

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

Okay. So, welcome everybody. I'm going to call the meeting to order. Our September 2020 kickoff meeting for the school year, even though we did meet in August for GCCS Board of Trustees meeting. So, welcome everyone. Ryan, where's your hardhat? Last time, you were on the job site looking very official.

Ryan O'Malley:

That was the last day out there, so now I'm back to being a usual [inaudible 00:00:28].

Michele Hannagan:

Oh. Well, it's good to have everybody here. I'm so excited to hear more from Shannon, and both Becki and Maggie, just to hear how the school year is kicking off. So, a lot of ground to cover. And with that, it looks like Ivelisse is going to be late as well. Just getting some messages in the chat box. So, Annemarie's going to be keeping time in the background, and we'll get started with a greeting that Shannon's going to do with us, yes? A simple greeting?

Shannon Hillman:

Simple greeting. So why don't we just, quick, hear from each other, and well, let's see. How about a recent adventure that you've had? Doesn't have to be an away adventure, just some sort of adventure that you've had recently?

Michele Hannagan:

You want to model? Start us off?

Shannon Hillman:

Sure. My recent adventure, the twins turned eight not too long ago, and we took the day and went... We wanted to go to Stony Brook but the water hole was closed, so we jogged over to Letchworth and enjoyed a nice time together there. That's all I've got.

Michele Hannagan:

Good evening, Shannon. Want to just go across? Yes.

Shannon Hillman:

Well, I'll toss it to someone because the across won't work. So I'm going to toss it to Allison.

Allison Shultes:

Hi everybody. My most recent adventure was this weekend. On Sunday, I had the amazing adventure of rehoming a lost homing pigeon, which is super weird.

Michele Hannagan:

A homing pigeon?

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Allison Shultes:

A homing pigeon from Canada made its way onto my deck and started following me around, and of course, I had to capture it and contact the owner. It was a whole thing, and apparently there is a whole underworld of pigeon people out there. But the pigeon has been transported to a new home. But that was my most recent, and very random, adventure.

Shannon Hillman:

Good evening Allison.

Michele Hannagan:

Good evening Allison.

Allison Shultes:

I will toss it to Annemarie.

Annemarie Wess:

Great. I guess my most recent adventure... Oh geez, I don't do adventure-y things enough. Was visiting Florida in the middle of this whole pandemic, when their numbers were super bad. And trying not to catch anything. And I got on the plane. Most people don't know this, but I was actually in Vietnam when the numbers here started to get really bad, and so I almost got stuck in Vietnam. But when I fly, I fly now with a raincoat on, and I put my hood up, and I pull the strings tight so it basically covers everything but my forehead. Plus I have my mask on, and my glasses, so I looked like I was wearing my own personal biohazard suit. So people always look at me like I'm crazy, but I'm like, "Well, there's a pandemic, so..." But it felt like an adventure just trying not to catch anything. Which I didn't, so...

Michele Hannagan:

Yay!

Annemarie Wess:

That was an adventure for me.

Michele Hannagan:

Good evening Annemarie.

Shannon Hillman:

Good evening Annemarie.

Allison Shultes:

Hi Annemarie.

Annemarie Wess:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

I will toss it to Jess.

Jessica Wanner:

Hi everyone. Not to repeat Shannon, but we just went camping at Letchworth this weekend as a family, for our last summer camping trip. It was really fun, and the last day, I also felt like Shannon. I fell and sprained my ankle, so I'm in a boot now, so that's really great. It's all right, I got through the summer.

Shannon Hillman:

Good evening Jess.

Michele Hannagan:

Good evening Jess.

Shannon Hillman:

Who are you going to toss it to?

Jessica Wanner:

George, go ahead

George:

Hi. Well, the week before... Can you hear me? The week before Labor Day, we took a cottage just outside of the village of Naples. An isolated cottage where we could go to be in isolation, which was really different from being home in isolation. But while we were there, we did some hiking. Hiked about four miles one day. On the way back, we walked into the Cumming Nature Center, just to check it out, wearing our masks, and the guy behind the counter says, "I know you." It was Jason from the museum. So we chatted a bit through our masks, and had a nice visit at the Cumming Nature Center. So not a very exciting adventure, but at least a different place to sit. There were three or four bird feeders on the deck of this place, and it was like being in a scene from Bambi, with birds, and squirrels, and chipmunks. No rabbit, but deer. So it was a pretty nice place to stay. I'll give it to Luke.

Michele Hannagan:

Good evening George.

Shannon Hillman:

Good evening George.

Jessica Wanner:

George.

Lukas Wilson:

I think the biggest adventure I'm going to have is teaching this year, but we won't really talk about that. I don't know if this is going to make you squeamish or not, but my brother just bought a new house. And

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

he really doesn't like animals, or rodents, or anything like that. Has a phobia with it. So he called and said, "Could you come and remove this dead rat in the middle of my driveway?" Dead rat? So he sent me a picture of this dead rat, about this big, and, "Sure, let's remove that dead rat." So yeah, most exciting adventure I had was removing a dead rat from my brother's front lawn there. So, not so fun.

Michele Hannagan:
Good evening Luke.

Shannon Hillman:
Good evening Luke.

Lukas Wilson:
Elizabeth.

Elizabeth Pietrzykowski:
Sure, so I guess keeping with the wildlife theme. I did go to Target for the first time since March, which was fun, but my neighbor has a pair of ducks. They're pretty large, white farm ducks, and they decided to have a jailbreak in my backyard. So there was a little bit of chasing some ducks around my backyard to get them back into their pen.

Michele Hannagan:
Good evening Elizabeth.

Shannon Hillman:
Good evening Elizabeth.

Nolica Murray-Fields:
Good evening Elizabeth.

Shannon Hillman:
Who you tossing it to?

Elizabeth Pietrzykowski:
To Maggie.

Maggie Deutschbein:
Thanks. My adventure this weekend was going to Webster Park and seeing some friends for the first time in quite a while. And experiencing the socially distanced outdoor gathering, with masks, and distance, and lots of hand sanitizer so that we could throw a frisbee. And the really wonderful entertainment of watching an 18 month old talk to all of us about everything we were doing.

Shannon Hillman:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Good evening Maggie.

Michele Hannagan:

Good evening Maggie.

Shannon Hillman:

Who do you want to send it to?

Maggie Deutschbein:

I'll toss it to Tasha.

Tasha Stevens:

Hi, thanks. Well, I didn't have a lot of adventures, but recently started African dance class in Highland Park, and so it was exercising my muscles that had atrophied. So that was my adventure. And I'll toss it to Ryan.

Michele Hannagan:

Good evening Tasha

Shannon Hillman:

Good evening Tasha.

Ryan O'Malley:

So a few weeks ago, we went up to Lake Placid and it was the pup's first time up there. And he is not a city dog, he is an outdoor dog. He needs space, loves trails. Figured out he loves rivers. So I think we found a spot that he's going to love to go. He's in a little darker times now because he's a conehead for the next two weeks, so no activity. But yeah, our adventure was Lake Placid a couple weeks ago, and he got exposed to the mountains for the first time, which was pretty awesome.

Shannon Hillman:

Good evening Ryan.

Michele Hannagan:

Good evening Ryan.

Ryan O'Malley:

Who hasn't gone? Michele? Have you gone? I'll throw it to you.

