payments. So the variance with the revenue in the per pupil is exactly what we had originally anticipated because of that budget difference that we had from what the district

had said originally. So that's something that I've been reporting on month after month. So there's no surprises there. We didn't have anything that was crazy with the enrollment throughout the rest of the year to report on, but we've definitely always do a reconciliation at the end of the year, but I don't anticipate there to be major changes in the revenue for the last two payments or the last payment of the year rather for the next two months after this report. Did I go too fast? Everybody understand what I just said?

Robin:

Good. Okay. So the other areas of revenue, probably the title will get a little bit more titled by the end of the year and we also are going to get two more payments, I believe for the Gene Hurst EL. So that's the revenues definitely going to be a little bit more for that teacher on special assignment contract, we'll have two more payments by the end of the fiscal year in June.

Robin:

Interesting thing to note for the food service portion is we had a little bit of a lag with the child nutrition being shut down. We did finally get some revenue for the April food service for free and reduced that now I did reflect there. We haven't actually gotten the cash app, but I reflected the receivable and then we were still waiting. Michelle Henry, that manages the food service along with other people at the school said that we haven't gotten a single with Maureen. The Julia Cake, it was a little bit behind them billing. So if you'll notice the food service expense from last month to this month has not changed because the billing's a little bit behind and they didn't get back to me for this meeting on that. So that's the main reason why that didn't change from last month to this month.

Robin:

The other thing to report there are for parents. We won't have an increase at all for the parent line now that the school has been closed due to COVID. So that's pretty much food service right now. I think our expenditures are going to go up. We'll probably have some more May and June revenue for free and reduced, but I think there isn't going to be any surprises with our food service right now. If anything, it's going to be lower expenditures than increased expenditures. So any questions with that portion? No, okay and then as for the field study, the same thing there because of the COVID, we're going to come in below what we had expensed or budgeted for and we're also coming in about... that's probably going to be it for revenue because we didn't have any more field studies.

Robin:

And we did refund all of the prior prepaid field studies that we had as of this report. So any other questions about field studies? We usually come in around 85,000 for the year. I think that's going to be it. I think field studies is done. We spent 54, we took in 27. So that's probably going to be it because there shouldn't be any changes for May or June. Questions on that? Nope. Okay. And moving right along here. So the administrative salaries there's nothing new to report any variances that we've had, we've been carrying for several months, which was primarily due to just an error in a formula that I think everybody's bored of me saying that we have now fixed for the next budget season. So we don't anticipate anything being any more out of line than it is and has been for many months and the instructional salaries, the same thing.

Robin:

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We always had a cushion in the instructional salaries that are benefits. Not everybody takes the benefits and then some of the HRA spending, varies as the year. It's a timing frame kind of changes here and there. The retirement is pretty much spot on. Substitutes was high due to the sabbatical and the maternity leave, which is the same that we've been reporting on. There hasn't been another maternity leave right now or another sabbatical. So that's pretty much the substitute line I think is pretty much done now for the year. I don't think that should change much at all. And instructional supplies, the same thing. We were always a little bit higher at the beginning of the year, but now that it did level out now getting closer to the end of the year and I don't really anticipate the office supplies going up that much from the next two months. So that might be one of those categories that will come in under budget for the year. As for the next section, nothing new to report there.

Robin:

We did budget for more coverage for next year. So that insurance variance is just because we ended up getting more coverage than we had known about at the beginning of when we were doing budgeting last year and some of these categories might, for May and June come a little bit lower than what we traditionally have had, but we'll have to wait and see. Any questions on any of the operations or the other expenditures at this point?

Michele H.:

I have two quick questions.

Robin:

Yeah, go ahead Michelle.

Michele H.:

Site seminar is zero. I thought that-

Robin:

Yeah I'm sorry, I didn't get it to carry over from the rest. It's still up in the other section, I was going to break out.

Michele H.:

Okay.

Robin:

I apologize, I never did. It was profitable and I'm very sorry about that. I think it's in my other sheet, but not the one that I do for the board. It's totally my fault. I'm sorry. I have it in notes and I'll report on it. So just give me a second, okay, Michelle? It was a profitable, I think it was almost a \$17,000 profit for those sites seminars. That sounded about right Shannon?

Shannon:

Yeah.

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Michele H.:

And then my other question is where do the consulting costs show up in this budget?

Robin:

Under business services right here.

Michele H.:

Got it but they're all lumped together. The board consulting is not itemized separately from other business services.

Robin:

Board consult, you mean like the BKT? Right no, it's all in there. Anything for business services, including our BOCES, the BKT, some stipend pay that we did for the renewal, the great frame-up CPR training, the two charter associations, all of them are together. Sorry. I still have allergies today. Can I go on Michelle or did you have another question? No. Okay.

Robin:

So anyway, so going back down. So our rent is pretty much right where it should be. I don't believe we're going to be getting any more bills from the museum, but I'm not sure if we're getting one more for some extraneous costs, but that is variable that we get billed a couple of times a year and that's pretty much bringing us in the black again at 51,000. Actually my projection when we were together for the finance committee, my projections, I think that'd be pretty close to that for year end, before we do the depreciation. I think we're going to come in probably don't quote me on it but I would guess around 60 and then the depreciation will come off. That's what I'm projecting, but I'd like to see what the May and June expenditures are going to be. In some of those categories that we're anticipating might be a little bit lower are really coming in lower.

Michele H.:

Does that budget surplus forecast of 50 000 include the plan to prepay some of our next year's expenses that made next year's budget balance-able or that's without including those prepaid expenses?

Robin:

I think some of the prepaid expenses that we talked about, not all of them. I think the Chromebooks it's not included, but the rest of the other ones that we had discussed it is.

Shannon:

So some of those subscriptions that we are renewing for next year or have kept, like for instance, Seesaw is one of them, is a year long subscription. So we won't really have to pay it again. If we decide we want to continue on with it, we will, but that's sort of like a prepaid expense because it'll go into next year and we used it this year. That proposal's coming later, but that's not included in this, but this was the rationale for the possibility of being able to prepay for Chromebooks for everyone.

Robin:

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So if you can look at where we were last year at this time, it was a little bit higher, but our expenditures were pretty much almost exactly the same at April of last year. Our revenues a little bit lower because of that problem that we had with the RCSD rate that was different and then of course we had a little bit more shared expenditures for some of the other grants that we had last year, the dissemination grant that we do not have this year. We just had a portion of some of the things being paid for the first month of this fiscal year. Any questions on that piece?

Robin:

Nope okay. Then I'll go over to the balance sheet then to report there. I've got a little bit good news there. So our cash flow is very good. The only reason it was higher last year at this time was because we had just gotten some more of the May and June final bill. They just got deposited, we got the money earlier, it's not because we had an outlay of cash for something this year. That's not the reason why that is different from 359 000, the 802 from last year. The, hold on I can't see. Okay. So the cash restricted is just our dissolution account. It went from 75 to a hundred. That's just the rule. Our cash reserve is just that little bit of extra money that we have that we save. Our accounts receivable is spot on. There's a few stragglers that Maureen's been after to get paid and our prepaid expenses is primarily that at saw improvement for the HPAC and the windows I believe.

Robin:

And the fixed assets are pretty much the same. We didn't have a lot of fixed assets purchases because we did raise that capitalization threshold this year. There aren't any new liabilities to report, the high liabilities of 196 and 167 are just primarily because of our payroll and expenditures for the people that spread over the summer. So there really isn't anything else. We did have some, as you can see the 522 000 from last year at this time for unearned revenue was again, because we received those May and June payments in April, instead of in May. The good news is it looks as though I won't have another statement for Vanguard until, that would be June, but for the fidelity that we get monthly reports on for 430, we had taken a little bit of a loss now it looks like we're kind of leveling out again.

Robin:

So compared to last fiscal ending June of last year for 1 016 839. We had almost were equal to that. I think it was 1,000,015 for last month, now we're back up to 1 000 030. So I think that 729. So hopefully we don't know what's going to happen in the next couple of months, but the market's up again. So maybe we won't have such a loss, maybe we'll still have a gain on our investments fiscal year end, but we'll have to wait and see. Any questions on the balance sheet?

Robin:

Oh, okay. So then my notes is just kind of summarizing things for you guys. Just kind of showing things the way that they are and cashflow is still extremely strong. You don't have a lot of debt or liabilities except for what we know of with payroll and we have these rewards that I think I reported on the last time. The food service I think is pretty much going to be for the remainder of the year. We won't have any more parent payments, which I already had said. So there really isn't anything new report, except for the fact that I didn't include in my notes the site seminar, but I reported on that last time and nothing has changed since March and I believe it was profitable by about 17 000, by the time they were said and done.

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Robin:

If you need more detail on that Michele, I can look it up, if you need me to. When I'm home I actually have QuickBooks right at my fingertips so I could look it up. So all in all, I think it's been a very good year and I think that the budgeting, I think everybody did a really great job, kept within budget and even with the revenue being a little bit down than what we thought for the RCSD, I think that it still turned out to be a pretty good year.

Michele H.:

Okay. Thank you, Robin. Did someone have a question? No we're good? So thank you so much, Robin and I know Kevin, you mentioned to Shannon and I offline investment work will be sent out after June finishes up and anything you want to add to that Kevin?

Michelle:

You're muted.

Kevin:

Sorry about that. No we'll have a discussion at the first meeting when we come back after the summer.

Michele H.:

Okay and so Kevin where do you want to go next? Do you want to go to the accounting manual? That makes sense?

