

Shannon:

Now you can call it.

Michele:

Okay, good evening. Everybody. I'm going to call the November board of trustees meeting to order. And so just a quick, I think we had some, a little glitchy. The agenda is... All right so Ann Marie is texting me that she can't find the Zoom link either. So I guess we'll have to just send a reminder with the Zoom link out. We really are trying to get folks to go to the Google drive and pull down the documents there. And maybe we can create a little two minute how to video or something like that I know the kids can work with that pretty well. So if we have time at the end, we can talk about that. So apologize for that glitchiness and it's nice to see everybody and happy last day of Indian summer, supposedly really nice weather and congratulations to Ryan who got engaged.

Ryan:

Thanks.

Michele:

He's like, how did you know. A little, very smart birdy told me.

Speaker 1:

Me.

Michele:

So congratulations, Ryan. Really great to have stuff to celebrate. So with that, I see Becky's joined. Maggie's here. Why don't we go ahead. I'll turn it over to you... Does anyone have any questions about the agenda before we jump in now, Nolika thanks I got your message there. I hope everything's okay, crossing fingers. So then Shannon, I'll turn it over to you to get started with greeting.

Shannon:

Okay. This is slightly comical. Hopefully you see it that way. So on Monday, Rochester went into the yellow zone and at school it's been funny to talk about it because at school yellow zone means something similar, but not exactly the same the yellow zone means you're either kind of feeling a little silly or a little excited or a little nervous, or you might start to be a little angry or something. So you're a little like out of sorts, but you're not seeing red. So for greeting, you're going to share something that gets you into the yellow zone. And instead of doing all around, because I know our agendas full, you can type it in the chat box. And then after we've kind of read through the chat, we'll kind of unmute and all say good evening each other. Okay. So what's something that gets you in the yellow zone.

Shannon:

These are good. So I'll give some voice since we're recording to screen time. My dog had a [inaudible 00:03:42] second dog barking, walking on things that stick to your feet, having to clean gutters packed with leaves, your cat, writing exhibit labels, everyone talking at once, a dog, again, being woken up from a nap, and other tenants in the office building. Oh, who don't wear masks. Yeah, for sure.

Michele:

I echo that one.

Shannon:

Yes. All right. So you can take minute... Oh and more coming in, husband problems. So take a moment to unmute yourself and you can just kind of we'll talk all at once and put who was it in the yellow zone, Jess in the yellow zone by all saying, good evening at the same time. Here we go. Good evening. Good evening.

Becki:

Hey Shannon.

Shannon:

Mm-hmm (affirmative).

Becki:

I couldn't type because I'm driving. I'm on the way home from the dentist and that puts me in the yellow zone, the red zone, actually, when I get home, I'm going to switch onto my computer so I might disappear. And you might have to let me in again.

Shannon:

No problem. I'll look for that. Okay. All right. So I think we're ready to move on.

Michele:

All right Shannon. The next agenda item is the teacher pulse check, climate and culture survey, data, and updates. And I know we're all really interested to hear how the teachers are feeling, how staff are feeling, how kids are feeling. So, we'll turn it over to you.

Shannon:

Okay, man, I forgot I came up so quick. All right. So teacher pulse check. A lot has happened in the last few days. So we had given a teacher survey on how things were going about, I don't know, a week and a half or so ago, or maybe two weeks ago on how they were feeling. And the overall essence, I'll try to cue it up. But the overall essence of that survey is that teachers were feeling like we as a culture and as a group are doing fairly well, that let's see. So I'll kind of quick share my screen, being able to share with each other thoughts and feelings, feeling like they have trusted in me as the school leader and respected that they belong with the staff. So some of those things were like good. They were either like completely true or mostly true.

Shannon:

So the culture felt good overall, but I'm going to kind of skim down past the culture to some of the questions that were specific for our time in the fall. So given that the start of the school year is always a busy time when we are developing systems and procedures, please compare this fall to previous years. And so you'll see that in blue, this fall has been the most difficult experience I've ever had at the start of a school year. And then red also was largely represented. But this fall has been a difficult start, but could be compared to my first year in a new job or position. So that was pretty eye-opening that there were so

many staff that were really feeling that way. If you didn't have anything to compare to, because this is their first time in this position at our school.

Shannon:

And then we just had one person that felt like it was the same as any other year. So that was telling for me, as far as where we were as a staff. And so this is some questions around what structures were helpful for you, which I actually don't want to get too much into because as we were doing this work, Becki very smartly said, "well, Shannon, you didn't explicitly ask if we would prefer, the staff would prefer to stay in the hybrid model or go into the fully virtual or fully remote model. And it feels like you should explicitly ask that question because it might, your assumption might not be exactly the same as with us saying that things are really, really hard, it might not mean that we want to go fully remote." So I'm going to flash up a different window with that question that I asked. Hope I'm right. Yeah.

Shannon:

So I explicitly ask the question, given the choice for the winter expedition timeframe, which would you prefer? And so this is hybrid. The blue is hybrid model as is, red is fully virtual or fully remote for the full expedition. And then this is continue with the hybrid model, but consider modifying it. And then this person, there was like a chance to write an other. And so this person just wrote, they said, no matter what it is, I just want as much consistency as possible because it's really hard to go between different instructional models across the board. So that's what that person felt like. So this really told me that, okay, so hybrid is a possibility for us for the winter, but then Monday came and we were told that we were in the yellow zone for our region. And that came with a large list of sort of mandates for schools, which you may or may not know, I'm sure many of you do because it's been all over the media.

Shannon:

One of the biggest mandates is mandated testing for 20% of your staff and students who are in person. And there was no guidance around this. And it was very unclear as to if we needed to shut our doors the next day if we couldn't test or what was happening. And it felt a lot like March again, because all of a sudden I'm trying to get as much information as possible. So I still don't have all the information tonight, but I think we have more information now than we did from Monday. First of all, tomorrow night the Charter leaders are meeting with Dr. Mendoza to hear more about the testing and New York state apparently will provide tests. The tests are rapid tests. They're not like the invasive ones, they're more saliva or like surface nasal tests.

Shannon:

We can train someone on site, but it does include our nurse who is not ours. So I'm in communication with our nurse manager. In order to keep testing going, you have to be a certified site. And that comes with a whole other list of things that have to be it get done. Not only that, it appears to me and I think many others in this area that we're not necessarily getting out of the yellow anytime soon. So it feels like, well, we know that if we moved to orange, then the school has to move to all virtual. All that information we took to, Monday night's reopening task force meeting. And that I think, I can kind of give it away, but I'm pretty sure we're going to talk more about this later. This is sort of blending together, Michelle, but the reopening task force had a large discussion about sort of the pros and cons of whether it's to-

Michele:

Hey Shannon, can I interrupt and maybe we should hold on that.

Shannon:

So I'm just going to say this last sentence and then I'll stop, is that okay?

Michele:

Yeah.

Shannon:

So whether to stay hybrid through the winter, as long as we can, until we're told to shut down or to get ahead of this and go remote. And so I'll leave that cliffhanger and we can talk more about it later on in the agenda. Does that sound fair, but I'd be happy to talk more about how the staff is doing, but it's all kind of related to the conclusions that we're drawing and the recommendation that we're bringing to the board tonight.

Michele:

So I'm going to suggest that we move along to make sure that we get the votes that we need for the items, we've got to sign off on a few things. We've got to approve that including the minutes, and then we'll have more time for discussion. I know there's at least a couple of people who are going to be needing to jump off early and hopefully what we can move quickly through the things, the business. So starting with the review and approval of the October minutes, hoping everybody had a chance to look at those, amazing shout out again to Elizabeth and Alison you're just doing such a great job on the minutes and getting them posted so shortly after the meeting, those were in the Google drive and I will entertain a motion to approve the October minutes.

Annemarie:

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

Michele:

Thank you, Ann Marie.

Tracy:

Second.

New Speaker:

Seconded by Tracy. All those in favor, please say aye, or raise your hand. I opposed any abstentions. All right. Motion carries. Thank you. And now we're going to turn to Robin and Kevin for the financial report and budget review. That includes the approval of the 9-90 and the CAP related to the state comptroller. That's a hard thing to say, just saying, report. So do you want to- what's that?

Robin:

You want me to start?

Michele:

Sure.

Robin:

So did anyone get into [crosstalk 00:14:20].