Michele Hannagan:

Did you toss it to me, Ryan? Oh, okay. I'm glad I'm not going to be last because my big adventure this weekend was climbing a ladder, going the perimeter of my house to clean out the gutters. I was going to

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

climb and walk on the roof, and my very smart son Jack stood by the ladder saying, "You know you can hire someone to do that?" And I said, "Ah, I'm just going to try it." And I got up on the roof, just with my hands and knees, and I go, "I'm changing my mind. I think I'm just going to go around and scoop stuff out." So that was my big adventure.

Shannon Hillman:

Good evening Michele.

Michele Hannagan:

Good evening, and I'll pass it to Nolica

Nolica Murray-Fields:

My big adventure was last month. We took the kids out on a pontoon on Irondequoit Bay, and we had never been out there before. I have never driven a pontoon, the kids have never driven a pontoon before. But it was really nice because they had a sandy area. The huge adventure was trying to anchor the pontoon so that we could get off the boat to get on the sandy area. We didn't quite figure out how anchors worked, but by the end of it, it didn't drift away and we were able to get back on and drive away. But the kids had a great time. They actually fell asleep on our way back in, at the end of the day. So it was amazing, it was an amazing adventure.

Michele Hannagan:

Good evening Nolica.

Shannon Hillman:

Evening, Nolica.

Nolica Murray-Fields:

And I'm going to toss it to Ivelisse.

Ivelisse Gonzalez:

Hello everybody. I just joined, I was finishing work, so if someone could kind of get me on track, I would really much appreciate it.

Shannon Hillman:

We're sharing our most recent adventure. It doesn't have to be a big adventure, it can be a little one.

Ivelisse Gonzalez:

Most recent adventure.

Michele Hannagan:

Ivelisse?

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Ivelisse Gonzalez:

Yes.

Michele Hannagan:

Yep.

Ivelisse Gonzalez:

Did you want to say something, Michele?

Michele Hannagan:

Oh yeah, I think Shannon and I talked at the same time. It was giving you the cue of we're sharing a most recent adventure. Could be anything.

Ivelisse Gonzalez:

Okay. The most recent adventure I had was when my husband and I celebrated our anniversary a few weeks back. We went to Massachusetts and we went whale watching for the very first time. And it was very, very cool to be so close to something so gigantic in their natural environment, and just being able to see that creation so up close. And just seeing them in their natural environment. They were interacting with us without being trained. It was just natural. So it was pretty awesome. It was very, very cool. One of the whales had a little baby whale that was nursing. We were able to see a baby whale nursing. It was spectacular. It was very, very cool.

Michele Hannagan:

Wow, that's cool. Good evening Ivelisse. And we're tossing it to, Traci, I think is our last up.

Ivelisse Gonzalez:

Okay.

Traci Terrance:

Hello. My adventure was getting dinner on the table for my daughter as I was listening to all of you. No, let's see. Like Ryan, I was up at Lake Placid a few weeks ago. So that was a good time. All right. Good evening everyone.

Michele Hannagan:

Good evening Traci.

Shannon Hillman:

Good evening Traci.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Great. All right, nice welcome. Thank you Shannon for doing that. All right, so there's no financial report this month because we usually do the updates in October. And so, we're going to just go and... Whoops, I skipped over number four, which is really important. You recall from the August meeting, as well as the emails that have gone out, we have a bunch of things that need to be approved, and they've all been sent out, they've all been posted, so I'm going to do this very quickly, and ask us to go one by one through the approval process.

Michele Hannagan:

So, starting with, I'll just work backwards from August. So starting with the August minutes. Everybody saw them. It took me a minute to find them, I had to go to the August folder, duh, and then figure that out. So I did get to review those. So I'll entertain a motion to approve the August 2020 minutes.

Annemarie Wess:

I'd like to make a motion to approve the August 2020 minutes.

Michele Hannagan:

Thank you, Annemarie. And Nolica?

Nolica Murray-Fields:

I'll second.

Michele Hannagan:

Nolica is second. All right, all those in favor of approving the minutes, you can do a thumbs up, or aye.

Annemarie Wess:

Aye.

Michele Hannagan:

Opposed. Any abstentions? All right, August is passed, and then we're going to work our way backwards. February 2020 minutes that were up there as well.

Shannon Hillman:

We need to do the June minutes, too. So we might want to do June first.

Michele Hannagan:

Oh, yeah. Let's really go back in time, like the real chronology. So the June minutes, thank you Shannon. Entertain a motion to approve the June 2020 minutes.

Annemarie Wess:

I'll make a motion to approve the June 2020 minutes.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Thank you, Annemarie. And I'll second that. All those in favor?

Annemarie Wess:

Aye.

Ivelisse Gonzalez:

Aye.

Michele Hannagan:

Opposed? Any abstentions? All right, June 2020 passed. And then we'll go February of 2020. We have to go back and approve those.

Shannon Hillman:

Yeah. Can you do a little recap of why we're doing February, and December and January?

Michele Hannagan:

It turns out, which we're going to get to. Where is Elizabeth? So it turns out we gave Elizabeth power that she didn't really have, officially, and so we approved things thinking that Elizabeth had been an approved voting member, but we actually never approved, with a motion, Elizabeth's official board membership. So we have to go back and re-approve with an actual quorum. So that's what we're doing. And we have to do that also with the breakthrough leadership contract. So that's what we're doing.

Michele Hannagan:

So I'll entertain a motion to approve the February 2020 minutes.

Nolica Murray-Fields:

I'll motion to approve the February 2020 minutes.

Michele Hannagan:

Thank you Nolica.

Ryan O'Malley:

I'll second.

Michele Hannagan:

And Ryan's going to second that. All those in favor? Aye. Any opposed? Any abstentions? All right, so February 2020. January 2020. So, someone's cooking dinner and it sounds like the cat's trying to get in on it. That's what the yelling is. You hear it all when you're cooking dinner, right Traci?

Traci Terrance:

Yup.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

So I'll entertain a motion to approve the January 2020 minutes.

Traci Terrance:

I'll enter the motion to approve January 2020 minutes.

Tasha Stevens:

I'll second the motion.

Michele Hannagan:

Thank you. All those in favor? Aye. Opposed. Abstentions. Are you getting all this Allison? Are we going too fast?

Elizabeth Pietrzykowski:

Did you catch the last one? I didn't catch the last one.

Allison Shultes:

Yeah, sorry. I missed January in my template, but I wanted to catch. It was Traci who made the first motion, and then Tasha seconded? The January minutes?

Tasha Stevens:

Yes.

Michele Hannagan:

Yes.

Elizabeth Pietrzykowski:

Yes.

Allison Shultes:

Okay.

Michele Hannagan:

And December 2019? I will make a motion to approve the December 2019 minutes.

Annemarie Wess:

I'll second.

Michele Hannagan:

Thank you, Annemarie is the second. All those in favor? Aye. Opposed? Abstentions? All right, that covers the minutes. And we're going to re-approve, officially with a vote, the contract that we've already

approved for February 2020. And this is work we've already begun with Deb Hanmer and Breakthrough Leadership Consulting, and I'm very happy about that work, so I will entertain a motion to approve, or re-approve that contract, officially.

Annemarie Wess:

I'll make a motion.

Michele Hannagan:

Thanks, Annemarie. It looks like Ryan's dog wants to second that motion, but I don't think he or she is a voting member.

George:

Let's make it a motion to ratify the contract.

Michele Hannagan:

Thank you. Motion to ratify the contract. So Annemarie has made the motion. I'll second that motion. All those in favor? Aye. Opposed? Abstentions? All right, we got through that bucket of business. How'd I do with that, Annemarie, in terms of time?

Annemarie Wess:

You have 15 seconds left.