Kevin:

I think the most important one is to get the budget done, do you want to talk about that and the lease addendum?

Michele H.:

Yep.

Shannon:

So would you like me to talk about the lease addendum?

Michele H.:

Sure. Let's start there.

Shannon:

Okay. So hopefully you saw the very last minute email that I threw into the folder. I can pull it up, but I'm just going to speak from the highlights. So, first of all we've had lots of conversations with the finance committee and with Mark after last month's discussion about the lease addendum and I think the crux of the whole thing was around security and the fact that security was being attached to our ask for the lower level, when really security doesn't have anything to do with the lower level and so I completely understand the idea of like trying to separate those two asks. And the security ask really was the museum's ask and our ask is really the lower level.

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Shannon:

So as you know the price per square foot that we pay for the lease is \$11.21 per square foot and I got down there and measured the lower level myself. So downstairs in the lower level it's 2,772 square feet. So it's under the 3000 that was originally estimated, that felt important to me to find that out. They had offered us that discounted rate of 25,000 for the lower level. So if you calculate that with the 2,772 square feet, it's \$9.02 cents a square foot. So we'd be saving for that and so the ask in the email was to table the conversation about security and any other quote unquote gentleman's agreements and thinking about the playground. Just some of those things that we'd like to be able to put into the next lease renewal, get that off the plate and just focus on the 25,000 in addition for the lease.

Shannon:

And according to the email that came in later on today, they are willing to go with that and to wait for the remaining agreements to come in the next lease renewal. So the ask is for the board to consider adding an additional \$25,003.44 to our lease for next year so that we can adopt the lower level for flexible space usage, no renovations next year, but lots of time to sort of plan and get it right and play with the space and see how it works. They do anticipate needing the lower level for the summer. So this would not go into effect like officially until September and it would be billed in the same way that the rest of the rent is billed throughout the year. Even though I think camps are going on, we'll be able to sort of think about how we're going to use this space and get ourselves situated.

Shannon:

We just won't officially put anything in there until then. I see Michelle's hand.

Michelle B.:

Yep. A question and a comment. The question is once we are leasing that space, is it exclusively ours and there's not stuff coming and going the way there has been, like all of the junk that's down there will be gone and we make it ours?

Shannon:

Yes. We can make it ours and I've spoken with Griff about that, so he knows that we can find other places for the leftover chairs and tables and things to go so that it can be our space and he was already in the former conversation. He was already with me about, you could put shelving in on this wall. So I think he's really already thinking that yes we could really beautify the space and he really does not want to think about sharing this space for events and that kind of thing.

Shannon:

Whereas I had offered things like that, like the orchid show and those bigger things, but he said that they've got other places for that. So it would be ours.

Michelle B.:

Okay it just being intimately familiar with that space from chess club. I'm wondering if a mere \$2 per square foot discount is really a sufficient discount relative to the functionality of that space. To me it seems 50% useful relative to what we're leasing elsewhere and I know that you're the one who's kind of

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managing that relationship. So I don't want to assume that you haven't thought about all these things, but it just still seems high to me for what we're getting.

Mark:

So may I add just a little something too? The other thing is when you're saying \$9 a square foot or \$11, you're talking about a 12 month year and we have to realize that they're using or at least most years, they're using a lot of the facility two months out of the year that we're not using it when they use it for summer camps. I guess what I'm saying is they're getting use of it and we're paying \$11 or \$9, whatever you want to say. So it's really \$9 a square foot on a 10 month year as opposed to \$9. So which would make it more like 11 and a half or \$12 if you were doing a full year. Does that make sense?

Shannon:

Yes but I was just rereading what he wrote. I think the plan was to have it for the full year after this.

Mark:

Oh, well it doesn't do us any good to have it for the whole year, but what I'm saying is that our other space they're using during the summer, isn't that correct?

Shannon:

That's true.

Mark:

So I'm just saying, when you're talking these numbers, you're usually talking about a 12 month lease and so the numbers can seem \$11 a square foot for office space or what have you seems quite reasonable when you realize that you're actually giving your landlord two months of usage out of the year. You have to consider that and I also agree with Michelle on the... Sorry, Michelle. I agree that it seems too much. You and I talked on the phone the other day, I was thinking more like \$6 a square foot, just from the fact that it's the dark, dank basement not at the penthouse suite.

Mark:

So, but you know what, at the end of the day, you got to do what you can do. We can save ourselves \$10,000 or save ourselves \$7,000 in the scheme of things. It's probably not that big of a deal and so even when I saw the email earlier, I just said, yeah that's probably too much, but it's probably okay. So if you don't want to push back harder I'm going to go with it however, you decide you want to go with it at this point. That's my feeling.

Michele H.:

I'm going to jump in and I'm going to have us focus on time a little bit, because we have a lot more things to get through and I don't want to rush. So are there other specific questions related to the lease amendment and really wanting to get a sense of where people are at, in terms of approving or not approving? If it seems like we need more discussion then this meeting allows and we should take that into consideration.

Michelle B.:

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So I think the bigger picture is just when is the lease up for renegotiation and if going with this now sort of sweetens the relationship to make the bigger strategic negotiation easier? It's just helpful to know the timeframe in which that would happen.

Shannon:

It's up next year. So that was sort of the reason for my proposal is that let's just get this situated so that we can go into a negotiation for next year and there's going to be a lot of flexibility next year with the potential to be using other spaces on campus. So it is about the relationship right now and I don't want to push too hard. Is my 2 cents.

Michele H.:

Anyone else want to weigh in? Okay. Would anyone like to make a motion to approve the lease addendum?

Jessica Nordquist:

I make a motion to approve the lease addendum.

Kevin:

I second it.

Michele H.:

All those in favor signify with I or raise your hand. I.

Kevin:

I.

Michelle:

All those opposed.

Mark:

I'm going to say no.

Michelle B.:

I am going to also say no.

Michele H.:

So let's make sure we get it. So we got Michelle Burack no, Mark no, was there another no? Any abstentions? So that's four to two.

Jessica Nordquist:

Oh, we're down, some people left.

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Michele H.:

No, I think we're all right.

Shannon:

Really? Okay.

Mark:

And if it wasn't going to pass, I would vote. Yes I was just trying to create a little bit of disagreement.

Michele H.:

Good Marks. That's that's what they teach the kids.

Mark:

All good.

Shannon:

I'm sorry. I just need to know, or I think maybe Michelle needs to know, I'm not sure about Nalaca and Annemarie, if they agree.

Nolica:

I agree.

Shannon

Okay. Sorry. It just didn't know.

Annemarie::

No problem.

Michele H.:

All right. So that motion carries. Budget review is next.

Shannon:

Didn't do the budget review?

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

Michelle:

Yeah. Well, was there something more Kevin? I guess I was thinking that there was something more you wanted to talk about.

Shannon:

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There's the state comptroller response and there's [crosstalk 01:02:09].

Michele H.:

[crosstalk 01:02:10]. Was there something else about the budget, though?

Kevin:

With the budget, did we approve it last time?

Shannon:

Mm-hmm (affirmative).

Michele H.:

Yes.

Kevin:

Okay. So we're good to go then.

Michele H.:

It's great when things come off the agenda that quickly. All right, the accounting manual is next. The behemoth. That is quite a bit of work you did there, Kevin and finance.

Kevin:

So yeah, the whole finance team spent days working on this, reading every line. It had been a little generic before and we made it specific to the Genesee Community Charter School. It did come about from the New York State audit. One of the comments that they made was that the accounting manual was outdated and that we should update it. So before we gave our official response to them, which will be today, we wanted to be able to say we have in fact updated our accounting manual and the board has had an opportunity to take a look at it.

Kevin:

It's very voluminous, so I don't know that I want to go over anything in specific, except to say that some of the things were outdated. They were talking about, if you had to make toll calls and how to get reimbursed for that, and I don't think anybody makes toll calls from the hotel anymore. So we talked about, well, if you use your smartphone and there's charges, how do you get reimbursed? [inaudible 01:03:51]. So those are the kinds of things that we went through and updated.

Michele H.:

Folks have had a chance to look at it. It is large in scope. And again, with the stuff that went out, hopefully folks had a chance to look at it. I wondered, Kevin and the finance team, I think the answer is yes to this, that you've gone through the audit reports and made sure that the policy reflects all of the recommendations that were put forth by the state comptroller's office. Correct?

Kevin:

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So we did do that. And we also... One of Maureen's suggestions was to take a look at our Heveron_audit reports and make sure the language kind of matched what we were putting. So it'll match our Heveron_audit reports, and it will include all of the things that New York State recommended. The good thing is, if you have already looked at the New York State report, there are a number of recommendations or criticisms they had that we had in fact already changed our practice. All of those new practices that we have been following are included in the new accounting manual.

Michele H.:

All right. Does anyone have questions about any of the policies, any of the accounting manual that's laid out? There are no questions. I'm going to make a motion to approve the accounting manual.

Annemarie:

I'll second.

Speaker 6:

Who said, "Second"?

Michelle:

Annemarie.

Annemarie:

Annemarie. Sorry-

Michele H.:

All those in favor. Let's see, we can't see Annemarie or Nalaca, so raise your hand or say, "Aye".

Group:

Aye.

Michele H.:

All right. All those opposed? Any abstentions? All right. We have an approved accounting manual just in time for us to approve the audit response to the State Comptroller's office. That was also included in that list there. And, Shannon, did you want to make a quick note about the last minute change about the comment about Hebron's review and discussion?