Robin:

you or Kevin wanted to go first? Doesn't matter to me.

Robin:

I don't care. Kevin, you want to go first? It's fine with me I don't care. Did you want to start with the 9-90?

Kevin:

Yeah. You can go first.

Robin:

Are you sure Kevin? Cause I didn't need to. I probably didn't hear I'm sorry.

Kevin:

No I'm fine. We're good.

Robin:

Okay. So the budget review is the first one that I'll start with. I think you guys probably looked at it on the drive, so our Budget to Actual report that we're going to do tonight. Well, I'll go into the more detailed summary of it first then talk about the summary later, I guess probably be fine. So let's start with this one, the bigger budget review.

Robin:

So I'll start with the revenue piece and the revenue for this year is we have right now as of the end of September, we have two payments that have come in from all districts, including our main district, which is RCSD. So we bill six times a year. So at this particular report, we would have our July, August and our September, October, but we defer half of the October because we actually haven't earned that part of the revenue yet. So we're comparing that to where we think we should have been for our actual, our actuals coming in at \$721,000, our budget said we should have been at 734 (\$734,000). So we don't want to be alarmed that we're under revenue already this early in the year when really only being the first month open, because we did a little investigation during the finance meeting and Maureen helped clarify some things for us.

Robin:

And we did have 217 students at that particular point in time. However, we did have some students that moved between districts specifically RCSD into other districts. So it's going to take a little while to do that make up. So the full time equivalent for those moves, will probably hit the November, December billings, which are already out. So we might not see that make up until I do my report for January because the report in January is really for November. So we're going to kind of see that variance again,

next time that we do a report, but it's not to be concerned. Basically our enrollment is good. We are at maximum. And that's what this report is just showing is just a timing thing with billings and FTEs. Does anybody have questions? Cause I know FTEs are sometimes a little bit confusing for people when it comes to billings.

Robin:

Anybody have questions on that? No, we're good. Okay. All right. So moving right along, our food service. The child nutrition website is down. So Michelle Henry, that heads that up, wasn't able to put in any of the reimbursements for our September and one weekend in August food service. So that's why it's only that little tiny piddly amount, but that has been rectified. She has told me that now it's up and going. So again, we'll probably see that coming in, even in the next month report's. So it's not anything to be concerned. We are going to be reimbursed for our free and reduced lunches. Any questions on the food service program at this point? Okay. So I'll just move along and say, I know that I know you guys have a lot to go through tonight. So the administration has just our salaries and 10 month employees and benefits.

Robin:

There's nothing new to report there. We will have some more benefits going in. Once I have a chance to look over and verify the bill for our instructional staff's retirement, which just came in. So I'll be able to do that for next month. The instruction we did have somebody out on disability. So that's why we a substitute there. And our professional development came in a little bit lower at this particular point in time. But as Shannon had mentioned last meeting that our summer stipends were going to go a little bit more this year. There is traditionally in years past, haven't been, so kind of rob from one to pay for the other, but they're higher this year, mainly because of the additional staffing and COVID related some payments for folks that did some meetings pre-opening. Shannon, do you have anything to add to that or is that good? Good? Okay. All right. And then we go into supply supplies or supplies are always usually higher at the beginning of the year. [inaudible 00:18:35].

Robin:

They even out as year goes through our operations managers, which is higher because of reopening the school after being shut down. We did have a change in carrier for insurance, which I think is why our insurance is looking a little bit low. And that mainly I think is just going to be a timing thing of when they send the new bill. So I don't really think we're under for insurance. It's just a timing thing like the bills. And I'll make sure that I look into that for next month to make sure that anything that we're prepaying, I'll make sure I book that prepay. Pretty much our rent and utilities, janitorial there's nothing new to report there. They already have reports for them. The equipment that we had bought, that's pretty much all I have. We're still definitely in the black or not even that much off of what our bottom line was projected to be. And when you look at last year at this time, we're pretty much not too far off as well. Did anyone have any questions? Comments? No? Ok. Then... Did you want to move onto the balance sheet then? Is that okay?

Michele:

Yeah that sounds good.

Robin:

It might segue right into whatever Kevin wants to talk about the 9-90 and some investments. So our cash on hand really isn't any higher with the 467 versus 482 last year is just merely because if you notice our accounts receivable is down by a hundred thousand. So we're getting paid by our districts more timely right now at this particular point in time. And I'm sorry, and our prepaid expenses, which is primarily the lease hold improvements. And then we have our equipment. We haven't added anything for equipment or leasehold improvements after raising up our capitalization threshold, our accounts payables, nothing out of the ordinary. Our critic expenses are primarily just New York state teachers retirement our under in revenue is the other half of our September, October payment. And so our assets and compared to last year, it's just a little bit down, but not anything significant.

Robin:

And we don't have as many grants going and are restricted cash is the dissolution account. So our investments, we always compare investments at fiscal year end June 30th to where we are right now. This is where we have a quarterly statement for Vanguard that just came in. So this is the first time we're reporting on Vanguard for this fiscal year. And it actually has a gain, which is very surprising, but it did get a little bit of a gain, but the fidelity is gained as well. But remember we did have a \$23,000 anonymous donation in stocks. So we're not as much, investments haven't grown that significantly. It's mainly because we had an addition of \$23,000, which I did report on last board meeting, any questions?

Michele:

No.

Robin:

And then just to summarize everything, the summary sheet, this is for me to just give it a smaller picture, but it's not anything different than I've noted before. So we should be good there. We did have a little tiny field study for sixth grade, so we had a little bus expense for that. But other than that, really nothing that I have outside of what I've already said.

Michele:

Thanks Robin. Questions for Robin? I love that summary sheet by the way.

Robin:

You do? Ok, good.

Michele:

I like it.

Robin:

Okay. Well, if anybody has any suggestions, what you'd like to see, and you want me to make some changes or something on a summary sheet, just let me know. Okay?

Michele:

All right then. Thanks Robin. And Kevin, do you want to just sort of walk us through the 9-90 and the CAP, or do you want me to walk through that or?

Kevin:

I'll do a short and sweet version, but feel free to jump in. Is everybody's had the 9-90 to look at. What I needed to do from last board meeting is just tick and tie it to the audit financials. I've done that everything looks good. Just as a high level, especially if you're new to the not-for-profit world, the IRS requires this of all not-for-profits. It's more of an informational return because we don't pay taxes. And the IRS, the government wants to know basically what we're doing, our revenues and expenses over the year.

Kevin:

And they're making sure that we're living up to the charitable designation, and we're still a tax exempt entity. So overall everything tied out. And I think that the 9-90 is good to go also for, in case anybody didn't already know, you can look in any not-for-profits 9-90s and some of their financial statements on a site called guidestar.org and it's free. They just collect all the 9-90 data. So if you have any interest in what another not-for-profit charter school is doing or any not-for-profits doing, it's all there. Any questions on the 9-90?

Michele:

I saw the letter. So Kevin tied it off and it's been submitted because we voted last month, correct? That once Kevin reviewed it, that it could get sent to the state. Do we need to actually get a resolution for that George tonight? Just to tie it all off you're muted.

George:

I think it would be best to have a motion just ratifying the filing.

Michele:

Okay. All right then.

George:

That's somewhat protection for Kevin too really.

Michele:

Yeah. Yep. So I'll make a motion to approve the 9-90.

Kevin:

I'll second.

Michele:

All those in favor, please say aye. Aye. Any opposed? Any abstentions? All right. The 9-90 is approved and next is the CAP.

Kevin:

So this happened such a long time ago. I'll have to remember a little bit about it, but New York state came in and did an audit of our expenses that went in. They made some recommendations and we had an exit conference call with them. We agreed to do pretty much everything that they had suggested.

Some of them we've already completed. As an example, we did do the new accounting manual, which we're following. They did have a comment as my role as treasurer, whoever's reviewing the credit cards, to look at every transaction that hits and before I was doing a sampling. So we've made that change.

Kevin:

We look at every piece of supporting documentation for every transaction that hits. There were a couple of things that we disagreed about and we wrote them in our letter, for example, they didn't care for our methodology about supporting a specific kind of cleaning product that we chose because it is for a school environment. And we thought that we did go through and provide adequate documentation. So a lot of little things like that, which we felt comfortable with our procedures and we'll continue using those procedures going forward. But I guess we do always go in with an open mind and if they have any suggestions for making our processes better, we try to adopt them.