Michele Hannagan:

Oh. All right, so let's move right into our committee updates. And I just want to give a tiny shout out to Annemarie, who's organizing and getting us prepped for our monthly meetings. She's taken that over, which I think is really designed to chiefly help Shannon, but pulling together the committees and getting together the reports in advance. So that's really awesome. So, with that, I'll turn it over to Jess, who will give us an update on advocacy.

Jessica Wanner:

Hi. So the advocacy committee right now, Shannon, Crystal, Jess and I, have met with Sonia Park. She's the leader of Diverse Charter Schools Coalition. We met with her in early August, just to go over some best practices and her advice for advocating for GCCS and charters in general, and how to work around, really get our name out there. And then we also met with Deb Hanmer, Shannon, myself and Chris. And we are going to have another meeting in September. And she has really drilled down next steps, in the sense that she wants to really create partnerships this year. So she's gone out and found people that she wants us to create those partnerships. So we're going to hammer out, at the end of the month, hopefully, depending on the school situations, how and when that will happen. And then we're hoping we can really open up the group to other faculty and staff, and parents, and community members. But right now we're just trying to figure out next steps first.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Awesome. Any questions or comments for Jess? Okay, then Nolica, do you want to talk to us about the discipline committee?

Nolica Murray-Fields:

Oh boy. Okay, yes. We met, now I can't even remember. Early August? And what we were discussing was the, we worked on the code of conduct. We looked at Polaris, and we were trying to see how that really coincided with authoritative practices and were we capturing everything that we're currently doing in GCC, and how it was aligning. And then, also from the sixth grade project where we're incorporating their thoughts and ideas and stuff. So, at this point, I think we still have more work to do, a little bit more, but we have a great start. And that's what we did. Yes?

Annemarie Wess:

Sounds good.

Nolica Murray-Fields:

Okay.

Annemarie Wess:

I wonder if Michele froze, or it booted her.

Nolica Murray-Fields:

Oh, right.

Annemarie Wess:

Because she's not responding.

Shannon Hillman:

You're muted, Michele.

Michele Hannagan:

Yeah, sorry. I had to go ask Joanie to please calm down. She was yelling at the cat. It was bordering on profanity. I said, "Could you just not yell quite so loud about the cat?" Being in the snack cupboard, apparently. My bad, sorry about that. Okay, so thank you Nolica. And Annemarie? The nominee committee, including approving Elizabeth, officially.

Annemarie Wess:

Yup. Okay, so I want to get that done and out of the way first. Elizabeth was not approved because we didn't have enough people who were voting members, so I think we need to go back and approve her. Obviously, she's on our board, she's been doing a great job. I feel like it would be a moot point to continue to give a character reference for someone that we have seen in action. So with that, I would like to... George, correct me if I'm wrong. Make a motion to approve Elizabeth as a member of the GCCS Board of Trustees.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Shannon Hillman:

Muted, George.

George:

[inaudible 00:22:47] is approved, right, at this point? So this is to finalize the appointment, really, to the board. In light of the SED approval.

Shannon Hillman:

Right SED can't approve her until we have this motion.

George:

Oh, I thought that was what happened before, no?

Shannon Hillman:

No.

George:

Okay. So then it's to confirm the appointment, subject to the approval of SED.

Annemarie Wess:

Yes. Do I have a second?

Michele Hannagan:

I'll second.

Annemarie Wess:

Michele, you've got to say all in favor.

Michele Hannagan:

Oh, sorry. This is why I like to work from work. All those in favor of approving Elizabeth, please say "Aye."

Annemarie Wess:

Aye.

Michele Hannagan:

Any opposed? Any abstentions? Yay, Elizabeth welcome!

Annemarie Wess:

Yeah.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Allison Shultes:

Yay.

Annemarie Wess:

Second time around.

Michele Hannagan:

Not everybody gets two parties. Come on. Back to you, Annemarie.

Annemarie Wess:

Sure. Keeping us moving forward, open positions for 2021. I don't know if he's on here, but Kevin, who is our fearless financial guru, will not be staying with us. He will be leaving the board. He has offered to stay on in terms of supporting with finances, but we do need to find a replacement for him. So again, if you guys have names of somebody who would be a good fit for the board, please send their names to me. I have also reached out to Deb Hamner, and she said she had a few individuals that were interested, as well. So that's going to be happening shortly. And this, for me, because Kevin was one of the first people I met, feels like a decent sized loss. So that's what's happening.

Michele Hannagan:

Thanks Annemarie, and I was encouraged by Deb having a few contacts of folks, and particularly we talked about wanting to add more diversity to the board, so I think Deb will be able to give us good suggestions. Crossing my fingers on that. Okay. Any other questions for Annemarie? So the next item on the agenda is really from the personnel committee but I'm going to skip and ask Shannon to do diversity, and then I'll come back to that because that's a little bit of a larger share.

Shannon Hillman:

Actually, Traci might want to talk about diversity and equity, since she's been running the show.

Traci Terrance:

Sure. Let's see, next scheduled meeting is September 17th, so we met in mid-August. We have been meeting every other week, and since it was getting close to school we decided to give folks a chance to get ready for school. I have gotten a couple of text messages, parents that are ready to come back, I imagine, because it's kind of like our community's on fire, unfortunately. So just thinking the way the meetings have gone, there's a clear desire for support and connection, and having conversations about things that you don't typically know how to have conversations about. So you just bumble through, and that's okay. And then, of course, there's the piece of looking at whatever policies, practices within the school that we can try to apply that anti-racist lens to and make some change. So there's that two pronged piece. We're glad that parents find it helpful, and just a sense of community there. So that's been nice to hear.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

And I'm curious Traci, or Shannon, or any of the teachers, if there has been much discussion or anything about Daniel Prude.

Traci Terrance:

We haven't. I have, honestly, gone back and forth on do I send an email? Or do I give people a chance to just, this is the first week of school, so I think where I've landed is we'll end the first week of school this week, and so I'll send an email just to check in. But I did get a text from a parent yesterday, just to say, "Hey, are you doing that diversity thing still?" And it's like, "Yeah, we're going to meet again on the 17th." So I got his email address to make sure to include him. Because he had been before, and so we're trying to not only send a general message to the school community, but a specific targeted message to people who have attended meetings before, to keep inviting them to come back.

Shannon Hillman:

I'll also just insert that we sent out a Currents, which it's occurring to me I also didn't send to the board, so I will send that your way. The issue we called the reopening edition because it wasn't a full Currents, like it usually is in August. It was really specific to reopening. But on the front page of the Currents, I put a little article in about how we are sort of rebooting the diversity committee, and named the purpose statement that we wrote as part of this summer's work with the families. And then did a blanket invite again, for anyone to come and join the group.

Shannon Hillman:

In addition, I'm working on another, part two of Currents that's more related to curriculum that I'm hoping to put out in the next 24 hours if I can pull it together. And that has a section dedicated to social emotional learning. And then SEL team, now we have a team, worked together on a statement that is not just racial equity, but it hits that lens as well, to help families understand how we are making some changes this year to supporting students and families.

Shannon Hillman:

So we're embedding this work into everything we do, is what I think I wanted to say. And it was definitely, not Daniel Prude because that was after our planning, but racial equity was a big topic of conversation and our planning during our three weeks of professional development with the staff as well. So yes, we haven't specifically spoken to Daniel Prude, but it's not going ignored, either. There's been a lot of conversation, a lot of work. Maggie, I don't know if you want to say anything from the staff perspective at all.