Shannon:

Yeah, so we sent the response and the report to Heveron, and they were able to get back to us early this week and just said that they were also surprised with the report. Overall, the report was, I don't know, it just wasn't the same. It wasn't the same from our internal auditors at all. And so we had some pretty hefty disagreements with the auditors in our phone call with them. They did make some changes. We were mostly frustrated because they deemed many things inadequate, but didn't really have explanations, or clumped everything together. And that includes some of our service agreements and contracts, which we'll get to later.

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Shannon:

So anyway, they, Heveron, agreed with that. And they also said that they didn't feel like the guidance was really there as far as how to make those changes to make them adequate, especially specifically for schools. So I added an extra sentence. It's in the final paragraph, and it is the most current one that's in the folder. So I replaced the previous with this new, with just adding that sentence that the auditor reviewed and were surprised and that we didn't see that there was a lot of specific information around guidance. So that's all I wanted to say.

Michele H.:

And I sat in on a call as well, and I was so surprised by the things that they found. And I just kept saying, "This just reminds me of the Regents meeting." New York state doing, I don't know what, trying to, make sure they're looking at every little thing and they're... You know, they went back in time and the point that Kevin made, we've already made some of these changes. So, I certainly think that we're doing what we need to do and we're on the right track. And the updating the accounting manual just really speaks to that, as well as, all of our audits from Heveron have been very good. So that's my take on it.

Michele H.:

Does anyone have questions or comments about, questions about the audit or comments about the response?

Kevin: (108.43)

One of the things I wanted to say about the audit itself, and Robin can jump in too, is it lasted about a year that they were on they were off. But during that whole year process, I had one brief conversation with the auditors. So when I got the report and I saw that they had listed all of these issues, I had no opportunity to say, "Okay, show me exactly what deficiency you're talking about," because on a number of those, maybe we weren't doing something they thought we should have been doing, but we had a mitigating control.

Kevin:

So again, I think we were all kind of surprised at the... We thought it was kind of a negative, it was a negative report, but they did have some suggestions in there. And anything that we could make a change to, and we agreed with, we are making changes to improve our systems. But there are a few things, and it's noted in our response, we don't agree that the whole board needs to review every credit card receipt. That's not a good use of the board's time.

Michele H.:

Thank you, Kevin. Thank you. Thank you.

Kevin:

There are some things we are pushing back on because... And again, we're asking, "Where's the regulation or where's the best practice that says a board needs to look through a hundred credit card receipts every month?" So again, I don't know if this is partially politics. The last report that we got from this group was very good. So hopefully we've responded adequately and we're making changes though. When they come back up next time, they'll absolutely have nothing to comment about.

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Michele H.:

Agreed. Any other comments or questions?

Robin Blew:

Yeah, all I just wanted to add just because I've been through several of these in and with other schools in a municipality and I was really shocked by this, and I really do agree with Kevin that I think a lot of the start and stop I think really had a huge bearing on the results of this. And also I think that there was not a lot of communication with Kevin, with the board, with Shannon. And I think that Maureen had to bear the brunt of it all. And I think that the last few different audits that we've gone through, it was a little bit more, overall, they really researched things a little bit more thoroughly. And I think the start and stop was a lot of that.

Robin Blew:

And I think there was a little... It seemed retaliatory in nature to me when I read it. Just in the other ones that I've read, it just didn't seem as though... It seemed too ambiguous to me as a whole. So it was quite enlightening to see that Jean and Melinda at Hebron concurred with what Kevin and I were feeling about the report, because it doesn't even feel like our school's report. There's so many checks and balances at Genesee, and the board is so involved. I've done reviews for lots of different boards, and you guys are very on-hands and very involved and know everything that's going on. So for the report not to really show that, it was just not right. So that's just what I wanted to share.

Michele H.:

Thank you. All right, I'm going to entertain a motion to approve the audit response.

Michelle Burack:

I'll move for approval to the audit response.

Kevin:

I'll second.

Michele H.:

Thank you. It's been moved and seconded. All those in favor signify with "Aye".

Group:

Aye.

Michele H.:

Opposed? Abstentions? All right, that motion carries. Thank you.

Michele H.:

Now we're going to move into, really, we have two substantial committee reports to talk about tonight. Having had the best one so far, let's face it, it was the discipline committee and the sixth graders. I mean, nobody can top that one. Good luck Annemarie, you're up first.

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Annemarie:

I'm not sure how I'm going to outdo those kids, but I'll do my best, which probably won't happen. Okay, so first and foremost, we have two members we'd like to present... Oh my gosh, I don't have their names. Shannon.

Jessica Nordquist:

Ivelisse Gonzalez.

Annemarie:

Oh, yes, thank you. So Ivelisse Gonzalez.

Shannon:

And Lucas Wilson.

Annemarie:

And Lucas Wilson. So we, as a committee, sat down with these two individuals. I wasn't able to make Lucas, but I definitely met Ivelisse. I think that they would be great additions to the board. Lucas has music background. He has been teaching. I think that he understands GCCS. Ivelisse is highly engaged in the community. She started out, and at one point I was like, I feel like she's interviewing us by the questions she asked. She has some pull in the Hispanic community. So I think that that would be a great addition because I feel like we as a board, if we're going to be diverse, we need to say what we're going to do. That's the timer for somebody else.

Annemarie:

Yeah. So we would like to move that these two individuals be added to the board. I make a motion first for Lucas Wilson to be added to the board of trustees at GCCS.

Jessica Nordquist:

I second it.

Annemarie:

Michele, I think that's you.

Michele H.:

Oops, I forgot to unmute myself. All those in favor, signify with "Aye" and raise your hand.

Group:

Aye.

Michele H.:

Opposed? Abstentions? Motion carries. Next.

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Annemarie:

Great. And then I'd also like to make a motion for the addition of Ivelisse Gonzalez to the GCCS board of trustees.

Speaker 9:

I'd second that.

Michele H.:

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

Group:

Aye. Opposed? Abstentions? All right, motion carries.

Shannon:

I just want to identify real quick that Lucas would be for the shorter term. So, it would be [crosstalk 00:01:15:27]. Yes, so you have that note. So anyway, he's the shorter term and Ivelisse would be for the three year term replacing Marsha Joy.

Annemarie:

Okay, then, let me see if I can share my screen.

Shannon:

Annemarie, were you also going to identify the new paragraph?

Annemarie:

We have two new paragraphs, sorry.

Shannon:

Do you want me to do that?

Annemarie:

Yeah, I'm trying to pull up the-

Shannon:

Yeah, you can pull up the committees and I'll... So we held elections, the FA held an election for parent representatives. We had four potentials and we came down with two. One of them is Tasha Stevens. She's actually Alex's mom. So Alex that you met earlier, that's her. And she will serve for a year to support Michele Burack's part of her term. And then we also have Jessica Wayner. Jess has been on the diversity committee. She is new to our school this year. So she's had one year with us, but she has been extremely active since she started, and she's well known in the charter network in Rochester. So we're really excited to have both of them on board. I don't think that, it's not that we're voting, but I think we need to acknowledge their appointments. Is that correct?

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Michele H.:

Okay.

Annemarie:

Great.

Shannon:

Yeah. I think that's all we need to do. Is that correct George?

George:

That's right. I think that's appropriate. And then everybody is subject to the SED review, all of that language.

Shannon:

Yeah. Mm-hmm (affirmative). Correct.

Speaker 10:

But, George, in the information we have to send to SED, there has to be a motion approving them.

George:

Right. That's what I said. I thought that's what Shannon was proposing was that it's not that you're electing them, but that you're acknowledging that they've been designated by the Family Association as the trustees. I think that should be a formal motion, but it's not an actual election].

Shannon:

Okay.

Speaker 10:

Thank you.

Speaker 6:

I will move for the board to acknowledge the election by the Family Association of our two parent reps as named.

Shannon:

I'll second.

Michele H.:

All those in favor?

Group:

Aye.

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Michele H.:

Opposed? Abstentions? All right, motion carries.

Annemarie:

Okay. So, next, I'm going to try and share my screen. Let me know if you can see this.

Group:

Yup. We can see it.

Annemarie:

Okay. I have to find a way to minimize all of your faces. There we go. We took the liberty, please don't come after me, to assign you guys to some committees. So I'm going to go over the committee assignments right now. My ask is that you contact either myself or Shannon or the committee chair so that you can start getting involved, find out what the committee does, other things. Okay, so Michele, clearly the personnel and executive committee. I'm on the nominating and personnel committee. Kevin is the executive committee and the finance committee. Tasha Stevens, she's a parent. Can somebody contact her so that she's aware of this? Jess, would you do it as the outgoing parent rep?

Jess:

Yeah, I can do that.

Annemarie:

Thanks. Advocacy committee and executive committee is Tasha Stevens. Mark, we've asked you to come back to the finance committee. Nolica, you are on the discipline committee. It says chair for 2021 question mark. Do we have to nominate her, vote her into that position?

Shannon:

She agreed in the last committee meeting.

Nolica:

I did. I agree.

Annemarie:

I'm going to take that question mark out. Exclamation point. Evelisse is discipline and advocacy committee. Shannon, will you let Evelisse know that she's on these two committees?

Shannon:

I will.

Annemarie:

Thank you. Cheryl Mueller is diversity committee and nominating committee. Elizabeth, your last name? Elizabeth is the nominating committee and the finance committee.

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Michele H.:

Can you scroll, Annemarie, or is it just my screen that's frozen?

Annemarie:

Oh, it might be. Am I? Cause I am scrolling. Can anybody else see this? Oh, that's embarrassing.