Michele:

Does anyone have any questions about the CAP it's posted again in the Google drive and in our November documents pretty straight forward.

Shannon:

And I just want to interject that the CAP is something that when you have any kind of audit that you have to have a CAP done. And then it needs to be filed with the State Comptroller.

Michele:

Yeah. I'm sorry about the acronym. If you're not familiar with Corrective Action Plan. So if no one has any questions, I'll entertain a motion to approve the CAP for the State Comptroller's Audit that resolution there.

Nolica:

Motion to approve the CAP.

Michele:

Thank you. Need a second.

Tasha:

I second the motion.

Michele:

Thank you, Tasha. All those in favor of approving the CAP, please say aye. Opposed? Any abstentions? All right that motion carries. Thanks Robin. And Kevin. Anything else? Kevin, from a financial-

Kevin:

That's all I have for tonight for finance.

Michele:

Alrighty, then. All right, rolling. Right along. We're going to go into committee updates. Let's see who I skip tonight. Cause I'm pretty sure I skipped. Tasha last time. So it'll be a mystery. All right. Yes. Advocacy.

Jessica:

So we met with Deb Hamner last week and going forward, we're going to be trying to work on getting some partnerships with local groups like Teen Empowerment, Ibero, which I don't think Ivelisse is on tonight. No, the Chamber of Commerce, Urban League, Starbridge Foundation, and ROC the Future. So we have our first virtual call with ROC the Future, I think is December 7th or 8th, one of those days. And that would be with Shannon, myself, Chris, and Tasha, and Deb Hammer. And she's kind of a leading up on all of that. So the projection right now is that we help to have those initial conversations completed by winter break-ish. If everything goes as well as we plan and then we'll have a bigger update afterwards after that.

Michele:

Awesome. Thank you, Jess. Any questions for Jessica? Alrighty, then.

Maggie:

Could I real quick get the other, I have Teen Empowerment, ROC the Future, Ibero. What were the others?

Jessica:

So Teen Empowerment, Ibero, Chamber of Commerce, Urban League, Starbridge Foundation, and ROC the Future.

Maggie:

Perfect. Thank you.

Jessica:

Thank you.

Michele:

All right. Thanks Jess. Discipline, Nolica. I know you got to scoot here. Don't ya?

Nolica:

I do. I was holding out to this point. Okay. So we have been working on the code of conduct for I don't know, past few months, and we're really coming to an end. Now we've kind of gone through level one classroom management behaviors. So now we're really delving into level four, five, and six, six being the last level. And we're looking at administrator managed behaviors, and it looks like we are coming to an end now. And it's just a matter of incorporating some of the old language into this new code of conduct. So we're going to continue plugging through and hopefully we will have something to present soon.

Michele:

Excellent questions for Nolica? All right. Thank you. I know you've got to skip out, Nolica. I thank you so much. Good luck with everything.

Nolica:

Thanks everyone. Thanks.

Michele:

And nothing for nominating, correct, Annemarie?

Annemarie:

Correct. I was going to be like, I feel like this is the first time the nominating committee has nothing to update on right now.

Michele:

Oh, I'm pretty Irish. You just jinxed it. There you go.

Annemarie:

I know. I know I did. As soon as I said it, I was like, now we're going to have like-

Michele:

No, it's all good. Thank you. All right. Next is personnel. And as I mentioned, last month, I was a little behind the eight ball on getting this, but I would like to put it forward today for any discussion. This is a follow-up from the school leader evaluation and the conversation that the board had about wanting to ask Deb Hanmer. If she had bandwidth capacity to work with us on a deeper dive of the administrative structure of GCCS, to be able to determine what might be needed. And so there was a proposal that was in the Google drive from Deb and just recall, we talked about it, since Deb has been working with us all along that if she did have capacity, that she would be our first choice for continuity.

Michele:

So questions anyone has about the proposal? Okay. Then I would like to, on behalf of the personnel committee, make a motion to approve the proposal for the administrative analysis work with breakthrough leadership consulting.

Jessica:

I'll second that. Oh, go ahead.

Michele:

Was that Jessica?

Jessica:

I'm making a motion to approve.

Michele:

Great. So I made the motion, Jess seconded. All those in favor, please signify by saying aye. Aye. Any opposed? Any abstentions? The motion carries and I'll follow up with -

PART 1 OF 5 ENDS [00:33:04]

Michele:

The motion carries and I'll follow up with an email to Deb and include the personnel committee in that. So thanks everybody. All right. Shannon, the safety plan approval.

Shannon:

Yep. So last month we held open public comment for the safety plan, for the district safety plan. We really haven't received any feedback about it, positive or negative or otherwise. So the plan is ready to go and to be hopefully approved so that we can get it on the website and filed with the local people and the state people and all the people.

Michele:

Cool. Although, I'd love to entertain a motion for all the people to get the plan approved. If someone would like to make a motion?

Annemarie:

I'll make a motion.

Michele:

Thanks Annemarie.

Annemarie:

For all the people.

Tracy:

I'll second.

Michele:

All right. Wait, where was that? Was that Tasha or no, it was Tracy. All right. So all [crosstalk 00:34:09]. All those in favor of approving the safety plan, please signify by saying, "Aye."? Any opposed? Any abstentions? I love the thumbs up, Mark. That's good. It works. All right. So let it be said to all the people that our safety plan is approved. All right, Tracy, would you like to give a report on diversity?

Tracy:

I said Debs ears must be ringing because she showed up at the diversity meeting as well, two weeks ago, I think it was, she was there just talking with the parents about their perceptions of diversity at GCCS. So I think that will be included in a report to the board, to us at some point. Otherwise, the committee is just kind of talking about keeping the focus in community circle on Wednesdays and just planning around that. So, that's it.

Michele:

Yeah. I have to say I've been following the emails and I'm just so pleased with the work that Deb is doing with us on all of these areas that we talked about, as part of our retreat. We really wanted to be talking about diversity and equity and diversity equity inclusion, what does that mean. So I'm just really thrilled with the work and I know Deb is going to be putting something forward to us pretty soon.

Michele:

So, all right with that, Shannon, I'll turn it over to you for the school leader update.

Shannon:

Okay. So I have two parts. The first part is fairly short and sweet. I wanted to update us on the follow up question that I think Tasha asked last time when I was sharing about enrollment, of asking how we compare to Monroe County and New York State and Rochester. Tasha, it was you right? Am I correct about that? Okay, good. So I'm going to share my screen and this is the, "Who are We" same document that I shared last month, but at the very bottom of the document or on the last page, you'll see the addition to this document and by the way, this was also sent to Deb.

Shannon:

She's all around us now. So she saw this demographic information as well and she also asked for some raw data because she'd like to reconfigure to look at it in other ways. I'm not sure what those ways are, but it's exciting to have her kind of do some manipulation as well to kind of see how things shake out. So this is the regional comparisons and when we are compared for renewal and other things, it's through data.nysed.gov and that's something that you can look up at any time.

Shannon:

We're all giving little commercials here. This is something that all schools are transparent and being able to share about enrollment, demographics, as well as student achievement and attendance and discipline and all sorts of things. So that's the go-to site for that. So GCCS, this is what it is currently for us, and then this is what RCSD is and actually the only tricky thing is that this is the reporting last year's demographics, but it's been pretty much the same. So we can kind of land on these numbers.

Shannon:

So this is the percentage that they identify for students who are white for RCSD, for Monroe County and for New York State. Monroe County, even though it's not its own school district, there's a way to kind of... They pull all the numbers together from all these schools, the reporting schools, and then name that from a Monroe County, the only caveat in this, and this is why I put this in here, is that I don't believe that private schools are on there at all. So it doesn't account for private... Actually I think also parochial schools. Here comes [Ivelisse 00:00:38:35].

Shannon:

So here's the students of color. FR stands for free and reduced meals. So those who qualify for free and reduced our students who have IEP is this fed row there and then our students who qualify for English language learning services are in this row. So I went to this census 2019 Quick Facts to try to get an additional comparison. This is not how we're compared, but I think it gives a different perspective, at least percentages. It's very different. So this is Monroe County, how it's listed in Rochester. It's going to

not just include students. This includes adults as well. So I think that's some of the reason for the discrepancies in numbers, but you'll see, it's very different in some of these cases.