Maggie Deutschbein:

Just that it's really different with the younger kids. I did wonder about whether or not it would come up at all for them. And maybe it would have if we'd had them with us in person more. But I haven't heard anything from my families that I work with, or our students, and I do wonder if that will change going forward, especially because this is not going to leave our community's minds for, I think, a long time. And that eventually we'll see what it looks like for the younger children, how they discuss this. Because it's impacting them, whether they know it yet or not. And I was thinking about how I need to engage

with this situation particularly differently than I might engage with others, because it's in our community. And our class is talking about community, and the Rochester community.

Shannon Hillman:

Maggie, on that note, can you just talk a little bit about kindergarten, first grade's expedition. I think it's well worth sharing. And where it came from? Where the inspiration came from? And it's related. And then I also want to share what sixth grade is doing, because that is also... Actually, the whole school is doing something related to this, but K, one and six have some really unique perspectives.

Maggie Deutschbein:

Yeah, I think that we really were feeling the call to help our students understand who they are, and use that. That's really a developmentally appropriate way to get into concepts of identity and the categories that humans put each other into. So our expedition title for kindergarten and first, it's a shared expedition. We planned together, and our title is And So Much More. Which comes from, I actually have the book right here. This book is anti-racist, which has lessons to help you, as the reader, work through understanding your own identity, and understanding how identity impacts you as you move through the world. How to be anti-racist, and looking at your impact on yourself, your wider sphere, the world.

Maggie Deutschbein:

It goes step by step with a beginner's process of, the subtitle is 20 lessons on how to wake up, take action, and do the work. So kind of guiding from, "Okay, hey. This is stuff that you might know about or not know about, that you can understand," all the way to "Here's actions you can take." And in the very first lesson, one of the things that's called out is this idea that no matter how you describe yourself, and all of the things you could say about yourself, you're always so much more. Whatever the descriptors are that someone else applies to you, and even what you apply to yourself, you are always so much more. So this idea was really resonating with us, and we thought about how we could connect it historically to directories.

Maggie Deutschbein:

Because in early Rochester, when Rochester was first a city, they had directories that would tell you who was living in the city. And the directory is just text, it's just a name, maybe an address, maybe a profession. And there's not a lot more than that. But we know that those people were so much more because they were people. And so we're going to begin with understanding who we are in our classroom, community, and building that feeling of a sense of togetherness, even with kids in different places. And helping them feel safe emotionally, in this really overwhelming time, and then build that out into understanding how what you see described, when a person is described in text, how much information could be missing there.

Maggie Deutschbein:

So getting at that idea of missing voices, missing information, and using that idea that there's more to understand as a way to build literacy skills, and adding details, and looking for details in writing and texts. And, of course, the glorious thing about K one is that we can never forget about how text is broad. It's not just the written word. They're going to do self portraits. We're going to be looking at anything we

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

can get our hands on to tell us more about that time, and we'll be looking at, hopefully, some specific people from that time who are listed in the early directories. Austin Stewart is one who we know was a black man who was living in that time, who had a business, which was a really big deal because there were people who did not want him to have a business. And looking at the way that all the people in that directory, including him, who we know more about, and can give more information about, and tell some of the so much more. How they are reduced to labels and incomplete information.

Shannon Hillman:

Thanks Maggie. And then I'll just say that sixth grade, you know that they always pick a hot topic. And before Daniel Prude, before we knew about that, they had already planned to focus their year on protesting, and what we stand for. So that's going to be their focus, and their title is What I Stand For. And so, they are going to focus the fall on brain science, and they've done a similar expedition before, but just how the brain reacts to emotion and what that does to lead, to take action. And what happens in your body and your brain when you take a moment and say, "Enough is enough." And stand for others.

Shannon Hillman:

They're going to focus, also, on identity. That's actually a theme throughout all of the classes, from kindergarten all the way through sixth grade. And within the brain science, they're going to focus specifically on the adolescent brain, as they are becoming adolescents themselves in sixth grade. I'm not sure what the middle expedition is, but it always goes down to some sort of ancient roots, so I can imagine it's going to be something related to beginnings of rules, and government, and order. But it might be something different. And then that final piece, I don't think they have a full sense as to what exactly they will do as far as their end result, but it will be something to the effect of the students each having a way to have their own voice be heard in something that they truly care about. So I'm really excited about it, and I'm very excited about K one, too. I think everyone has really found a way to make this relevant in a time that's really challenging, instructionally, to be hybrid. Both with home and at school, and virtually.

Michele Hannagan:

Thank you Shannon and Maggie. We went over, but I thought this was a really important topic and I think we could spend lots more time talking about it. So I just want to note for the record that this is a really good reason to go over on something, and so Annemarie added some extra time. And thank you Shannon, thank you Maggie, and if we have more time and we want to go back to it, I think we could certainly do that. Does anyone have any sort of a burning question related to this topic of diversity, and where we're at with this in the context of community, before we move on?

Allison Shultes:

I'm just curious, maybe for Traci, how many parents or families are engaging with you in the group?

Traci Terrance:

I want to say somewhere between 10 and 15. I'll have to look at my distribution list.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Shannon Hillman:

That's about what I have in my head, too. I know we're going to gain several staff members for the community this fall, so it's going to grow, probably to 20, maybe 25? For this year.

Allison Shultes:

That's great. That's really awesome.

Michele Hannagan:

That's really awesome. Okay, so thank you. So I want to officially welcome Cheryl, who I didn't. Cheryl joined in a little bit late, and then Mark just joined. So welcome to you both. Glad to have you here. So I'm going to move us along. So, we've got the school leader evaluation, so I have a question for George. Here's what I'd like to do, here the plan is, in terms of presenting this to the board. The personnel committee has met several times over the last several months, and we have the document that was in the drive for you to review. And in the past, and because transparency is really important, one of the things that came out of, I think it was probably last year or the year before, was board members feeling like, "Well, what do I exactly do?" Because we did all this work, and do we approve it? What do we have to do with it?

Michele Hannagan:

So, what my proposal is that I've got a bit of a summary just to present to the board. The full document is in the drive, and we're not going to go through that whole document because the idea was that folks would review it before we're here. And then, I think it's important for Shannon to add anything that she might like. And then, if the board has questions for Shannon, to ask. And then I think it's important that we, shall I say, invite Shannon to go off into a waiting room, including the staff, where the board can talk privately, and if we have anything that we need to discuss, to make sure that that's part of the record. So, my question, George, is does that part where we ask Shannon to leave, is that part of the public record, or is that executive session?

George:

It would typically be executive session.

Michele Hannagan:

Okay. All right, that's kind of what I thought. So having said that, my next question, Shannon, is the staff situation? Are we going to need to be in executive session for that?

Shannon Hillman:

I don't think so. I think I can share everything publicly and it'll be fine.

Michele Hannagan:

Okay. So then-

George:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

I will say that when boards have discussions with superintendents about their evaluations, it's typically an executive session. It's not required, because that's a matter of mostly the superintendent's privacy, and in this case Shannon's privacy. But it would not be unusual to do that in executive session.

Shannon Hillman:

With me present? Is that what you're saying, George?

George:

Hm?

Shannon Hillman:

With me present?

George:

Yes. For the discussion with you. Right.

Shannon Hillman:

I see.

Michele Hannagan:

So then, what I'm going to do is suggest that we move the evaluation down, just in terms of order, because at that point Maggie can be released, and I'm not sure if Becki's going to join at some point, but she could as well. And then it would be the same thing for Shannon. Although Shannon, I think you're probably going to have to come back, unless you tell me how to stop the recording and all of that.