Michelle:

No, that's Zoom.

Annemarie:

Here I am thinking everybody can see my screen and it's like scrolling and it looks like-

Michelle:

I could see up to Evelisse Gonzalez.

Annemarie:

Oh, then maybe it froze because I was scrolling with her. Hold on.

Elizabeth:

And you can just say "P" for my last name.

Annemarie:

Elizabeth P.

Elizabeth:

I get it.

Annemarie:

Did you hear me? It's like, "Oh!"

Elizabeth:

I hate it when people, I have to set up an appointment and they're like, "How do you spell your last name?" No, thank you.

Annemarie:

It's like, "Well, we'll just throw a P on the end there." I'm trying to connect. It's still not scrolling?

Michelle:

Yeah, why don't you just read them off because it's not scrolling.

Annemarie:

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Sure. All right. So Allison Shulter is the executive committee and the safety committee. Ryan O'Malley is on the finance committee. Lucas Wilson is the nominating committee and the personnel committee. Shannon, can you also contact Lucas and let him know that as well?

Shannon:

Yes.

Annemarie:

Tracy Terrance is a diversity committee co-chair and the discipline committee. And then Jessica Wayner is the advocacy committee, the personnel committee and the diversity committee. It says co-chair for 2021 question mark under advocacy committee. Have we confirmed this with her?

Shannon:

No, we have not. I'm actually hoping to do a co-chair situation with Chris Dolgas who is not on the board, but he is a big advocate. And I think it would be great to have a staff and a board member co-chair that committee. So I'm going to bring that up to both of them.

Annemarie:

I like that idea.

Shannon:

Okay.

Annemarie:

Shannon you're on pretty much every committee. Margaret Deutschbein, you're on the advocacy committee. And then Rebecca Mason is on the diversity committee. Questions? Responses?

Michelle:

Emotional outbursts?

Annemarie:

All right.

Michele H.:

All right.

Annemarie:

Make sure that you contact the committee chairs. That information can be found in the June folder, so reach out to those individuals. If you're on the nominating committee, I am your committee chair. So please feel free to reach out to me.

Annemarie:

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Let's see, onboarding manual. Okay. We have been working diligently, the nominating committee and Deb Hamner, on an onboarding manual based on the feedback that we got from the board retreat. And we have been going over it and iteration after iteration, draft after draft, I can share that for all of you who want to see it. I don't think that there's time or space to walk you through all of this, but I think a look at the table of contents would be helpful to see everything that we've put into this. It's been a work in progress and I think that we've done, and Deb has done, a great job with putting this together for us. (123:49)

Annemarie:

All right, can everybody see this? I might zoom out a little here.

Shannon:

It's not showing up yet, Annemarie. It just says that you're screen sharing.

Annemarie:

Oh, well that's annoying. All right.

Shannon:

So I can share mine if you want to.

Annemarie:

Yeah, if you don't mind, and then I'll just talk through it.

Shannon:

Yup. Go ahead.

Annemarie:

I was so excited. All right. So if you can see it, what you're looking at, obviously, is what we've put together with Deb Hamner. This is our resource based on your feedback, especially for our new members. Thank you for being so vocal. It has the definition of roles and responsibilities. What the board office role descriptions are, what we do, the committee roles, the recruitment and onboarding of the members. So identify who we should be recruiting and how we should be recruiting them. Parent and museum representatives and how they join our board. The general board member process. Everything that's under the appendix. Sample interview questions that we drafted. A sample of the agenda.

Annemarie:

And I think this is helpful because, even when we were interviewing Evelisse, she mentioned going to our website to look up our meetings and to look up what we had been talking about. And I think this would be helpful for individuals that will come after her to know where to go to get resources. It opens up with our mission and our vision and our values and all that information with a link directly to it. So I think -

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Michele H.:

This is awesome.

Annemarie:

Yeah. I think this is going to be very helpful. It'll be nice to have a digital version of this instead of sending a slew of information and paperwork and all of these things that we send. I think this would be a nice one-stop shop kind of scenario to help them get used to and understand what's expected.

Annemarie:

And that way, when we ask them what committee they want to be on, we've got information about the committees in a digital format.

Michelle Burack:

Annemarie?

Annemarie:

Yes?

Michelle Burack:

Sorry if I missed it. Is there a section somewhere in there that talks about the different entities that the school is accountable to and what the processes are for each of those entities review? Because I think that was the biggest part of the learning curve for me is just, what was the difference between EL credentialing and charter renewal, for example. Since a big part of the board's role is making sure that we are meeting the expectations of these different accountability stakeholders, just having them all listed on one page and what those specific entities are overseeing and how we report to them, how often we report to them, as a synopsis for who it is that's going to be getting on our case periodically. I don't know if that's a section in there somewhere, but keeping track of who is who and who the key players are. I feel like some of the things about how we identify board members, once you join the board, all of those things are behind you and it's sort of like what's coming next.

Annemarie:

Yeah. I don't-

Speaker 13:

The section I'm jumping to as I join the board.

Annemarie:

Yeah. I don't think we specifically have it listed out, but that's feedback we can take back to Deb.

Michele H.:

Yeah, I think that would be a really good addition, which gets to what's the big outcome here? What's my biggest role as a board member in terms of an output?

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Kevin:

There is a fundamental responsibility that we already have. It's a fiduciary responsibility to the school, and to the school's mission. And, so, we don't want to, at least in my mind, you don't want to skew us to be looking at the state education department as the people that we have to answer to. I understand we have to answer to them. I'm just trying to say that in identifying those other entities, we have to still keep at the pinnacle of that our responsibility to the students and our responsibility to the mission of the school.

Annemarie:

So I'm looking at it right now because it's on the screen. Maybe that's something we include in the proposed board orientation. So that way it doesn't seem like we are beholden to these individuals, but we can at least present this and say, "Hey, here's, who's going to be taking a look at everything that we do as a school." 129:08

Michele H.:

Well, and I think the fact that it's a large body of work, I mean, it's a big, it's like our big giant book report. And it's good to know that, walking in, that this is one of the big things that we have to do work on as a team.

Shannon:

It might be something where it's like the who's who in our stakeholders, in our school stakeholders, something like that. And as you probably saw, there's comments from, it says Marcus, Marcus Hamner, but it's Deb... So this is like a living, breathing, just like the accounting manual, there'll be changes as we go on, but it's a pretty substantial-

Kevin:

Yeah. I just wanted to say that I think Michele Burack's addition was... I agree with that. I think that knowing that the state education department is out there and knowing that these other stakeholders are out there is really important. I was just trying to nuance that a little bit with what our priorities are. I also want to say, since I have the floor for just a second here, what a great document. This really looks fabulous. I think it looks like super professional and will really help new board members, if they avail themselves to it, to hit the ground running. So I think what a great job, what a really fabulous job. Looks super comprehensive.

Annemarie:

We will pass that on to Deb. So barring the change of adding a who's who in stakeholders with some information there, would we be in a place where we could accept this onboarding manual or vote for this onboarding manual?

Michelle Burack:

Annemarie, I'm really sorry if I miss it, but I don't see it in the folder for the monthly meeting documents. Was it in there, and I just didn't-

Annemarie:

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This is not. The previous document that was shown, with the committee assignments, is.

Shannon:

No, this is. I stuck it in there. So it is now in there. It's called GCCS Board Identification, Recruitment, Onboarding Process. It's a really long name.

Annemarie:

Yeah.

Annemarie:

Okay. It was not in there before I joined this meeting. Sorry.

Shannon:

It might be that you just have to refresh. It was I stuck it in..

Annemarie:

Okay.

Annemarie:

So this is mainly a document to give people who are considering joining the board.

Shannon:

It's actually a document for the nominating committee.

Annemarie:

And of us.

Michelle Burack:

For the nominating committee. Got it.

Michele H.:

So given that this, my opinion is that it's a living document that, like the employee handbook, we make some changes and we try it. We'd never done this before. I would put forth a motion to approve this. And with the notations noted for the 2020-21 school year.

Nolica:

I second it.

Michele H.:

All those in favor? Aye?

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Group:

Aye.

Michele H.:

Anyone opposed? Abstentions?

Michelle Burack:

Ah, wait.

Michele H.:

Okay.

Michelle Burack:

I'm sorry. I'm going to abstain just because I haven't looked at it and so I can't speak knowledgeably about.

Michele H.:

Okay.

Annemarie:

Fair.

Michele H.:

All right. Fair enough.

PART 3 OF 5 ENDS [01:33:04]

Speaker 16:

Fair.

Michele H.:

All right. Fair enough. All right.

Speaker 16:

All right. Thank you everybody.

Michele H.:

Thank you. Thanks everybody. Just moving to the personnel committee. We do have, and I'll let Shannon speak to this, we want to approve the special math intervention person that's been hired. And Shannon, I'll let you present first.

Shannon:

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I'm trying to find my notes. All right. Last month when we approved the budget, we approved to have a math intervention specialist, .5 FTE. And I wanted to hire internally because that position... Yes, I can talk about this. Right? Having a staff member? Yes. Wanted to make sure that that person was internal and the person that came forward was Erica Dooley, who is already our ENL teacher, English as a New Language teacher. We moved her to .5 for that position. She was working in another school district, actually doing math intervention and ENL there. And so it seemed like a natural fit to steal her full time so that she would wear two hats and wearing both positions. So I wanted to put forth a motion, or not a motion. Someone else has to put forth the motion, of having Erica assume both roles as the math intervention specialist and the ENL teacher.