Shannon:

So I'll pause here for questions that I may or may not be able to answer, but I think it's definitely interesting for us to look at

Kevin:

Quick question for Rochester, with the free and reduced, is that like senior's meals or what goes into that?

Shannon:

Yeah, so I think I did poverty of those who live in poverty. That was the best I could do that sort of matched kind of.

Kevin:

Okay. Thank you. Yeah.

Shannon:

And then it's similarly to explain this is... I think it's like people with developmental disabilities was like the category that felt sort of close. So I chose that for Monroe County and Rochester. Any other questions?

Shannon:

Okay. So the encouraging thing is that there is quite a match with Monroe County when we look at race and ethnicity. We're still lower than Monroe County in free and reduced meals, lower in special ED and just a bit lower in ELL, but we are definitely making gains. If you remember, we were at 0.03% and then have gained to 3% and now 4%. So we're slowly kind of moving the needle there, but these three categories are the categories that the state is looking at for our renewal. Okay?

Shannon:

All right. So I'm going to jump to the other piece, which was the family survey data. So just as I had asked, this is like part two, three and four. So I keep coming around. So when I have surveyed the staff about how they were feeling about how things were going, I sent a similar survey to families. So I'll show you kind of like the high level survey data, sorry it's loading, for you to kind of see.

Shannon:

The really encouraging thing is that communication seemed to be very strong. This one especially, that families felt like for the most part, that they knew what the expectations were for instruction this fall. So that was really great. I asked this question because we are committing to school messenger, which I'm not sure that I've shared with you, which is another sort of... It's sort of like a School Tool.

Shannon:

We're going to be able to do robo calls, text messages, like big automated text messaging, along with emails and the email formatting is much better than School Tool. We'll be able to bold things and highlight and underline and do those kinds of things to call attention to families where we haven't been able to do that through School Tool. So we're excited to do that and the great news is that most of the people, if you can see up top here, 98 families responded in 92 of the 98, say that email is the best way for them to get information, and then text messaging is next best, which is great because school messenger will be able to get us to do that, and 98 is a great number for a very quick turnaround of a survey. We have about 150 families.

Shannon:

So that was a really good response rate overall. So I asked a similar question. If given the option, I'd prefer to... Oh, I'm sorry. This is, I prefer to receive information once a week or once every other week. So this is just good information for us to know how much we should be communicating from the school and from teachers and then we went into hybrid questions. So the same kind of question that we asked families that we had asked teachers this fall has been the most challenging. So if families felt the same way that teachers were feeling, and then the next one here, it's been a difficult start, but could be compared to my child's first year at school when we were getting kind of adjusted and then felt the same and then I have nothing else to compare because my child is first coming to school.

Shannon:

So this was a good sort of temperature taker that it's been a tough fall for all of us to get adjusted, which we all suspected, but it's good confirmation. This helps us get additional information about some of the things that helped to feel successful and what we needed to feel more successful, and one thing that is great is there was like an, "other" to write in. So, that's where all these ones come from. So if you look briefly, you're going to see a lot of, I wouldn't change anything, things were really great, it's really coming along, this really helps.

Shannon:

So there was a lot of people who felt like actually it was the right sort of mechanisms in place to get situated. So, that was really encouraging. So here was the preference of, kind of given the rising COVID rates, and this is again, before we were put in the yellow zone, this question was asked, what's your preference, and so most people said they would prefer to stay with the hybrid model and then we had a small portion say we'd rather switch to virtual. So between this survey and the other survey, it was really feeling like hybrid was the way that we were going to go until Monday, we had another cliffhanger. So I guess I'm going to pause there because I believe that part is still coming in the agenda. Just keep teasing you.

Michele:

I know. I feel like we're watching a suspenseful movie.

Maggie:

May I ask you a couple of data questions?

Shannon:

Sure.

Maggie:

My first question is, how was this survey sent to families?

Shannon:

It was sent via email.

Maggie:

And then my follow up question is, 98 seems like a very good response rate. Did you notice if any of those were doubles, like two parents from the same household?

Shannon:

A couple were doubles, but not enough to make it a huge change to what it was, but yes, it was an extremely good response rate. We get an amazing response rate for after student led conferences, but we had just about the same, maybe a little bit less when we put a survey out in, when was that, July? It was like before we started reopening, and that was also a good response rate, which I expected, but I didn't expect so many to respond so quickly this round.

Maggie:

I have a possible asterisk to add to the best way to get information from school. I'm wondering for the families who didn't see this, maybe because email is not a good way, like what possibly the best way to reach them is.

Shannon:

Yeah, I think it's something we are going to have to keep exploring, for sure. Good thinking. Any other questions? Okay.

Michele:

Okay. Do you want to go right into the i-Ready results, Shannon?

Shannon:

Oh, i-Ready results, man. There's so many things. Okay. So i-Ready. I think most of you know, that we use i-Ready as a benchmarking assessment tool, along with a tool that students can use to help continue with learning, but it's targeted to where their needs are for both reading and for math. We've been using it for the last several years and it's been a great comparison to the state assessments that are given for kindergarten... Sorry for third grade through sixth grade, but i-Ready can be given to kindergartners through sixth graders. So it gives us a full temperature of the school. In the fall, we don't typically test kindergartners because they're just getting situated and it doesn't really seem... First of all, it's not recommended, but it also doesn't seem to be the right thing to do.

Shannon:

So they will take their first i-Ready assessment in January. So this fall, we did our i-Ready assessments and one of the things, and I will share in just a second, although I think it is in the folder and you can take a look. One of the things that is really nice about i-Ready is that we can look at it from different viewpoints and so the staff did that today for about an hour. We focused on this to think specifically

about our children and kind of where they are knowing that we are going to get some skewed assessment data because they took it at home. It was monitored by teachers sort of through Zoom and then some did take it at school.

Shannon:

So there was just kind of a mixed ways that they were taking it, but it still gave us something to work from.

Shannon:

So this is reading for this year for the fall, and tier one is where we want students to be. So that's at grade level. Tier two is that they are, I'm sorry... They're like, I think it's one grade level below and then this is two or more grade level school below the red part of the triangle. So this can appear discouraging and it was discouraging to some of us, but what was encouraging are these domains. So you're going to see phonological awareness, phonics and high-frequency words and I would attribute all of that to our awesome curriculum that we have at the primary level that focuses on phonics and phonemic awareness and it really sets kids up for success to be good readers, to learn how to read but then we continued to see some concerns around comprehension and informational text and vocabulary.

Shannon:

So it helps us get a starting point and think about where we can go from there and then this is the grade level breakdown but again, you're not going to see any kindergartners and I don't know why that seventh grade is listed there because we don't have any seventh graders. So this is a little bit of an error here. So these are our grades and where they are. This was a great way for us to kind of see where students are and then where we need to head but, what we spent our time on today was looking at the... Sorry. Okay.

Shannon:

I'll quick say this is math. Again, this is lower than normal, but again, it's also the beginning of the year. We knew there was going to be slide and so that's where we were for our grade levels, but we spent our time really thinking about these charts. So this is something new where they break it down instead of into three levels, they're going to show you five levels.

Shannon:

So this is above grade level, these like sort of dashes here, the slashes on grade level, one grade level below the red is two grade levels below and then this scary thing is three or more grade levels below. So this is for math and this we were able to break down in some additional ways. So beyond grade levels, we were looking at specifically some demographic data to see how it breaks down when we look at race and ethnicity, when we look at our ELL students, when we look at our sped students and our students who are economically disadvantaged, students with 504s and our white students, and so that helped us really to kind of name the things that sometimes we suspect and often what you see and learn in research that there are often achievement gaps with marginalized groups.

Shannon:

So this was good for the staff to see and to be able to, to think about, okay, so what does that mean, how does that match up to what we see in our own classrooms and in our own personal or not personal,

but in our own class i-Ready data, and then what actionable steps can we take to help reduce those gaps. So this was really good information for us. This is the reading. It's very similar, and this was facilitated by Staci Intriligator our school designer who helped to do what we call, a data for equity protocol, where we really were able to take a look at this information.

Shannon:

So I'm kind of scrolling quickly, but I'm hoping that you have also seen this in your folder as well and I'm happy to take some questions or wonders?

Speaker 5:

Sorry, I tried to find it in the folder and maybe this goes back to [crosstalk 00:53:43] in George's thing and the folder was empty when I put i-Ready assessments. So I don't know if anyone else is having trouble.