Shannon Hillman:

Yeah. Well, and it sounds like some of it might include me.

Michele Hannagan:

Yes.

Shannon Hillman:

So yeah, I'll make you host, I'll go to a waiting room, and then I can come back.

Michele Hannagan:

Okay. All right, great. Thank you. So we'll come back to that, and we'll go 10 minutes for teacher share, about the reopening. Unless Shannon, you want to go someplace else.

Shannon Hillman:

Nope, that's great. So I'll just give a little brief overview. And Maggie, you get the floor again. So we reopened on September 2nd, on Wednesday. We had two days of orientation, where each family came

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

in for 20 minutes. Got a chance to go through the arrival procedures with Lisa O'Malley, and get their temperature checked, and whatnot, and just get a sense of what that's like. Then they went to their classrooms and got a chance to see how the classrooms looked different, and what looked the same, and see their cubbies and assigned seating, if they were going to be someone that was electing to be hybrid. And then they moved to the auditorium, where they met their other teacher and got their Chromebooks and any other learning materials that they needed. So some classes, especially kindergarten. Kindergarten had made an entire little learning kit to take off with them to go home. And that was their day for those two days. And then on Friday, we had cohort B come for the first day until 1:00, and then on yesterday, Tuesday, it was cohort A for their first day.

Shannon Hillman:

It's really, honestly, been so seamless since we've started. Certainly, we had some snafus with tech, and with our arrival and dismissal procedures, but after living it on the first Friday, Tuesday went much more smoothly. And today was our first virtual kickoff. Still a few bumps, but nothing that we couldn't really handle. And overall, I think everyone's been really pleased. And the staff had our meeting today, virtually, and you could just feel... I don't know, Maggie, about you, but I felt like things were better. Everyone was kind of in a better place than we were when we were worried about everything and had lots of questions. So it's good that we're just now living it, and we know what needs to be fixed and we can fix it.

Shannon Hillman:

Maggie, do you want to share from your perspective in first grade?

Maggie Deutschbein:

Sure. It was fun to see kids again when they came to get their things. We tried our very best to think of all the things, and we caught so many, and we missed so many. So it was quite the experience, trying to get prepared for all this, and I feel like I've been more apologetic, and more, just kind of twitchy about, okay, I have tried my best to communicate this, but everyone is getting so much information at once, and it's going to so many places, and there's so many iterations of each thing. The amount of mistakes that I could make in a given day has just, it's like this exponential growth thing.

Maggie Deutschbein:

So, blissfully, thankfully, we have incredible families that we are interacting with, and we've been really feeling very loved and appreciated, which has made everything that we are doing, which is extremely hard, much more palatable. And so, those of you who are parents, wow. You are doing a lot, thank you. We are doing a lot, we couldn't do it without you. And getting the kids back into the classroom, or seeing them show up on Zoom for the first time, was overwhelming, but also really exciting, and it felt great to be back in the classroom. And it was amazing to see the difference that having a much smaller class size had on some of our students who normally are literally bumping up against other people. That made a big difference.

Maggie Deutschbein:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

We're teaching in, essentially what is a new model for us. We're applying our model to it, but to have kids at desks most of the day, one spot, that's really, really different. So we're adjusting to this new way of teaching, and integrating technology with all of that. We're on a very sharp learning curve, along with our families, so I've actually been amazed by how few panicked emails I have received. I know that parents are really feeling the strain of, "Okay, how am I going to do this?" And really wanting to make sure that they are helping their child to be successful.

Maggie Deutschbein:

So it's a huge group effort, and I can see how it's going to work moving forward, and right now, I think what it looks like, for both families, and kids, and teachers, is that we're learning an enormous amount of new information and new skills really, really fast. As fast as we possibly can. So people are overwhelmed, but it definitely already feels more manageable because we're just, we're prototyping, nonstop. Trying new things, sharing ideas, and it's working.

Shannon Hillman:

I wonder if any of our parent reps, or Maureen would like to share about your own perspectives?

Jessica Wanner:

So I have two kids, and I have to say, Maggie and Carrie, you guys are knocking it out of the park. Lucia is so excited, and as a board, I just have to let you know, the Chromebooks for both my kids, it's made such a big difference coming from the spring, when we were sharing. Or this one had a new one and this one had the old one. The Chromebooks made such, such a big difference. So thank you to the board. I wasn't part of that, when you guys approved that, but it's been amazing, and I hope that other parents see that, too. So it's really made a big difference.

Jessica Wanner:

And I think you're right. It's a new world for all of us, and I tend to run really high. I'm a type A 100%, and so it's been humbling to just sit back and try and give everybody grace, give grace to myself, and it's going to all work out. It's going to be okay. Better than okay, it's going to be good. So, thank you all for all the hard work. You can really see it, and feel it. And if you didn't get a chance to watch the community today, please Shannon, she'll share the link. And it was really heartfelt, so thank you all.

Maureen:

The only thing I would like to say is thank you to the parents. It has been a lot of hard work for us, but the parents, without them we couldn't have done it. They are fantastic. Fantastic. The kids came prepared, all the orientation, the two days that we had, everybody had a mask. Everybody was social distanced, it was like clockwork. And I just can't say enough about how our parents have prepared their children to come to school. It's really been incredible. So thank you to the parents.

Tasha Stevens:

And I'll add, because my children are virtual. So from the virtual side of it, the Chromebooks were amazing, so I'd like to thank everybody for that, because we had the same issue with sharing, and then one had a new one and old one. So we went through the same thing. So the Chromebook, and the

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

school supplies got them excited from home, just like they were excited to see their friends virtually. So that really helped settle some fears. I was afraid she was going to be a little gloomy about going to school, but no. She's just as excited this year as she was last year. So that was a huge relief. And the school schedule, and all the links worked smoothly. So we had no technical issues, and she was able to contribute to class just like she would if she was there in person. So I'm really grateful for all the work, because I can see it across the board. Everybody at the school worked really hard for this.

Traci Terrance:

I will echo in, just realizing all of the work that the school is putting into it. The teachers, Shannon, just thankful. We are also all virtual. I, unfortunately, do have the Chromebook, I don't know what happened with it, so I need to talk to Shannon offline to see what to do. Mike called yesterday.

Shannon Hillman:

I know about it.

Traci Terrance:

Yes. So, we'll talk. But excited about having it, and look forward to using it when we can.

Shannon Hillman:

There's a few blips. Poor Traci got one of them.

Traci Terrance:

I was like, "Oh man." But no, otherwise echoing Jess with grace, patience. This is what the schedule said, what do we got to do? Texting each other. So it's good to have connections with other parents in the same classroom, doing the same thing, because we've certainly had text messages like, "Am I missing anything?" Nope, you're not missing anything.

Jessica Wanner:

Totally, and I guess that might be one suggestion. I know that we had left off those of us that are all virtual, which is funny that the three on the board are all virtual, but if we could... I know I was asked, can we share your information as an all virtual parent. I said yes. And I don't know if there was a reason you didn't share in the group to all the classes, who is virtual and who is not. But, George, I don't know if that's a legal thing? But I do think it was super helpful to text. I had a couple parents, and we were all texting each other, like did I miss something? Especially in this beginning part.