Michele H.:

So, as the chair of the personnel committee, I'll put forward that motion.

Michelle B:

I'll second it.

Michele H.:

All those in favor. Aye.

Jess:

Aye.

Speaker 17:

Aye.

Michele H.:

Opposed? Abstentions? All right. That carries as well. That was it for personnel.

Shannon:

We were doing the other contracts later in the conversation?

Michele H.:

We can keep going with that. Or do you want to do your year end report right now?

Shannon:

It's up to you.

Michele H.:

Yeah, I don't know. We could flip a coin, but do you guys want to just stay with the contracts and plow through getting that? Okay.

Speaker 16:

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I'm all about just moving forward.

Michele H.:

All right, then we'll come back to Shannon for the year end report and we'll stick with the contracts that we have to get through, or the agreements. Contracts, agreements, et cetera. So starting out with the proposal from Breakthrough Leadership, Ann Marie, Shannon, myself met with Deb [Hanmer 01:35:45] on more than one occasion. We've been meeting since the work that we started in January.

Michele H.:

And we did ask her particularly, being sensitive to the current events, that we wanted to really make sure that we didn't lose any momentum on working on the strategies that we identified as really being important, namely continuing the discussions about diversity, inclusion, and strategic planning relative to those areas. Not only that we've identified, but also that the question that New York State Ed has been asking us for quite some time about replication and or expansion. We know that we had a pretty big shock to the system, if you will, with the Board of Regents giving us a three year renewal. And as we talked about last month, and I continue to feel very strongly toward just like the teachers worked with the kids on, we've really got to dig deep and take some really strong, hard looks at ourselves as a school.

Michele H.:

Who do we want to be? And what are the changes we need to do to have us be successful and continue to be who we are in the community for years and years to come? We know that we have to take a particularly hard look at benchmark nine. Everyone knows that. And so we'd like to propose that we continue the work that we started with Deb Hanmer. We've already gotten agreement in the past when working with them, she and her team did the first amount of work, which you heard and saw the fruits of that labor with the work with the nominating committee. And the proposal that was put in the folder for the June meeting.

Michele H.:

Does anyone want to see that? Again, I'm hoping that folks have already done that background to look at that, but to really call out the strategic planning work for about, I think there's about a hundred hours worth of work and the price tag for that work is \$15,000 all inclusive for 12 months of Breakthrough working with us.

Michelle Burack:

Is this a dollar amount that we're required to get competitive bidding on?

George:

No. You're talking about retaining the professional services, so it's not really a bidding thing. You could put out requests for proposals, but it's not mandatory in this circumstance.

Annemarie:

Wouldn't our previous request for proposals for this already apply, like we put out bids for this when we first started working with her?

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Michele H:

Well, we had a quote from another-

George:

You could rely on those for a while. You can go back a bit and rely on those going forward. You don't have to reinvent the wheel every year.

Annemarie:

That's what I thought.

Michelle Burack:

So just for comparison, I dug in my email, the quote that we got from BoardOnTrack for an annual membership was 12,000 and they were geared more toward document organization and other board- [crosstalk 01:39:02].

Annemarie:

Correct.

Michelle Burack:

Not so much strategic planning.

Michele H.:

Correct. It was a software platform, essentially, that was going to help us be organized, but not really dig into the strategic planning work that we identified as a growth area for ourselves.

Michele H.:

Other questions about that proposal? The important thing to note is that it does require a commitment of work from us, starting this summer. There's a lot of focus groups. Shannon, do you have the document? Because I would like to just make sure that everybody is clear about it's not just asking for board approval for the dollar amount, but also the commitment to do the work that's outlined in the proposal, which has us identifying focus groups, the board being involved with some fact finding, some information gathering. The purpose of which is to really ask the tough questions out there, to engage stakeholders and to really get an understanding of who the community thinks we are and what do we need to do to really elevate who we are in the community. So you'll see that there's three sessions with the board, four hours each, and that work would start over the summer and then the work would continue into the fall.

Michele H.:

The objective, as you can see, would be a SWOT analysis that they would report the findings. And then the third priority is working with us to develop an action plan, to address the findings of the SWOT analysis. And the great part of working with Deb is that this is the stuff that we talked about in our board retreat and I think it's really important that we continue that work, particularly since we've got a three year turnaround for our charter renewal. And this is something that Shannon and I spoke with Susan

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about when we were on the call with her for the cap just a few days ago. So I'm really excited to continue the work that we started with Breakthrough. So, want to know if anyone has any questions, if anyone has any concerns about anything, or wonderings about participation.

Kevin:

I did want to bring up just one point of clarification. In our new accounting manual, we do have a procurement policy. We do say that if there's a purchase that's over \$10,000, we would get three bids, but my opinion is we've done that because we got three different bids a few months ago, and I believe it was a general consensus that we really need hands-on and that's why the product we were looking at was so good because they're working with us. So even though there were a couple that were less expensive. Where we wouldn't get the level of service that we're going to get from this contract.

Annemarie:

I agree.

Michelle Burack.:

It would be more generic rather than specific to this acute need that we have around benchmark nine. So, is this in the fiscal year 2020-2021 budget line item for business services? Or this would be on top of what we already approved in the budget last month?

Shannon:

I believe it's on top of. I see that [Naleka's 01:42:58] hand is raised.

Michele H.:

How do you see that? I can't see it. Go ahead and Naleka. There you are.

Nolica:

My question is what is the summer timeline for that? And I may have missed it because you were scrolling, is it three times that we're meeting? Just so I have a sense of what the commitment will be in regards to time.

Michele H.:

Yeah. So Deb was envisioning, as you can see, June through August, if we can pull this off, I know that's pretty aggressive and we may or may not be able to do that. I think minimally we'd like to get two in. Shannon and Anne Marie can correct me if I'm wrong, but that's what I'm remembering from our conversation with Deb.

Nolica:

Right. And will it be like a Zoom or are we going to move over to in person?

Michele H.:

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Yeah. We talked about that, the whole platform thing and Zoom and how would we do that? And we said we would have to obviously wait and see what the executive orders are, but we would do as much as we could, ideally face-to-face would be best.

Michele H.:

But I think it's really going to depend on what we're allowed to do at that point.

Nolica:

Thank you.

Michele H.:

You're welcome. No, great question.

Michele H.:

Other questions about this? So, just to reiterate, there is the dollar amount and as Nolica pointed out, there is a commitment involved to do this work. And I just want to make sure everybody's really on board with that. And I'd like to make a motion to approve this agreement, the proposal and contract with Breakthrough Leadership.

Annemarie:

I'll second.

Michele H.:

All those in favor of approving the proposal, signify with aye or raise your hand. [crosstalk 00:12:26].
Opposed? Any abstentions?

Michelle:

I'm going to abstain.

Jess:

I abstain.

Michele H.:

Michelle and Jess abstained.

Jess:

Yeah. Just because I'm on their board, so I can't.

Michelle:

Yeah, I remember that.

Michelle:

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I'm abstaining because I'm stepping off of the board after the food service contract.

Michelle:

Pardon?

Speaker 16:

Oh, she was going to go into-

Michele H.:

Next is the food service contract.

Shannon:

Do you want me to share the screen?

Michele H.:

My screen is freezing, so I don't know if anybody can hear me. I only see my own head moving.

Shannon:

There you are.

Michele H.:

Shannon, why don't you go with the food service contract, since I can't tell whether... I got to move to a different room, I think.

Shannon:

And I was looking to see, I thought it was in the folder. Am I right about that?

Michele H.:

It is.

Michele H.:

Yep. That's in the folder. [crosstalk 01:46:30]. And just to call out the-

Shannon:

Oh, here it is.

Michele H.:

... Slight increase.

Shannon:

Yep. The increase. I can share my screen if we need to, I will quick throw that up. So the increase is 6 cents for breakfast and it's increased by 9 cents for lunch. So it's a 3.5%. I'm going to bring it right to this

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spot right here. It's a 3.5% or just about a 3.5% increase from last year. I went back several years just to see what the trends were. The year prior, we had a massive increase. We went up 20 cents and 16 cents. But the year before that we didn't go up at all. And then the year before that it was 5 cents for both. So it's fluctuating, but it feels a little bit more in line with the overall increase with Julia in general.

Shannon:

So this felt more reasonable than the year prior major increase. So this feels pretty typical. We did ask her, just based on the auditors, they really wanted to see some comparison, or not some comparison, but price for the additional items that we purchased through Julia. So she was able to put that in for us. I don't think there's really anything else that was added. Maureen, do you want to say anything about any other additional items for this contract?

Maureen:

Yeah, the only thing the auditor's recommended that she add, she did, and those were those extra costs for the supply type items. Other than that, it's the same contract.

Michele H.:

And you continue to be pleased with the service?

Shannon:

We are pleased with the service.

Michele H.:

And the quality and the food? I realize this year is a little different in the last three months.

Maureen:

And I'm wondering Shannon, how we can talk about how Julia Kay has helped us with our food distribution program. It's been terrific.

Shannon:

Yeah, she's been top notch with us. We've been able to, well I've talked about this before, but we've just created twice a week for breakfast and lunch to allow for it to go across the full week for any families that have opted in. And we've maintained about 30 students through all of closure and she's been very flexible and willing to work with us with all of this. So we've been very pleased with that.

Maureen:

Thanks, Shannon.

Michele H.:

All right. I'll entertain a motion to approve the food service contract.

Annemarie:

I would like to make a motion to approve this food service contract with Julia Kay.