Shannon:

You might need to refresh Jess. Oh wait, you mean the fall 2020? Did I take it out by mistake? Nope. It's there. Do you see where I am?

Michele:

I was able to get in earlier today.

Tracy:

Yeah. I can see it.

Shannon:

The other thing that's in there that I didn't show you, but this information is from last fall to winter. So you can kind of see the comparable, which is also what the teachers did today was kind of look at like, okay, well last fall, where were we, is it same or different or whatever. So that was also kind of helpful for us to see and think about. Maggie or Becky, do you want to share anything about the experience today?

Tracy:

I have questions.

Shannon:

You have questions too, okay. Do you want to ask now, Tracy, and I'll let Maggie and Becky take a beat?

Tracy:

Okay. You had mentioned the slide, so I was curious... Like the summer slide. So I was curious to know the results this year in comparison to last year. Just curious, because kids were out of school basically since March and trying to do some kind of virtual something that extended beyond the summer. So just kind of curious about comparison.

Shannon:

Yeah.

Becki:

I know in our class, I mean granted it's a different class that we have, but I think this was the most, the biggest year where we did see a drop. It was really surprising when they took the i-Ready tests, like kids that were at grade level or had gone down, even if they were at grade level, but the kids who are below grade level went even farther downhill. So like, I think it was definitely more so this year in my class and I think across the board, like if you looked at it from last year. Didn't we look at that today, Shannon? Like we noticed it was definitely coming into play.

Shannon:

Yeah. Yeah. For sure. There's always a slide as you said, Tracy, but yeah, it was a larger slide than we had seen in last year and then we can't forget that there are these other factors of like how it was administered, but the i-Ready people, their assumption is actually, it would inflate numbers a bit when they're taking it at home and have all this extra time and there's less distractors or maybe even parents supporting that shouldn't be. So there's all those things that could potentially play a role.

Becki:

And I also... Shannon I don't know if this is accurate, but I also don't worry too much about the yellow because when they take it, we were looking at standard view and if you look at beginning of the year view, because like when a fifth grader takes it, we wouldn't expect that they're going to score, like they're going to be grade level fifth grade because they haven't learned that content yet. So if they score it a fourth grader, we take that, but that's pretty much... They haven't learned the fifth grade content yet. I don't know but maybe I'm reading that wrong, but I don't worry so much about the yellow.

Maggie:

I read it the same way Becky and having just gotten the opportunity to watch so many first graders, some of them one-on-one as I proctored via Zoom, they're being given the first grade content first and then if they're not able to do that, you know, the test is adapting to them and I agree the yellow is not my major concern. It's the red and the amount of red and for the kids who are old enough to be able to get that three levels below designation, because they've been in school long enough, those are... That's like the really like ding, ding, ding, ding, big red flag. That's a serious major problem that's going to take a long time to fix

Becki:

Because at that point, you're multiple grade levels behind. Yeah, and I think we saw more red this year than we ever have.

Michele:

So I've got questions about that too. I mean, is it sort of the obvious, related to the stress of the pandemic, like how much of that is impacting that significant slide, not just being out of, well out of school, but in a really weird school model, but just families are under tremendous stress. I don't know how many people have lost their jobs. You know, families are really stressed.

Shannon:

Yeah. I think it's all those things. It's also tricky because we didn't have... We were advised in the spring not to administer the i-Ready from Curriculum Associates, which is the company. So we didn't have as much data to work from to be able to kind of see where they landed in the end of the school year and then where they started at the beginning. So it was just like another sort of factor in the mix but definitely, I think there's so many reasons why they were further behind this year.

Michele:

Well and you talked about how this will help you fashion some action plans or some changes. So what have you talked about with regard to that?

Shannon:

So I could try to pull up the note sheet from today, but Maggie and Becky, do you want to talk about some of the things that you remember hearing from teachers?

Becki:

Yeah. I mean, I think a lot us talked about just structuring. It was hard because at that point we weren't sure. Like it's different if you're in school or if you're virtual, what you can do but we did talk about RTI groups and it helped us inform who should be in RTI groups. I know a big concern I have with math and that came up when it came up with a few different people is I don't think our math program is one that lends itself to differentiate enough and it doesn't lend itself to do response to intervention.

Becki:

So to me, I think that's a bigger thing that we can't do really class-wide, but as school-wide, I feel we really need to revisit our math program. I don't think Engage New York is the best math program to be using for kids and I think I'm not just saying just my opinion, I think that in general, I saw nods of heads and some people agreed, but Maggie wouldn't you say mostly you and Shannon, you heard that people were just thinking about their RTI groups and who would be in their RTI groups.

Shannon:

Yeah. So here's-

Becki:

Oh, there you go.

Shannon:

Here's what we had. So this is the protocol that we followed and so anyway, there's like lots of observations in here. This is where we were making those observations collectively, but also separately but then this is where we named some next steps and one of the things that I heard from a few different... So not only is the math curriculum not lending itself to differentiation, but also we're questioning the sort of white influence of the curriculum and wanting to look deeper at where it might not be strong.

Shannon:

So I think that's something else... Like some teams were taking sort of high leverage, like let's look at curriculum and others were taking it in this sort of like, here's a next step that would be an easy lift for

us to make a change tomorrow kind of thing. So for sure, it helped them think about intervention groups and also about how they might differentiate within their small groups and think about cultural relevance, but then also thinking more high leverage of how are we going to explore, especially math curriculum because it's been sort of a weak point or a topic of conversation for quite a while now.

Tracy:

[crosstalk 01:02:19] I was just going to say, I definitely... Oh, sorry Elizabeth.

Maggie:

I just want to know RTI, I want to make sure that I get-

Shannon:

Sorry. I should not talk in an acronyms. Response to Intervention, is what it stands for and it's a system in place to identify who needs additional support, and then what level of support. So someone who is in that red category needs the highest level of support from not only teachers, but from the intervention team that we have that we've really bulked up in the last year and so they're taking the students and working with them in addition to their already, the instruction that they're getting in the classroom. Does that make sense?

Maggie:

Perfect. Thank you.

Tracy:

I was going to say, I appreciate both... And sorry, Ryan. I'm like hopping over people then I see boxes like the light up. Sorry. I appreciate the "both/and" in terms of like thinking about high level curriculum, but then also thinking about the things that can be done possibly tomorrow when I see the breakdown, and I also appreciate the fact that you did the breakdown just based on race, ethnicity, learning style, that kind of stuff. It gets easy for us to kind of look at the individual and say, well what's going on with them, but not necessarily consider what part we play in that.

Tracy:

So I think the curriculum piece, I really appreciate, and also knowing there's a sense of urgency too and so having to find what can we do right now at the same time. So kind of trying to find that balance, if possible.

Ryan:

Then I was just going to ask, is there historical data on this? What's the realistic goal for one of these students in the red? They're only there through six years. Are you trying to get them back to where they need to be in the green? Is that even realistic or because you're... It seems like at that point, then you're trying to cram a lot into a lesser amount of time.

Shannon:

Yeah. So our goal is to try to get students to be on grade level and across time, I think we've seen some significant growth. Do we get all students to grade level by the end of the year, no, but we get them closer to closing the gap and it's always really exciting to see the differences between the fall all the way

till spring when they take that final i-Ready but it's... I think the one thing that we've been really focused systemically is to think about tightening our RTI (response to intervention) systems so that it's very clear the pathway that we need to take to get a child, what they need quickly and then efficiently so that they can make the most growth in a year.

Maggie:

May I add onto that?

Shannon:

Yep.

Maggie:

Just a data note that i-Ready does offer, like kind of a typical growth number of points-

PART 2 OF 5 ENDS [01:06:04]

Maggie:

As offer like a typical growth number of points that you would expect to see across a year. And then it also will give you the stretch growth of if a child is going to make additional growth, here's what you might try to aim for. And it gives you some ideas for a path to take to make that happen.

Jessica:

So this might be ahead in the game on the schedule, but just seeing such a big slide and from the teacher's standpoint that this is a bigger slide obviously because of COVID, and one of our biggest fears. And if we're going to eventually jump off that cliff and go fully remote, I was just wondering is there any thoughts to having a conversation with the families that are all virtual right now, like the lessons that we've learned? Because I can tell you and you know me with my personal stories, I always feel like when they're little they're learning how to read, well, they're learning how to read in a very different way than I learned how to read.