Shannon Hillman:

So, I'm going to quick chime in, and I know we're probably over time, Michele and Annemarie. But I'm just going to quick give two additional bits of information. One is the FA, I met with them this morning. Actually, I'm going to start by saying this is almost like we've started school, like a new school completely. All over again. And we talked about that as a staff, and it's continuing to be that way. Everything is different and everything is new. And the FA, everything has sort of been delayed, so the FA is working on trying to get co-room parents so that there's one for each cohort to help bridge the gaps between those.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Shannon Hillman:

There's a parent that's reached out to say that maybe they can be the room parent for all the virtual families, to bring them together, so we have someone who is potentially doing that. And then we have a new Facebook page, called GCCS Cares, that is for any parent from any grade, and it's all together so that we can share resources across grade levels. And there's a parent, actually a few parents, that are going to help moderate that page. So we're trying to very quickly instill some new resources and communication methods to help support, but as I said, it's still in reactive mode rather than proactive, because there were so many things to think about and do, and be ready for.

Shannon Hillman:

And then we launched a YouTube page. So I'll give you the link for that, too. So that you can see some of the videos from our virtual open house, and our opening ceremony that we were talking about, and some of the other things that we've shared most recently about our school.

Michele Hannagan:

Awesome, great. Thank you everybody for that, that was great. I've been wondering, thinking about you all. Thanks to the teachers, parents, thank you to Shannon for all that you're doing. It's just incredible work. We're really just so lucky to have all of you. Thank you.

Michele Hannagan:

Okay, moving then into... Shannon, did you want to talk about the personnel, the situation that you needed to bring up? I skipped over that when I bumped the evaluation down. Do you want to do that before we move on?

Shannon Hillman:

Sure. We learned, and this is-

Michele Hannagan:

Five minutes, Annemarie.

Shannon Hillman:

We learned last Thursday that Maureen Lockner has to take an emergency medical leave, and we don't know how long it will be. And so, we need to quickly move into getting a long term sub. We went into our sub system first, through TES, and we have somebody that is set to start with Art tomorrow, and through the next week. And we started to put out feelers, and put a post on our website. We have not made a public statement to the families yet, but that's coming. But we already have a resume of someone that we think could be good. We've interviewed her, and if more resumes come, we'll do rolling interviews. She's coming in tomorrow. So anyway, I wanted to let the board know publicly that we need a long term sub and we don't know what the timeline is for how long. And we don't have a way to do an approval of a particular person tonight because we don't have a particular person yet, but it would be a flat long term sub standard rate that we usually provide, so it wouldn't necessarily be like a salary that we need to worry about so much. So I don't know if we need to approve a long term sub position, we need to leave it that way, or how we want to move forward. Or if we just wait for October.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

I think that we have to wait for the actual recommendation, or the name that you would put forward. Isn't that right, George?

George:

Yes. You're going to have to wait til you have somebody specific, but you're also going to... Are you talking about adding benefits to this position, as opposed to just a regular sub? Because if it's just a normal substitute who stays a long time, it's not big deal. But if you're talking about crafting a benefit package, or a compensation package to reflect the long term nature, then that really needs to be specifically approved for that person.

Shannon Hillman:

Okay. So no, we're not planning on offering anything that isn't just the required benefits, like worker's comp and what's the other one?

Michele Hannagan:

Statutory benefits?

Shannon Hillman:

Yes. So those are just, no matter who, it has to be required that way. But health and dental, those kinds of things, we are not planning to offer at this time. If this turns into something that is for the rest of the year, then I think we would like to revisit it, say November, and offer them a salary with benefits to finish out the year. But right now, it would just be a long term sub rate.

Michele Hannagan:

It sounds like you don't need us to do anything if it's a sub. So we don't actually need to do anything about that, right at this moment.

Shannon Hillman:

I think that's right.

George:

Right, but if it gets to be a situation where, in order to entice somebody to stay the long time, you may want the board to say, "Yes, we agree that you'll have a substitute position through the end of the year." Kind of a quid pro quo for making that commitment.

Michele Hannagan:

Now, George? Or when Shannon has-

George:

No, I think it depends on when [crosstalk 00:58:51].

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

Okay, that's what I thought.

George:

In some instances, someone may say, "I don't want to make that commitment unless I know it's reciprocal."

Michele Hannagan:

Right. Gotcha, okay. All right. Thanks Shannon, please give the board's regards to Maureen. I hope all is as well as can be expected with whatever she's going through. So now, the reopening and safety plan. Again, we talked about this in August, and then if there are any adjustments that Shannon and the teachers have made to the reopening plan, we need to publicly cover those. And then, also part of that is the safety plan, which is really included as part of the reopening, and we need to approve that. We really needed to do that in August, but we didn't have a quorum, so we're going to do that tonight. So Shannon, do you want to say anything before we do that?

Shannon Hillman:

I think the reopening plan has pretty much stayed the same. There's been some minor changes, but nothing that is anything to worry about. I would say that the reopening plan is pretty much what it is. We've changed some language kinds of things.

Michele Hannagan:

So, anything material?

Shannon Hillman:

Right, material's the word. Nothing really material. And then, as far as the safety plan goes, again, nothing was really changed from last year that's material except for the fact that now that we have shifted positions to a communications coordinator position, and Lisa O'Malley is now in our office with Maureen, we've had to change some procedures for some of our protocols because she's not in a separate location. And so, some of those procedures had to change over to Christen Kelley and Michelle Henry, our two River Room people. So those were the only changes that we made, and we looked at all the procedures to make sure that they can remain the same, even in COVID world, and they are okay. So I think we're ready to move forward with that plan.

Michele Hannagan:

And so, just for the benefit of newer members, the safety plan, there is a summary that's in the drive, and that's what's provided to the public. But because of the nature of it being something that we don't want, with designs and exits and things that could get into the wrong hands, we actually don't discuss the details of it. And that is perfectly acceptable. In fact, that's what we need to do. So that's why we're not actually looking at anything in detail. So that's why we have the summary on the drive. So with that, I will entertain a motion to approve both the reopening plan and the safety plan. Unless we need to do it separately, George?

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

George:

I would like to do them separately.

Michele Hannagan:

Then we will do them separately. So I will entertain a motion to approve the reopening plan for 2020, 2021 school year, as it stands right now.

Traci Terrance:

I'll enter a motion to approve the 2020 reopening plan.

Michele Hannagan:

Thank you Traci. And a second?

Tasha Stevens:

I'll second the motion.

Michele Hannagan:

Was that Tasha?

Tasha Stevens:

Yes.

Michele Hannagan:

Okay, thank you. All those in favor of approving the reopening plan for the 2020, 21 school year? That was a mouthful. Please say "aye", or thumbs up.

Mark:

Aye.

Michele Hannagan:

Opposed? Abstentions? All right, motion carries. And now I'll entertain a motion to approve the safety plan for the 2020, 2021 school year.

Allison Shultes:

Motion.

Michele Hannagan:

Thank you Allison, and second?

Mark:

I can second.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

Thank you Mark. All those in favor of approving the safety plan for 2020, 2021? Aye.

Mark:

Aye.

Michele Hannagan:

Opposed? Abstentions? Did someone oppose? That was just me echoing. Okay, so that's approved. All right, Shannon. Changes to the lease, including the cleaning services.

Shannon Hillman:

Here we go. We had spoken recently, well back in June, about the lease and everything is pretty much the same. But, because of COVID, and because the Midnight Cleaners who contracts with the RMSC, because they haven't changed their contract in quite a long time, we wanted to make sure that that contract was up to date. And so, it offsets our lease payment. So I just want to bring you up to speed with what we're going to be paying this year, and some negotiations that we made.