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Speaker 22:

I'll second it.

Michele H.:

All right. All those in favor? [crosstalk 01:49:32]. Opposed? Abstentions? All right. Then we've got a few others. So we've got to renew the agreement that we have with George, our fearless legal leader who... Where is he? Is he still here? Did we lose your George? Oh no, there he is. His screen has gone dark. So again, that was in the folder as well. And so I'd entertain a motion to approve our legal contract with George de Marto.

Michelle B.:

I move to print the contract.

Annemarie

I'll second.

Michele H.:

All those in favor? [crosstalk 00:01:50:14]. Opposed? Abstentions? All right. And in the same breath, we want to approve our agreement with Robin Blew to continue her wonderful work with us or bookkeeper and accountant. All those in favor... Excuse me. First, I need a motion, a motion to approve that agreement.

Kevin

I'll make a motion to approve.

Michelle Burack:

I'll second.

Michele H.:

All right. It's been moved and seconded. All those in favor? [crosstalk 00:17:40]. Opposed? Abstentions? All right. That carries, as well. And there's another one. Shannon, it's Ken, right?

Shannon:

Ken Haslip, he's our IT specialist. And I just wanted to comment that for all of these it's because of our audit that we wanted to be sure that these contracts were in compliance. And so that is why we're approving these new, revised contracts to make sure that they are in full compliance with all of our audit needs. So, Ken and the other Ken, they are contracted with us, they're vendors that we had adapted them like staff too, so it was a little confusing. So now it's very clear that they are contracting with us through their service.

Michele H.:

So I'll entertain a motion to approve the agreement contract with Ken.

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Shannon:

We don't have the other Ken. So this is just for the IT service. Not for- [crosstalk 01:51:53].

Michele H.:

Right.

Mark:

I'll second.

Michele H.:

All those in favor? [crosstalk 01:52:00]. Opposed? Abstentions? All right. That carries. We have to approve our CAP with New York State Ed. I mentioned a second ago that Shannon and I had a call with Susan Gibbons. Shannon, you and I did get a chance to debrief. I was the bad cop. Shannon was the good cop. I thought it was only appropriate that I talk a little bit about the experience, which I won't go into now, but I thought we had a very productive conversation with Susan and we went through the CAP, the Corrective Action Plan that Shannon put together and her team and thought you did a really great job.

Michele H.:

Susan was in agreement. I will point out that we did specifically call out the question in different ways during that phone call about, what is exactly the number? What are we going to be held to, since it seems that the target shifts and the Board of Regents didn't really follow the rubric that they set forward and that we felt pretty confused about our ability to achieve an outcome that perhaps might be changing or different. And we asked a lot about, it says right in the law about good faith efforts, and Susan acknowledged that they have it in there, but no one's been willing to quantify what that means. So she did agree, and I can let Shannon speak to the CAP if you want to say more, but she did agree to the Corrective Action Plan that Shannon put together.

Michele H.:

Specifically, Shannon did say, and we talked about this, that we would consider a weighted lottery and that we would be talking about that in our work. And that's the work that we're going to be doing with Deb Hanmer, all around Benchmark Nine.

Shannon:

But she did not say that we were required.

Michele H.:

That is correct.

Shannon:

That was very clear, that we are not required to do the weighted lottery. And in fact, she commented that maybe that wasn't the direction that we needed to take. She thought that the direction we were

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taking in the CAP was the right direction for us. So that was encouraging, that she was in agreement with our hesitation to just go ahead and weight the lottery.

Michele H.:

She did also tell us that we would have a mid year review in probably the spring of the second year of our renewal or charter, and trying to think if there are other high... There's nothing different that we have to do given that we have a three year renewal in terms of more meetings with her or David, State ED, or anything like that. So we'll stay the course. Again, we talked to her about the work we're doing, strategic planning and she encouraged us to keep doing what we're doing in that regard. To keep looking at that and anything we could do to identify trend data percentages. Because we were very clear acknowledging that we're not going to be able to get to the mark that they're talking about in three years. We're just not going to get there.

Michele H.:

And she said, "Well, the Board of Regents could be different then." In their decision making and how they come to conclusions. Shannon, anything else to add? So that's just a little bit, I thought it would be important for the board to hear some of the conversation that we had with Susan. She continues to talk about her support for the school and the good things that we do. So there's that. Michelle?

Michelle Burack:

I think, if I'm remembering correctly, the corrective action plan had word verbiage in there about consideration of expansion type things that could be part of a plan that would get our numbers in alignment. I can't remember the exact verbiage, but I swear, I saw the word expansion somewhere in there. And I just wonder if during your conversation, you talked about what happened to the other school and just realizing that- [crosstalk 01:56:34]

Michele H.:

Oh, yeah. We talked about that. We talked about that.

Michelle Burack:

... Terrified to think about expansion ever, at all, what the risk of losing our charter.

Michele H.:

Yeah, in fact, Susan asked us if we sat in on the call. She said, "Did you sit on the call for the conversation and that Regent Collins, I think it's the first time she actually voted yes. So changing her vote for BuffSci. Shannon, I'll let you talk.

Shannon:

I don't have a whole lot to say. Are you saying, Michelle, that it says expansion in the CAP? I'm trying to look to see if it says that.

Michelle Burack:

I thought there was something in the, "We'll consider," type language somewhere.

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Shannon:

Maybe. It might've said that. We did not-

Michelle Burack:

Just because when I stumbled across it I was like, "Eek."

Shannon:

Well...

Michele H.:

We didn't talk about-

Shannon:

We did not talk about...

Michele H.:

... Expanding.

Shannon:

No, we didn't talk about that as part of this. And I didn't think it was in here, but now you're making me wonder.

Michelle Burack:

It could be an invented memory or I might've seen it somewhere else. It might've been somewhere else. Sorry.

Shannon:

No, that's okay. So yeah, we did talk about BuffSci and what happened. She actually mentioned something about how she felt like lobbying was really effective. And I said, I played bad cop at that moment, because I said, "Well, that's nice that they had a month to do some lobbying, but we had a weekend. And so there wasn't a whole lot we could do in a weekend. And I understand why David does that, but it doesn't help schools to be able to get what they need." So anyway, I do think that lobbying is, I think that's the big push for the advocacy committee.

Shannon:

I think we really need to be thinking about what this law is doing to us and what we stand for. But I don't remember... We definitely did not talk about growth with her during that meeting.

Shannon:

So I think that's all I really-

Michele H.:

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Any other questions about the CAP as outlined? We do need to approve that tonight. So I'll entertain a motion to approve the Corrective Action Plan.

Annemarie:

I'll make a motion to approve the corrective action plan.

Michelle Burack:

I'll second it.

Michele H.:

All those in favor of approving the Corrective Action Plan? Aye. [crosstalk 00:26:03]. Any opposed? Any abstentions? Right, motion carries. Thank you.

Michele H.:

The Board of Trustees, 2020-2021 meeting calendar is also in the Google Drive and we do need to approve that. And Shannon, I did go through it date by date and I think we're pretty good on Rosh Hashanah, Yom Kippur, February, Easter. So it's pretty much the second Wednesday of every month. And even, we're worked around Christmas and all of that. So, would like to entertain a motion to approve the Board of Trustees, 2020-2021 meeting calendar.

Aneemarie:

I'll make a motion to approve the '20-'21 Board of Trustees meeting calendar.

Jess:

I'll second it all right.

Michele H.:

All those. All those in favor? Aye. [crosstalk 02:00:01]. Opposed? Abstentions? All right. That carries. Shannon, the Chromebook proposal.

Shannon:

I am putting forth a proposal for us to purchase Chromebooks so that we have enough for the entire school next year. I want to be sure that we are proactive in being ready for remote learning, if need be, or even a hybrid version of that, if need be. We have enough Chromebooks right now for grades four through six. We have, I was noting in the budget, in our technology budget, we had a lotted for additional money to pay for another set of Chromebooks for third grade, go four. And it looks like in the technology line, there's 8,500 waiting, that has not been used this year. So that's already was in the plans.

Shannon:

So really, I'm talking about kindergarten through second grade. I did put in a grant proposal through the community foundation. They have a specific technology for equity grant. That proposal went in a few weeks ago. I put in for all Chromebooks for K through 2. I also put in for charging carts for one per

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classroom of those lower grades, and carrying cases for the whole school. And then I also, just for good measure, put in some additional requests for additional hours for our IT person. So I'm hoping that that grant goes through. I don't know, it's a rolling grant, so I don't know when I'm going to find out, but I thought that it would be important for me to put forth a request to use our surplus money towards purchasing Chromebooks in case the grant does not go through.

Shannon:

So this is a contingent on that, and I will probably have to make a decision within the next couple of weeks, whether or not I hear from the grant. So, what you have in the folder that Chromebook and accessory comparison chart, I got four different quotes. One is from Spectrum Solutions. That is the company that... I'll share my screen. The company that Ken Haslip owns. And he gave us a quote. We also got a quote from Staples Education, that is a new vendor that we're working with. And they say that we're getting a discounted price for things. So I wanted to see what they would quote us. And then we got two additional quotes, we stuck with 14 inch just for good measure. But it's sequential there, New Egg and from CDW, as well.

Shannon:

And then I also just jumped on Amazon. I just wanted to see what it would be if we just purchased through Amazon and how it would compare. Ultimately, I would prefer actually to go with 11 inch Chromebooks, although our older kids have 14 inch Chromebooks right now, but I'm proposing that we would go with 11 inch. I'm proposing. We go with Spectrum. When you look at that, plus the two year warranty, it's actually a little bit less than Staples Education. So for enough Chromebooks, I was figuring 125. So that would include the 30 that we still haven't purchased for third grade yet. It would be 30,875 through Spectrum, versus staples for the 11 inch, it would be 32,958. So we're saving about \$2,000 going with Spectrum.