Jessica:

So from a family standpoint, even when you have a full-time parent at home, which I know not many do, it's still a very difficult transition, even if you have all live lessons it's difficult. So I just feel like we've learned so many lessons being home with my kids, that it would be really great to share. And I have personal experience that one of mine is not a great reader and she's had one-on-one help and it's tremendous what that's given her and how I can just hear it in what she's changing and what the school's provided for her. And I just... I don't know, I just feel like I don't want us to slide more into the red because we might be going fully remote and I can see sometimes hiccups or not.

Jessica:

No matter how much we don't want that to happen, if we don't come together in a partnership it's probably going to keep happening in some sense. And we learned with our own little virtual pod of four sets of parents in our cohort for third grade, that we worked really well together. And just the families having conversations like, "Hey, did you know how to do this? Or do you have any ideas about this or

anything?" And I just feel like as a school we could do a really great job if we come together and partnership even more than what we already do.

Michele:

And building on what you're saying, Jess, I think... Or at least I think it's connected. What I've been wondering about through this is how can we maybe connect the work that you're doing from the teacher side with diversity equity inclusion in that team, and maybe you're already doing that. I guess knowing where the red areas are knowing that there's always going to be a challenge in the subgroups, particularly the groups that the state is looking at, whether it's special [ed or ELL 00:02:47] or free and reduced lunch, whatever that is. But I guess without knowing when you test again, and I agree, I don't want us to be two months down the line saying we were red here and now we're red here. So I don't know just think creatively.

Becki:

What does make me very nervous is that I teach fifth grade, so this year the kids in the spring, we did Zearn as math instruction which I'm not going to do when we go fully remote, I'm just not going to do that, but the whole school did that. And so when our kids came in, in the fall, the fifth graders, I had two kids in a class of 32 who had any knowledge of fractions. And that was what the Zearn lessons were on in the spring. And so I couldn't start them in fifth grade fractions because they had no knowledge of fourth grade fractions.

Becki:

So I have spent this entire 12 weeks teaching fourth grade fractions to fifth graders, which means they're not going to get a lot of fifth grade content because we're already a third through the year. So that means that when they take this test to the end of the year, the red is going to be bigger because they don't know the fifth grade content. And then next year when they go into sixth grade... I'm just overwhelmed thinking about it. I don't know how to get that, to make that red go down when I can't even teach the content from the grade level because of what they missed out on last year.

Tracy:

Oh, I mean, that makes so much sense, Becki, and as a parent thinking about that myself that when they're out again in March at the end of second grade, I signed my daughter up for some out school math classes just trying to keep some skill there, but also just knowing I'm educated and I don't know this stuff, so it's just like I feel you seriously. What to do with this and to Jess's point the possibility of going all virtual and sliding even further is really, really concerning to say the least.

Shannon:

I do want to say [crosstalk 00:05:20]-

Tasha:

Oh, I'm sorry.

Shannon:

No, go ahead.

Tasha:

Just Mr. Dolgos, when he's teaching math lessons, he has to review fifth grade math in order to get a concept of ratios for sixth grade math. So he's always doing I think what Becki is doing is backtracking a whole grade level because they were on Zearn in March. And I can tell you they did not retain anything from those lessons. And so you have a lot of kids who haven't had math instruction for months and then summer, and then anxiety and blah, blah, blah.

Shannon:

So, this is a good transition into the next part. So I think we all have learned a lot from March and March to June. It was a time when we were completely reactive and it was a desperate times call for desperate measures. And so there was a lot of like, "We're just going to put this out here and then we're going to do this. And, oh, let's find Zearn and here it is." And not really knowing or having a chance to do the research to know what was best for kids. And so we're in a different position right now. And so I want to start there, we're in a different position and we know a heck of a lot more now than we did then about the best ways to teach kids and what works and what doesn't work.

Shannon:

And Jess to your point, I completely agree. I think the more that we can talk with families the better, and no, we haven't had a virtual parent forum, I think it's a great idea. But what we have is a lot of data from teachers talking with their virtual parents and along with all of the other kinds of things, the diversity equity group, the family association meetings. There's just been a lot of times for us to be able to get quite a bit of information from families and to be able to hear what's working and what's not working through surveys as well. So I don't think we're going in blind, but I do think that's a great push to have a specific meeting around that sort of cohort. However, I will say that going fully remote is going to be different than being fully remote right now because being fully remote right now...

Shannon:

And I know our three parent reps are in this boat, that is one of eight schedules that we're running right now in the hybrid model, right? So it's not like teachers are giving their full attention to that. And it stretches them, and you, and students, and everyone really thin and is not the most effective, but it was something that we needed to make sure that we offered. And we did a lot of things to try to make it better each and every day. And I don't think completely got there and again, lessons learned, right? So I want to talk a little bit about that cliffhanger I kept bringing you to. So when the reopening task force met Monday night and.... please chime in if you are on that task force and would like to share more to, we had a very long conversation about which way to play this.

Shannon:

So being in the yellow zone, we are like on the cusp of going orange. And if we're on the cusp of going orange, orange is going to automatically shut us down, that's the way that it's written in the State. So we can wait until that moment happens and then go for virtual and be ready for that, or we can try to hang on to a natural break and then go remote to get ahead of it. And so the task force weighed many reasons why one would be better over the other, but it felt like the best thing to do was for us to be in the driver's seat rather than COVID. And to get ahead of it and say, "Okay, after Thanksgiving break we're going to go remote." So that is the recommendation to be in control.

Shannon:

And there's many reasons for that, one major reason is that if the teachers have the mindset that that's going to happen, then we can put all our eggs into the basket of figuring out how to best have a very consistent clear schedule with the right ways to approach student learning. Knowing what we've learned from the fall and from the spring, making sure that we have lots of small group instruction. There were actually many students that benefited drastically from having this one-on-one time, especially our special education cohort, having that time with just their special education teacher with Chromebook, it made it personal for them. So we did learn that some students actually thrived in this sort of setting others did not, so we had to figure out like, okay, what's the best course of action.

Shannon:

I think the other thing is if we think about preparing our families and our staff for a timeframe, rather than like, "Okay, we're going to be out for a couple of weeks and then we'll try to get back in. Oh, No, we can't, we're going to be out for another couple of weeks." Which is what we were doing in March. Would then we're causing havoc for our students, for our families and for our staff. But if we say, "Okay, we're going to plan to this date. And then if we're able to come back before then, great, but we're planning to be out until this date." So the reopening task force believes that we should according to our plans, stick with the plans and stay for the entire expedition remote, which means that we would be remote from Thanksgiving break until March 12th, which feels like a huge pill to swallow.

Shannon:

So I think with the caveat that the task force would be meeting monthly to take stock and how things are going. And if the numbers are showing that we are improving, there's a vaccine. Whatever that might be that is showing us that there's promise, then we could certainly come back before then. But if we say, "Okay, here we are from December to March, families prepare staff is ready. Here's the consistent schedule here's what's going to happen." It feels like we're setting ourselves up for a much more successful remote experience for everyone than what it was in March. The only other thing I want to say, and then I'm sure there's ready... I'm ready for firing questions. Is that in the hybrid model, we actually were only teaching two... In a sense two lessons a week because we had to repeat for the other cohort.

Shannon:

Whereas in the virtual model, we'll be able to be synchronous with all of our students. So we'll be able to have a new lessons four out of those five days, which is really encouraging and it actually may move us a bit further. And I know I'm saying that with a lot of... No, I know remote is really scary, but there are some many, many promising things to taking this direction. So I'll pause there for questions, comments, and suggestions.

Jessica:

I totally understand. And as you know my family has been remote so that is... I get it, and from a teacher's perspective I extra get it. But I am very concerned about certain students and the heating problem, we're in the middle of winter, free and reduced lunch. And I know we learned a lot of those lessons in this spring, those ones even in our core, a single parent is much different remote situation than a parent that's able to help with their child, and so those discrepancies or the diversity's even grow more. So I feel like we need to have really, really strong policies in place, I think the attendance policies cannot stay like the way it is right now in the sense that if you miss one class you're tardy, that's just not feasible for most families.

Jessica:

And then my last question is the science museum, are you guys planning on still having spots available for GCCS families full time, like five days a week?

Shannon:

Do you mean the Curiosity Club? Is that what you meant? Yeah. Alison, did you want to say something?