Shannon Hillman:

So, Midnight Cleaners knew that we wanted to do some specific sterilization on Wednesdays, and even Friday afternoons, to help between the two cohorts, and they knew that we were going to be doing the general cleaning and other things that we usually do on the other days. And so they came back with a quote that was almost double what we would have been paying, and it was specifically for the reason of the Wednesday sterilization piece. So we had a conversation with them about that, but mostly the museum had to do that negotiation, because it's really their contract that they're holding with them. But we said, "No thank you. We really don't want to pay double." And so, they came back, and actually the museum said that they will do their own sterilizing, with their own sterilizing gun, for \$500 per month, which is significantly less than what we were going to be paying, which was something like \$20,000 for the year for that one sterilization. It was an insane amount. So now it's 5,000 for the year.

Shannon Hillman:

They also, we went back to our normal pay schedule that we had for our last year of the lease. So that was \$18,779.34. Allison, I can message that to you if you need it. Each month for the year, and that does include janitorial, we believe, so then it's an additional 500 for them to do the Wednesday time. So, in total, we're paying \$19,279.34 each month, and that comes in under our original budget for our rent and janitorial services. They have agreed on that. I've asked them for something in writing for that change, and they said they would get that to me and I still have not seen that yet. So we are going to get it written, so that we have that definitely documented. But I did want to bring everyone up to speed about that change, and the fact that there was those negotiations.

Mark:

So Shannon, the 19,200, is that less the windows and the air conditioning?

Shannon Hillman:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Yes. But it does include the new square footage. So it includes the new lease amendment that we have for the Eisenhart lower level. But yes, it's less the credit that we received.

Mark:

Okay.

Shannon Hillman:

Does that make sense?

Mark:

Yeah. So what's the amount that we're paying for rent? I guess I would be interested in the amount that we're paying for rent. In other words, if you took the credit out of that, how much are we paying for rent?

George:

The net. You want the net.

Mark:

What's that?

George:

You want the net.

Mark:

The net. The net, yeah.

Shannon Hillman:

I don't know if I have... Someone needs a calculator. But in the schedule, it was 16,279 per month for the base rent. But that includes taking out the \$970 for the monthly credit that we were getting. Are you with me so far?

Mark:

Think so.

Shannon Hillman:

So, it's 16,279 plus the 970 would be original rent that we would have paid.

Mark:

Okay. That sounds right.

Shannon Hillman:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

And then it's an additional 2,500, or \$2,500.34, that we are paying for the Eisenhart lower level now, per month.

Mark:

Okay.

Shannon Hillman:

So that brings you to the total, the 16,000 plus the 2,500 brings you to the total that I said. The 18,779. And then add 500 on top of that for the sterilization, which brings it to 19.

Mark:

That completely coincides with what I was thinking. Good.

Shannon Hillman:

All right, Maureen you had your hand raised earlier. I don't know if it was related, or something else.

Michele Hannagan:

I'll come back to that in a second. I think we need to vote on the lease amendment, if I'm not mistaken George, right?

Shannon Hillman:

We already voted. Oh, you mean on the \$500 increase for the cleaning?

Michele Hannagan:

Yeah.

Shannon Hillman:

Okay.

George:

You can approve that expenditure, but the lease amendment hasn't been drafted yet, right?

Shannon Hillman:

The lease amendment was drafted, signed, approved for the lower level. The only thing, and I don't know if this would be considered a lease amendment, too, or not.

Michele Hannagan:

I meant the cleaning.

George:

You're only talking about the \$500 cleaning? Okay.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

Yeah, I used the wrong language.

George:

You can definitely approve that, yeah.

Michele Hannagan:

Okay.

George:

That's a one year deal, is it? I wasn't sure.

Shannon Hillman:

Yes. That's just for this year.

Michele Hannagan:

Yeah, and I don't think we want to do anything less than the full school year. Who knows how long we're going to be in the world of pandemic. Does anyone else have any other questions about this for Shannon? Okay. If not, if someone would like to make a motion to approve the \$500 additional expenditure to cover the cleaning costs during the pandemic.

Mark:

I'll make a motion to approve the \$500.

Michele Hannagan:

Thank you Mark. And I'll second that. All those in favor? Aye.

Mark:

Aye.

Michele Hannagan:

Opposed? Any abstentions? And so, what Maureen was pointing out to me, thank you Maureen, and I don't know if this is an issue. George, can a non-voting member make a motion to approve?

George:

No.

Michele Hannagan:

Okay.

George:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

I would say no.

Michele Hannagan:

So, just for the record, then. I think there was at least one time when I was very happy to take Tasha's motion, but I think... Allison, will you just check the motions and make sure? Because Tasha's a non-voting member. We need to get a voting member on the record, then.

Tasha Stevens:

Yeah, I think I did one.

Allison Shultes:

Yeah, it looks like the motion for the reopening plan was seconded. Tasha seconded that.

Michele Hannagan:

Okay.

Annemarie Wess:

Do we have to redo all the motions, or do you want to just plug my name in?

George:

I think you can just substitute, with everybody's agreement, unless anybody raises an objection. Someone should just step forward and agree to serve as the second on the motion.

Annemarie Wess:

You can just throw my name in wherever Tasha's name pops up.

Michele Hannagan:

Great. Thank you.

Allison Shultes:

Copy that.

Michele Hannagan:

Thank you, thank you, thank you. And thank you Maureen for keeping us on the right track here. All right, so the next thing is, and this should also be... Well, might not be quick, it depends on if people have some discussion. I'll give a tiny bit, and then George can fill in. For those of you who are new, we've had an ongoing back and forth discussion with NYSED about the Education Governance Council. This is item nine on the agenda. And it's really been something that they have wanted us to address in a more direct fashion. They've not been satisfied with our perfectly legal responses. And so this year we made it a point to really get accurate with what they want.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

And so, there was a rewrite to that, which is in the drive, and hopefully folks read that. George, do you want to say anything else as a means of introduction or explanation before we offer a motion and a vote?

George:

Well, I don't know how helpful it would be for people who weren't at the last meeting, but historically the teachers were intended to be on the board of trustees and to play a part in the management of the school. That was fine when the school was formed, but subsequent to that point in time, the law was changed and essentially created, or deemed that relationship, a teacher, an employee, being on the board of trustees, to be an irreconcilable conflict of interest. And when that happened, we tried to develop a structure that would allow the teachers to continue to play a decisive role, and we developed what we call the Educational Governance Council as a means of allowing the staff to fulfill that role.

George:

It was a very cumbersome procedure, and the new draft basically provides that the staff members who previously would have been on the board of trustees would continue to attend all of the board meeting, as will the school leader, who also cannot be on the board of trustees, and provide guidance, advice, consultation services to the board. And the by-laws, as redrafted and as presented, require the board to give due consideration to the input of the staff in making decision outside of employment contract matters, essentially. The idea being to honor in the doing, and the carrying out of things, the respect and the need to recognize the input from the professional staff in regard to the school's educational goals and mission.

George:

So the change from last time, having said all that, the change from last time is basically, I think, to recognize that a two year term was a better concept than a one year term for the staff members, and that's the significant major change in the draft from last time. Plus a few pronouns changed or corrected, and a few commas put in where they should have been.

George:

I also am suggesting, we didn't talk about this last time, or if we did I forgot it, to eliminate the last article from the by-laws, which is the code of ethics. Because we developed, separate from that, a code of ethics which the board adopted in 2018 to reflect the change in the law, also. So I think that, my recommendation would be to go with the independent code of ethics that was considered in detail and adopted, I believe in November of 2018, and simplify the by-laws by dropping out what becomes a redundant article. Shannon, I don't know if you have any input on that.