Shannon:

And so, that's what I'm asking for.

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Shannon:

And so that's what I'm asking for, for that possibility contingent on receiving the grant from the community foundation.

Speaker 23:

[inaudible 02:04:10] I might have missed it. Is that number including the warranty?

Shannon:

Yes. Thank you for asking. It includes the two year warranty. It does not include the three year, but two year feels enough in my mind.

Nolica:

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And what is warranty kind of outline? Especially seeing younger kids are going to have it, what's the warranty outline?

Shannon:

I don't know about the specifics, but in this last situations that we've had, any kind of damage, we're able to send it back to the vendor. They're able to fix it for free and we don't get charged any additional fees for that. And so far, any sort of wear and tear that we've had [inaudible 02:04:56] when it's been under warranty, we've haven't had any sort of issues at all. That's \$63 per device is what-

Nolica::

Okay.

Shannon:

Yes. Any other questions before I...

Jess:

I have one quick question Shannon. I don't know if this is the time to ask it, let's say we're doing virtual learning next year, one big barrier I know in the district has been lack of access to WiFi. Do we have access to MiFis? Have we thought about budgeting for that in case we need it?

Shannon:

I thought about budgeting for that, but I talked to Lauren Grimson. She was the one that was really finding out from families who needed it or not. We really only had, not even a handful of families who were under that need. I thought that would be within our technology budget line if needed and not something that we would need to worry about, as far as thinking about it for this purpose.

Shannon:

Mostly it was device and almost every family had at least one device in their home. The problem was when it moved into more robust remote learning, then everybody needed a device at their fingertips at that moment and that was more of the issue. I felt like this would be a good way to create equity for everyone, so that everyone had their own device.

Becki:

Shannon, just to piggyback on that, we haven't had kids who haven't had WiFi, but we've had many kids who've had WiFi that's unstable. It'll kick them out or they'll be on and then they disappear or you can't understand them, their audio. They've had the WiFi, but I don't know why that is and it's certain kids that just have had a lot of trouble. And then my other question was, is the carrying cases just if we're remote learning? Because we wouldn't use carrying cases in the classroom.

Shannon:

No, I know. It's hard to make any of these decisions right now not really knowing what exactly is going to happen, but it felt like Chromebooks, we'd be able to use no matter what. And carrying cases, I don't want to wait too long, because I imagine that that will be a hot commodity if we get closer to the

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beginning of the school year and others are panicking. Maybe it's something where we purchase some ahead, and then we wait and we purchase more later. I would go with the Amazon. I wouldn't go with Staples, because it's so much cheaper and we we would have them. That's the possibility there.

Shannon:

Same thing with charging carts. It's far cheaper through Amazon than it is to go through Staples. And I asked Spectrum to give me a quote on charging carts, he didn't, but he said it would probably be around the 500 range, but I haven't gotten that yet for sure.

Michele H.:

To Jess' question and with what Becky is saying, do you think that perhaps you don't need the carrying cases and maybe you should buy some MiFis, that you could use to give to kids who do have really erratic or spotty internet?

Shannon:

I mean, I think that's possible, I guess I don't have a full understanding about MiFis, but my thought was that MiFis work more a family that doesn't have any signal whatsoever. Is that really support if you have multiple [crosstalk 02:08:38] in one house?

Michelle:

Well, I use it at home. I want it from work and if my internet gets spotty, I take out the MiFi and I use it. I'm the only one on it and it does make a difference. I guess it's something to consider and I think perhaps if we were to approve an expenditure, we could do so, giving you the flexibility to buy something. If you want cases, you can buy cases or you could-

Mark:

How much are the MiFis? How much are they a piece?

Shannon:

I don't know. Does anybody else know?

Michelle:

Well, at least there is for us, there's a monthly fee for them. Let me see if I can, through Verizon, we get ours through Verizon and yeah.

Mark:

I would sort of support myself. I would support getting the carrying cases and putting extra money in for MiFis. I just wish I knew how much they were. At this point-

Michele Burack:

I've just got a thing on Verizon, a Jet pack on MiFi. It costs 200 bucks. And if you're willing to sign up for two year contract, then there's a monthly fee, 30 bucks a month for four gigs of data. There's a month

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monthly fee attached to it. My guess is, if you were to explore this with Verizon, they would probably, or Spectrum, whomever, could give you a volume discount if you wanted to buy 10 jet packs or MiFis.

Shannon:

Could I propose that I look more into that, find out what deals are out there and then I bring that part to the board in August? Are they an actual thing? Is it like an IP address? Are we going to worry about losing stock and that kind of thing through MiFis?

Mark:

It's a thing, it's a cellular device.

Shannon:

Okay.

Jess:

Shannon, you might want to look, I know there's a lot of grants in the city right now, because we're trying to get them all the kids in the city, those devices, or at least every household. I don't know, there might be some partnerships. I can ask at the district just to see who they're talking to and send those to you.

Shannon:

Okay. Because \$200 a kid, I mean, that's basically doubled what I'm asking for.

Mark:

Right. But we're not saying, or at least I was saying you would buy enough MiFis for whatever you thought you were going to need, let's say 15. Because you said you didn't have that many students that didn't have internet. You buy 15 of them, and I'm not saying you do that now. I'm just saying as a board member, that really wants to make sure that we're really geared up and ready to roll, if we have to do offsite teaching without even skipping a beat, it would be like, I'm all for, no, get the cases, get the MiFis, get what you need to get. That's the sentiment I'm trying to convey.

Michele H.

Yep. Anyone else want to weigh in?

Mark:

I propose putting another \$2,000 on your ask here. That's what I've proposed, so that you have enough money to get both of your cases and some MiFis if you need them. And if you can buy even more out of the IT budget, then so be it. But at least you're ready to roll.

Jess:

Yeah. I agree with that. Because similar to what you did in the rollout at the beginning of all this, you could just do a needs assessment from Lauren or from your teachers and then just whoever has a need.

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Shannon:

I just did some quick adding, if we added the 11 inch laptops, the Chrome books to the four carts at 500 piece, let's say, to the cases that we would need and then the MiFis, we're looking at 38,000 that I'm asking for.

Mark:

Great.

Shannon:

Thanks.

Nolica:

Shannon, I was just thinking what the MiFis, if we actually do move to distance learning, that's going to be many people. I guess I'm just wondering if, could we approve it without the MiFis, so that we could do a little more research on them? Because I feel like those prices and grants will be more readily available, once we start making decisions around whether or not kids are going back in September. That was my thought around that. Doing the cases, the charging stations, the laptops, but just doing a little more research on the MiFi, to figure out if that's the best option.

Annemarie:

I'm going to quickly piggyback on that. Because this is to boost WiFi, I feel like there might be a cheaper option available. I don't know what that is, I feel like I just want to know if there's something else available, so we're not spending and...

Michele H.:

We're getting to the point of doing a board motion shortly. The board motion is to approve funds or it's to approve a specific purchase?

Michelle:

I think Georgia said this in the past. We can vote to approve a dollar amount or up to a certain amount, to support the purchase of Chromebooks and the accessories that the school leader deems appropriate, etc. If I'm not mistaken-

Shannon:

[crosstalk 02:15:01] and not sweat the details of how many of what kind of WiFi support units we're going to get, until it becomes clear that we need that, because-

Michelle:

Is that right George? We could do that?

George:

Yes. I think you can enable her to do that. And partly, it's going to be a question of, everybody's not going to need it. There would have to be some kind of analysis we'd have to apply. I took a quick search

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on Amazon, there seemed to be a number of products that ought to do that. There are maybe 150, a little bit less than the \$200 you were talking about. I think giving her a top side of the mountain makes sense, because otherwise you're going to have to be coming back and forth over the summer, if decisions are going to have to be made on a fairly short term basis, when you get into August.

Shannon:

Can I ask too, because this is surplus right now, we need to make the purchases before July 1st. Is that correct? In order for it to be a pre-purchase? Am asking.

Robin Blew:

No, I don't think so. I mean, you don't have to have that before July 1st, because it's the surplus. It's surplus funds, you don't have to purchase it before July 1st. And then you're not sure when you're going to get that grant money, they think the grant money is going to be for next year. We were talking about, that's when you would recognize that revenue. If you want the expenditure to offset that, plus then there's a whole depreciation issue, all those other complicated things. The other thing that I was just thinking as well, is that if it ends up going virtual, this just my 2 cents guys, just for my own personal things that I try to get ahead of this when this happened, is everything sells out.

Robin Blew:

You might not want to have it be, where you have to wait for the board for August to maybe get some of these things, you might want to make sure you have it ahead of time. Because if Cuomo says in two weeks that, now we're going to do virtual for the first two months, then you might not be able to get anything that you need to do that. It might not be...

Michele H:

I would like to put forward a motion that we approve an expenditure up to \$40,000. You said it was 38,000 with the MiFis, not that you're going to spend that much, but if we say, to not exceed \$40,000, does that?

Mark:

I can support that.

Michelle:

Okay. I've moved that. Mark, are you seconding?

Mark:

I'll second it.