Alison:

Yeah. So right now Curiosity Club has been formally extended through January. We have been in conversations and building budgets to support that program through the end of May for this school year. And kids can come as many days as families need.

Tasha:

I also had a question, I'm sorry. Just from my teacher's perspective, how does that... Does it lighten the load and planning going all virtual versus hybrid or does it start whole different extra work to come up with a viable virtual four, five days a week?

Shannon:

So I think [crosstalk 00:15:50]. Go ahead.

Maggie:

I think that's a really great question to ask and I'm not sure the... I do think that having everyone in on the same schedule is going to be hugely helpful for pacing, but the challenges that it creates, especially I think this is true across all the grades, but the challenges it presents with the limitations that are of how we can get materials to families, the availability of people at different times of day. There is a new set of hurdles and I'm not sure yet how those will shake out the amount of time that we need in order to plan for both hybrid and remote learning. Absolutely that this is going to shrink that. Yeah, the question is really... Is that time now going to be taken up by preparing materials and getting those to people.

Maggie:

I'm personally quite happy to spend more time in small groups knowing how effective that is, but I think it's a good question. And we don't know yet. And I will say that I was in tears over figuring out our schedule today because even with having everyone the same, getting it to work out in the best possible way was a truly mind bending puzzle. And that is with the knowledge that our best laid plans are not going to work for everyone. And there's going to be challenges.

Tracy:

Yeah. I'm trying really hard at this point to not be reactive and just wait to see how things shake out. The suggestion that I'll make is that Shannon, I appreciate the messages that you send to the entire school. I think there has to be uniformity in the messages that come directly from the teachers, because my experience of the email that came today from the teachers was not helpful. It was a little bit more anxiety provoking, even though there was a line in there that said this is not meant to provoke anxiety.

Tracy:

Well, that's what happened because we don't know what this is going to look like. So now you're talking about, "Okay, we're getting rid of the cohort model." So, here I reflect back to March when you have 30 plus kids on a zoom and that's chaos and what we have experienced with the small group zoom that it took a while to feel like, "Okay, that's working," But it finally feels like it's working. And now it's like, "Oh, we're not doing that anymore, but this isn't meant to provoke anxiety, it really is just meant to check in." And so I think some coaching or something around how these messages are communicated needs to happen because it just wasn't helpful.

Shannon:

Tracy, I'm sorry that that happened. My message was not to communicate to families about this, so I'll talk with you offline about that. I haven't even seen that email, so I'm not sure I need to go and see, but my message... Because this meeting needed to happen first and we need to have consensus here before we had... Before there was messaging to the families and my message from whenever that was Monday night or whatever was to prep because I think whether we decide or COVID decides it's going to happen. And so we need to get our mindsets ready. And so yeah.

Tracy:

Yes, yours was definitely helpful. I think I had just watched the news with the Adam Bello and Dr. Mendoza and then I saw your email I was like, "Okay, I see it, we got it, today it was like, "Wait a minute. What?"

Shannon:

No, I'm just going to chime in for a minute before there's more questions just to try to help ease a bit. I want you to know that I... I don't want to say this in the wrong way, but Maggie is a dedicated person. I don't want you to think that because Maggie was in tears everyone was in tears because there was actually a lot of people who are feeling pretty successful and Maggie, I love you. And I know that you are thinking so hard about every single student and how to make sure that you're meeting their needs. And there's a lot of heads in the game around your class, including me, I'm going to get to teach some of her students, so I'm excited about that. So what I think I took a lot of time today, more time than we were planning to have teachers really digest this idea and think about what if this made sense.

Shannon:

And so each grade level had a chance to talk and then shared their consensus around it. And there were a lot of... I'm looking at my notes here. There were a lot of... First of all, the overall consensus is yes we feel like this is the right move. I don't think everyone is fully behind it, I don't think anyone really wants to go to remote, but it feels like it's better for us to be in the drivers seat than for COVID to be. And the concern is that there was a really interesting point about, "Okay, well we could wait, but we're waiting for someone to get sick in our community." And is that the right message for someone to get sick for then us to close down and sickness can be severe. So there's some worry around that too.

Shannon:

also..I'm trying to see some of the other things that were said, the idea of establishing routines and relationships and getting a really strong schedule in place that's consistent. And yes, we are totally thinking differently about attendance. So that is an important piece to making sure that we are as equitable as we can be. And knowing that families aren't able to be next to their children with instruction. So the proposal or where we went today with our scheduling is to think about a lot more

live zooms, but in much smaller groups. So yes, there will be times when you have morning meeting for 15 minutes, but you have a whole class, but then a lot of the day is going to be set up and especially with the younger kids, more rotations in very small groups. But we're trying to keep it super consistent.

Shannon:

So a lot of the core academics are in the morning and then it's arts and SEL in the afternoon led by our two greats from the social emotional learning team. So it feels like, again, we're getting ahead because we're trying to really think about what is to be the most consistent. We're thinking about pickup times and not letting any instruction happen during that pickup time, if someone is coming for food or for materials, what we can get in cans before anyone even leaves so that we really are in a good, strong place to start.

Mark:

So Shannon and everyone, I would encourage... If it is remote learning, I would encourage you to not consider resources an issue. So in other words, whatever is needed to make the right thing happen to have education happen. So, I have no idea right now, whether there are technology issues or resource issues that the board would be able to vanquish. I think that's what we should be thinking about, if the plan is to go remote we should try to make sure that the board is doing whatever it needs to do to not have anybody fall through the cracks. I guess that's the whole point of what I'm saying.

Michele:

And I want to call out... [vellise] put a question in the group chat box. So what will be the services or support offered to the students if we go completely virtual?

Shannon:

Thank you for voicing that. So when we make whatever decisions sort of comes out of tonight, especially I think it's important for us to be in consensus with the board too. I'm hoping by Friday, there'll be something that we send out to the families, which includes kind of high level view of what the schedule will be, so that it's clear that even though you might have a kindergartner and you have a sixth grader here are the overarching, this is the general time that these core things are going to happen. This is the general time, this is going to be dedicated for lunch and other things.

Shannon:

And then this is the general time for the arts and all of them. But along with that, Lauren and Kyle are working on... Our social worker, I should say and our restorative practice coach are working on specific resources that for childcare, for food service, for health, mental health, and physical health, to be able to get out to families, not only in a one pager easy stop and shop sort of thing, but also to have to touch base with the families that we know are going to be in need of those things and be available for that. In addition, they are building into the schedule times that they're going to be available for families to reach directly to them when students are in their own instruction, families can zoom in with them specifically and ask for support or recommendations of resources that they need.

Shannon:

So that's part of something they're building already into their schedule, along with individual and small group times to work with students on mental health and wellness. And there's going to be some

mindfulness every day. And that's something that will be an opt in if students would like. So those are some of the resources and we are looking into whether it's feasible or not to also offer food service like we did in the spring for our families to pick up food. We don't have the full answers from Julia yet. And, the answers as far as what it takes for us to get that done. But that's our plan is to offer meals for everyone, not just for our free and reduced students, but for all, if they want to.

Michele:

Thanks Shannon, I want to make sure that we get enough input. This is a pretty big-

Becki:

I'm sorry, I'm going to try to get through this crying. I'm sitting here crying as Shannon's talking. So I was one of the vocal ones today against us, and there was a couple other people with me, but I just want to share a different... The feeling that I have, and I'm really worried about kids mental state. I don't think that we can do all these things, but kids need to be with kids. And I just saw how depressed kids would show up on zoom and in the spring and just how deflated they were. And I just can't wrap my head around the fact that this is until March. I think I get it, I get that we're getting ahead of this, but I also feel like it shouldn't be up to the staff, I feel like it should be up to the County executives to tell us what we're doing.

Becki:

And I also don't think we should close to a March just because it's the easiest thing for staff. I think that if there's opportunities to open, we should open. And I feel like we should communicate that with parents, that this isn't for sure till March that we will come back and have check-in points to see.

Becki:

I think we have to think that it's about the kids first and yeah, it's hard, it's hard to like jump right from virtual to go back to hybrid and then go to... But yeah, it's hard, but this is really hard for kids, and if we can make it better for them, that's what we should be doing. So I'm sorry. I'm really emotional about this, but I hated virtual learning, I hated not being around kids everyday. And I just really worry about some of our kids that didn't show up and didn't do the work and how much farther behind they're going to get. And a lot of these kids were economically disadvantaged and I don't know, I'm just... That's my point is I just would like us to not set up it's a March date, I would like it to be more of we're going to revisit it.