Shannon Hillman:

No, that'll make it a lot clearer in my book. To have just one code of ethics rather than two.

George:

Right. And we also, I think, have tried to make it clear that the school leader, as a function it has officer status, but is not the type of officer that SED, for some reason, feels is prohibited by the law. Which the

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

draft leaves the school leader as the chief executive officer and the chief education officer, because essentially that's obviously her major role. Other than that, if there are any questions I can address. But that's basically it. It's to change the Educational Governance Council so that the board listens to it, and should give it due weight. It's not that the trustees can't override the recommendation, or the viewpoint. But they should do it knowing that the philosophy of the school says these people are important. You need to listen to them.

Michele Hannagan:

And so, I'm just going to say that I think it's important, again, especially for newer members, and I can't imagine the parents not agreeing. We can't, as a board, really do our best job as a board without the input of the faculty, without Shannon, without Maureen. And so, having read the edits and the red line version, George, and thank you for explaining the code of ethics. I figured that was the deal when I read it. I go, "Whoa, this is red lined through the whole thing." Thank you Annemarie, add a few minutes. So I think it's really key, and I'm glad that we're doing this because it absolutely calls out the need for their continued involvement, support, and frankly guidance. Because they're the experts when it comes to education, certainly not me.

Michele Hannagan:

So any questions about this? This really is important, and definitely want to make sure that there's an opportunity for folks to ask questions about that red line version that's up because we do need to vote to approve that this evening.

Michele Hannagan:

So really, we want to approve the amended by-laws. And George, do we have to do anything separate about the code of ethics, or is that just all...

George:

You're going to approve it as presented, and as presented the ethics has been deleted. You still have a code of ethics, it's just a separate document that you've adopted because the law changed on that, too, subsequent to the formation of the school.

Michele Hannagan:

Yeah.

Shannon Hillman:

And the only other reason why the code of ethics is on there is because, annually, we need to sign it. Each person needs to sign and acknowledge that they have read the code of ethics. So that is something that we can't have right here in front of us, so we're going to mail it to you, or if we can see you physically, we'll just have you sign it then. And hopefully we can get that done before our next board meeting.

Michele Hannagan:

Okay then, with that I will entertain a motion to approve the amended by-laws as presented.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Annemarie Wess:

I'll make that motion.

Michele Hannagan:

Thanks Annemarie. And, did I see-

Nolica Murray-Fields:

I'll second that.

Michele Hannagan:

Traci seconded.

Nolica Murray-Fields:

Okay.

Michele Hannagan:

I think. I'm trying to watch the boxes light up. All right, so Traci seconded. All those in favor of approving the amended by-laws please signify by saying "aye".

Annemarie Wess:

Aye.

Nolica Murray-Fields:

Aye.

Mark:

Aye.

Michele Hannagan:

And opposed? Any abstentions? All right, we've got ourselves some updated by-laws. Please send those to David and Susan, stat. And whoever that person was at the state who didn't have the updated governance stuff. I want to make sure that all the people at NYSED get that, Shannon.

Michele Hannagan:

All right, so we've talked about the code of ethics policy. We don't need to say anything else about that because we do need to get your signature on that. I think it's the conflict of interest part of the code of ethics that we need to sign, correct?

Shannon Hillman:

Yes, thank you for clarifying.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

Okay. All right, and with that, I'm going to take a minute to open it up for public comment. Anybody who'd like to ask anything in our open forum?

Jessica Wanner:

Michele, is this a good time for me to go?

Michele Hannagan:

Yes, why don't we do it now? That's a good idea. Before we go into the School Leader eval and the executive session. This is not on the agenda. This is unscripted. Jess, do you want to lead?

Annemarie Wess:

Do we have a time limit? Do we have a time for this conversation?

Michele Hannagan:

Two minutes.

Annemarie Wess:

Alrighty.

Jessica Wanner:

Shannon, we don't want to surprise you, we don't want you to get nervous. But as a board we came together and we heard from a little bird that... We just wanted to do something because we so appreciate you, and we know this has been a wringer of a year. So we heard maybe, you might want your house cleaned. So we've come together to get your house cleaned, and yay! [inaudible 01:20:57], but we've got it all figured out for you, and it's our treat, and we just can't tell you how much we appreciate you.

Shannon Hillman:

Thank you so much. That was a silly comment I made one day, but it's true. So thank you very much, I really appreciate it.

Michele Hannagan:

You're welcome.

Shannon Hillman:

Thank you.

Michele Hannagan:

Yeah, you're very welcome. And thanks, Jess, for organizing that. Thanks to all the board members for your individual contributions for that. Well-deserved, Shannon.

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Michele Hannagan:

All right. So with that, we're going to go into executive session, so I'll take a motion for that. But Maggie and Becki, you're free to go, released on your own recognizance, as it were. Thank you so much. Please keep doing the amazing work, and reaching out, and asking for help when you need it. That's really important.

Michele Hannagan:

So, with that I will entertain a motion to go into executive session.

George:

And the executive session is to discuss the School Leader's evaluation.

Michele Hannagan:

The School Leader evaluation. Thank you, George. Did somebody motion and I missed it?

Nolica Murray-Fields:

I'll motion to go into the executive session.

Michele Hannagan:

Thanks Nolica.

Mark:

And I'll second.

Michele Hannagan:

Thank you, Mark. All those in favor? Aye.

Mark:

Aye.

Michele Hannagan:

Opposed? Abstentions? Okay. All right, we are not in executive...

Shannon Hillman:

Back in record. Yes.

Michele Hannagan:

There we go. Okay, so we are out of executive session and back on public record. And with that, I will entertain a motion to adjourn our September meeting.

Annemarie Wess:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

I'll make a motion to adjourn the September meeting.

Michele Hannagan:

Thank you, Annemarie. A second?

Nolica Murray-Fields:

I second.

Michele Hannagan:

Nolica second, all those in favor? Aye.

Nolica Murray-Fields:

Aye.

Annemarie Wess:

Aye.

Michele Hannagan:

Opposed? Abstentions? Thank you all so much. Have a wonderful rest of your evening. And Shannon, well done with opening and all. So take care, one and all.

Shannon Hillman:

Thank you.

Michele Hannagan:

We'll see you next month.

Jessica Wanner:

I'll be in touch about your house.

Shannon Hillman:

Oh yeah, can't wait. I'm so excited.

Michele Hannagan:

And Shannon and Annemarie, we'll talk in the morning.

Shannon Hillman:

Okay.

Allison Shultes:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Can I ask a quick question to Mark? I know he came in late, but as a voting member I just wanted to make sure I have on the record, what motion was he in here? We have him coming in at 6:07, 6:10ish, but I just wanted to [inaudible 01:23:32].

Shannon Hillman:

You mean what did he not vote on?

Allison Shultes:

Yeah, I'm pretty sure it's all of the-

Shannon Hillman:

The minutes.

Annemarie Wess:

The meeting minutes.

Allison Shultes:

The minutes.

Elizabeth Pietrzykowski:

We think he was in for when we did the safety and reopening plan.

Shannon Hillman:

Yes.

Allison Shultes:

Okay.

Shannon Hillman:

Yeah, I think he was.

Allison Shultes:

Okay, all right. Cool. That's it.

Michele Hannagan:

All right.

Shannon Hillman:

Thank you.

Michele Hannagan:

This transcript was exported on Oct 21, 2020 - view latest version [here](#).

Thanks everybody, have a great night.

Annemarie Wess:

Have a good one. Bye.

Shannon Hillman:

Bye.

Michele Hannagan:

Bye.