Michele H.:

All those in favor of an approved expenditure for Chromebooks, etc. up to \$40,000, signify with aye, or raise your hand. Opposed? Abstentions? Thank you. That carries. Hanging in there. Everybody's doing great. We are over on time. We're doing great. A couple more things. Shannon, you've got the year end board report to talk with us about?

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Shannon:

Yes. First of all, thank you so much for approving that for the Chromebooks. That's really wonderful and I will keep you posted about the grant. All right, I'm going to keep this short and sweet, but I have to tell you that this was another labor of love. I hope you have a chance if you haven't already to just take a look and see that the work that I put into it, I also want-

Michele H.:

It was an awesome report Shannon.

Shannon:

Okay. Great.

Michelle:

It was awesome. I read it. It was great.

Shannon:

I also want to say that, I feel like the design of this report is helping to align with the rubric for my performance. I consider the report as my performance evaluation in a nutshell written. I just wanted to make sure that that was clear to everyone too, that this just kind of sums up the year. I'm to read the cover letter to you, and then just give you some little tidbits of highlights, to just sort of put a theme around this. Dear Board of Trustees, what an adventure we have had. We started off strong with a 75 page application, the push of a button and away we went to begin our year of renewal. It was a long and bumpy road. However, our school is resilient due to its long standing history of high expectations for our community.

Shannon:

In our year of renewal, our school put together an outstanding EL Education credentialing portfolio to reflect on the last five years of sustainable achievement and growth with the organization. Without question, we were renewed for another five years. In our year of renewal, I formed a professional development advisory crew to create sustainability and transparency for shared decision making with the staff. Without a doubt, this is one of my greatest accomplishments this year.

Shannon:

The crew instilled a new level of trust and accountability in order to create capacity for shared leadership and stronger communication. It is a crew that will be in place for years to come. In our year renewal, our finance committee, nominating committee, discipline committee, advocacy committee, and even the whole board of trustees, took a hard look at themselves and said, how can we improve our policies and procedures? All of these board appointed committees, made major headway in articulating the systems needed for sustainable school operations.

Shannon:

Overall, the committees can boldly say, we still have more work to do, but a job well done. In our year of renewal, we applied for a new charter. It was met with misconception and deception, and we were

awarded a three year renewal, based solely on our enrollment benchmarks. Without question, progress has been made in this area and we will continue to improve our transparency of messaging, so that our mission has never called into question again.

Shannon:

In our year of renewal, we faced the ugly truth of inequity in our school systems, through the COVID-19 pandemic and recent protests and riots for social justice. From the ashes rose the Phoenix and our school has found new possibilities for deepening our culture and providing academic support in the future. It was a year of renewal. We have learned, we have grown and we will persevere. With gratitude, me.

Shannon:

What I really wanted to make sure that I highlighted, is the equity that was woven into every part of this report. And I know that that's something that has been deeply on the minds of many in just recently with what's gone on, but it really did come through as I was writing. I thought, well, there it is again. We just kept coming back to it all year. And for the last few years, I wanted to highlight that we made growth from fall, from August through to January where our formal assessments stopped, we grew in subgroups.

Shannon:

We grew in ELA and math, and we are working to close that gap racially, with socioeconomic status, with our special education population. It was definitely on a forward trajectory, even though we came to a halt, as far as our formal assessments went. Our intervention systems are much stronger. I think it's going to be even stronger still next year as we work to kind of expand on our team. But we are finding that a lot of students are right now qualifying for intervention services. And when you think about a tiered model, a triangle, you really want a very small 5% or so up in that top tier and then you want another like 15% at the very most, more like 10% in that second tier.

Shannon:

Right now, we're looking at about 30%. It's an inverted triangle is what we say. I think that's something that we really saw as a team this year and we really want to work on to make sure that most students are getting that tier one intervention and then we are just really targeted with what we need for students. Our curriculum got a hard equity lens and we embedded culturally responsive pedagogy into what we were doing. I talked about our PD advisory crew. It was a great new crew to be able to make course corrections, it was really data driven and it really helped with shared decision making, so that it wasn't just me at the helm, but many.

Shannon:

We really want to work on continuing our work on character around belonging, identity, implicit bias. Those are all things that we started this year in a big way, but we know that we've got a lot more work to do. And COVID in that sense was kind of a gift, because it allowed us to see into our children and our families more than we ever have. We also want to really help empower children to be leaders of their own learning. That was something we wanted to do this year and naturally through COVID, kids did have to take ownership over their learning.

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Shannon:

It gave us another nudge, but we really want to move that forward next year as well. A lot of what we're working on, we're just going to kind of seamlessly move right into next year. COVID also gave us the gift of being able to understand how caring our school community truly is and it always has been, but this was a whole new level. The family partnerships were incredible and we really strengthened our partnership with RMSC as well, as we were all just trying to figure out together what to do. I was really impressed with that.

Shannon:

We were frustrated with the Turner renewal, all of us were, and we're really hoping to leverage the diversity committee and the advocacy committee to support that. We want to make sure that community messaging is really strong. And we also really need to have some difficult conversations across the gamut of our stakeholders, so that we can improve racial equity at GCCS.

Shannon:

Our culture, going back to that, we really worked on our restorative practices as the sixth graders talked about, and now we just have to get it down on paper, so that it's really clear what we do matters and everyone understands. And we also have to figure out how Responsive Classroom is fitting in. I think we took a big giant leap forward with that, but we're still working from there.

Shannon:

It was a year of renewal. It was an emotional roller coaster. There were definitely unexpected challenges, but there were also moments of greatness, both expected and unexpected. I think all in all, we have a renewed commitment to diversity and inclusion, in new ways that will hopefully bring on wonder, hope, and determination for our future. Thank you for listening.

Michele H.:

Well said. Does anyone have questions for Shannon about either what she just said or what's actually in the report or comments?

Jess:

That was an amazing report to read and it was so comprehensive, but I love the readings of equity throughout, even in the way we look at data. Thank you for that.

Michele H.:

I completely agree with Jess. I like the data drivenness of it. I really liked the direction that we're challenging ourselves to go in. It's just fantastic leadership in a very tumultuous year Shannon.

Shannon:

Thank you.

Michele H.:

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With that, that's the last item on our agenda. We do not have any Executive Session. Let me make sure we've got this right, oh, I want to officially open up the floor for public comment.

Shannon:

I'd like to thank Michelle Burrack for her wonderful service. And I'd like to thank Jess Nordquist for her wonderful service. Thank you, for both being part of this board. It's been instrumental to have both of you.

Michele H.:

Yes, that was exactly what I was going to end on, is we lost Marcia. Marcia is not here and I wanted to [crosstalk 02:27:27] Oh, and we didn't get a chance to thank Marcia for her years of dedication. We have to have that go on record. Marcia has been a stalwart champion of this school since its inception. And so Marcia, I'm sorry, you're not here to hear this, but it's in the recording, the school owes you a such a debt of gratitude. Thank you so much for your dedication to this school.

Michele H.:

And then Jess and Michelle, you two have worked tirelessly to really nudge us in just in great directions, wonderful discussions. I'm very grateful to you both and I will miss you both. As we say to the kids, I know you're going to go off and do great things, because you already are doing great things.

Jess:

Thanks. I've really enjoyed my time. Thank you.

Mark:

To Shannon, I assume we have everybody's home addresses?

Shannon:

Yes.

Mark:

Okay. The board members. I'll send flowers to Marcia. I mean, I think she's been on the board for 20 years. I'll send her flowers on behalf of the board

Shannon:

And I'm going to find a piece of framed art from school that I would like to give her as well. That will be coming her way.

Mark:

Okay, great.

Michele H.:

Totally agree with that. Mark, I'm happy to Venmo you some money for that cause.

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Mark:

All good. I appreciate it.

Michelle:

Having just got Venmo in the last three months, I'm like I got to use my Venmo now.

Annemarie:

Venmo, yay.

Shannon:

I also wanted to say that I asked Michelle if she'd be willing to stay on, on the advocacy committee as an alum parent and I'm hoping she's going to be part of that still. And then Jess volunteered to stay on the discipline committee, even though she's not on the board. We are still grabbing them.

Nolica:

[inaudible 02:29:38] accept the chair position unless I agree.

Michele H.:

That was smart [inaudible 02:29:45] Very strategic. Oh, great. With that, I want to close with thanking Shannon, once again for your amazing leadership for our school, for all you've done this year, thank you to every single board member for your commitment, all the hours that you've put in to making a difference with this school. Thank you so much. We will be in touch very soon about the summer stuff.

Mark:

Michele, I want to recognize you. I think you've done a fabulous job this year and Shannon as well, but I'm impressed with your leadership. I really am so happy that you have been in that position particularly now. I think you've done a fabulous job. I think the two of you working together have been a great partnership and it's probably the best partnership that I've seen between the board president and the school leader from my participation in the school. Fabulous job, really want to recognize you.

Michele H.:

Thank you, Mark. That means a lot. Thank you so much. Appreciate that very much. It's an honor, a pleasure, a privilege and love working with you Shannon. We'll keep going [inaudible 02:31:09] We got a great leadership team next year, me Annearie, we've got Allison coming on as our fearless secretary, with Elizabeth is the second and Kevin, we'll look forward to continuing to work together. Everybody have a wonderful evening. I will entertain a motion to adjourn the meeting.

Jess:

I'll make a motion to adjourn.

Michele H.:

Second? I'll second. All those in favor? [crosstalk 02:31:33] opposed? Abstentions. Everyone be well. Take care.

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Mark:

Have a great summer everyone. Have a fabulous summer.

Michele H.:

Bye-bye.

Speaker 28:

Stay cool.

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