Becki:

And I also am so torn because I keep getting... I live in Webster and I keep getting emails from the superintendent daily that there's 10 kids here who have COVID, there's two kids in this school, two kids in the school and they're not closing and we've had no cases. And I understand, I don't want someone to get sick, but the email that we got today from the superintendent said that the testing is just going to increase the denominator. And when we increase the denominator, the numerator is not going to increase as much. So he said that we'll probably back in the green in two weeks, now granted he's Mr. Positive, I don't know if that's the case. I just worry that...

Becki:

Anyway, so that's the message I'm getting from Webster. And they quoted Mendoza and he said I want kids to get back into school. And he said, it should be about two or three weeks of testing. And who knows, that might be a bunch of bull, but I just had to get my opinion off because I was feeling sick and I was trying to be really quiet and not say it to the board, but I just had to because I'm sitting here crying.

Michele:

Becky, I have to just say that is exactly why you're here. Please don't stay quiet, your voice, Maggie's voice, the voice of the teachers, the voice of the parents, it's critical. So thank you.

Becki:

I just don't know if my voice matches enough teachers to say it, but it matches at least [inaudible 01:37:35] that I know.

Michele:

And that's what's important.

Shannon:

I'm just going to interject for a second because I didn't have a chance to say this to you today. I did say to Lisa and Stacy, as we were debriefing what the day that I think even though your opinion was different from many of the others, at least in the way that it was shared today, I still completely value it. And your co-teacher said, "We are different, but we, we would appreciate not being convinced otherwise, but we're still willing to go with the consensus." I think it's so valuable and important that we have different opinions here. So I am completely glad that you shared, so I hope that you didn't think that was [crosstalk 01:38:28].

Becki:

I have a husband who's had a kidney transplant, he's immunocompromised. So you think I'd be one who is like, "No, have to be home." But I just don't want to make that decision until March. That's all.

Shannon:

Thank you, Becky.

Tracy:

Well, I just want to say, I appreciate to Becky the emotion, because even again, reconnecting to the email that I got today, it was like, "Don't piss on me and tell me it's raining, okay. Because right now who's needs are-"

PART 3 OF 5 ENDS [01:39:04]

Tracy:

... leaving. Okay. Because right now, whose needs are really being centered here? And so to an extent, I'm like, do I even get to feel that way because I'm a parent who my child is all virtual and has been since the beginning? But I think to just be honest about where people are in this, teachers don't necessarily have... A majority of teachers don't feel comfortable. I don't blame them. I don't work in the school every day, so I get it. But also to just kind of be honest about where we stand and instead of sending the

message of like, "Oh, this is just going to be great for all of us." And is it really? Is it really? Let's just be honest. Let's be transparent. Don't give me the spiel because it doesn't do anything besides put me in the yellow zone. So I appreciate you sharing.

Michele:

Thanks, Tracy. I'd like to just take a pause and just in terms of time to facilitate and invite others who perhaps haven't had a chance to speak. Everyone's voice is really important. This is a very large decision and so I'm going to stop there and just ask others. And if you haven't spoken yet and would like to, please, do so.

Ivelisse:

Hello everybody. I'm finally able to speak and not having to type. I just... I want to say Becky, I feel you. I work in the school as well and it sucks not to be able to have contact with my students and I've felt depressed. In all honesty, I feel depressed not being able to connect with my students and not being able to be in the building and it's just there's... It really sucks. I'm sorry for the term, but it does. With that being said, I agree that we should think ahead. If we are right now on a yellow zone right now, they just until December, I think Cuomo did the other executive order that everything needs to be closed by 10:00 and that gatherings needs to be just on between 10 people or less.

Ivelisse:

And I don't... Flu season is around the corner. Snow is not even here yet. And I think that the fact that we haven't had a case and the school is great, but I don't want us to wait until the State says we need to close. And that back and forth, it's stressful opening for a couple of months and then closing for another. And then what's going to happen next after this? Another few months? That doesn't bring... In my opinion, it doesn't bring consistency and it brings more stress in a society because we feel like we are in the air every few weeks and every few weeks we need to make this huge decision, those of what's going to happen again. And I feel conflicted because I do want to be... I know how it feels to be wanting to be with kids. I know that the kids want to be. Once we'll be in school, my kids have been completely virtual since everything started and they're dying to go back to school, even the oldest that hated school, he's dying to go back.

Ivelisse:

So I understand that, but at the same time. I'm trying to think of consistency that it's also important for kids. Consistency is also important. So, in my opinion, while it really tears my heart, I think that we should go, we should really be ahead and think of a consistent plan to be in that driver's... I like how Shannon put it being that driver's seat instead of waiting for COVID to make the decisions.

Michele:

Thanks, Ivelisse. I appreciate that. Others? I really do want to make space for folks who haven't had the opportunity to speak, but I also don't... I'm not going to put people on the spot, but I'm gathering that... So I have a bunch of questions, but I'm really trying to hold.

Allison:

And with this proposal, if you guys stayed remote till March and then things were in the clear to reopen, would you reopen with a hybrid model or with the hope that everybody can be in person?

Shannon:

So it feels like from the staff conversation from Becky's push and from, well, from those things, it feels like maybe what should happen is we say families prepare, staff prepare going to March. However, we're going to revisit in January. Well, we're meeting in December, but we're going to revisit in January, see where we are and then consider like a phase back in to hybrid. Whether that be, I know RCSD, I don't know if this is still the case or not, but RCSD was considering bringing back students with IEP first and then slowly bringing others back after January. I'm still considering something like that or... I don't know. And we can also kind of evaluate with maybe it's much more effective for our older students than it is for a younger. So we'll bring our younger back first and then slowly place our older back.

Shannon:

So I think we can think about some of those things and I think... So, I'm wondering if the proposal really is: plan for March as worst case scenario, but there is this possibility that we could come back earlier. And as one teacher said so eloquently, "It's much easier to drop everything and go hybrid, so drop remote, and go hybrid than it is to drop hybrid and go remote for families, for teachers and for students." So I guess I'm hoping I sort of circled around the answer Allison, but I hope that makes sense that... Yeah, I think there is possibilities of like phasing back in. I don't think we'd go straight from remote to all in-person. I don't think that would be a smart move, but I think we could phase back into hybrid or just jump right back into hybrid from where we were.

Michele:

All right. So I've got a number of questions, some of which have come out. It seems to me that we've got some degree of hoops we need to go through for whatever decision gets made. And to be honest, I'm uncomfortable not having something in front of me to look at like the idea of going remote to March? I got to say, I love the teachers. I want to support you. I want to be consistent, but I'm just not in support of that. I'm not having a final... That feels so huge to me and too much of a commitment of meaning with the potential sort of disenfranchising children that I'm really uneasy. I'm really uneasy with that. I'm whatever language what you were talking about Shannon... And I think I'm not sure the communication with parents, I'm very uneasy about...

Michele:

I'm not a parent of a child that GCCS anymore, and I could feel myself going. I have a child who is in a hybrid pro plan. I mean, he's in 11th grade, but I just heard him last night that today's Veterans Day. He said, "I'm so glad we don't have school today. I hate Wednesdays because it's totally online." And this is a teenager as opposed to a first grader and a fifth grader who's learning fourth grade fractions and... Yeah. So I'm really... I'm just not okay with the whole March thing. I'm not with having that be the proposal. So I don't know what the requirements are at this point. I'm wondering what, what plans I would need to see more in order to feel like in good conscience as a board member, I'm making an informed decision to say, "Yes, I vote to approve going remote till this date. I heard, I can't remember I don't know whether it was Tracy,

Michele:

I can't remember who as a parent talked about the smaller groups versus a Zoom room filled with 35 kids. I have more... I have so many more questions about how's this going to work to switch over in a matter of a couple of weeks, potentially for through March.

Shannon:

So I have... I'm not sure what... So, first of all, in the folder, there's something called COVID-19 updates and instructional plan revisions. And so that has a bit of information of the updates from our 50 page document that we put out in the beginning of the year. [crosstalk 01:49:18] I'm not sure it answers the questions that I think you're thinking about Michelle, which is more of like the aberrational things or what does the schedule look like?

Michele:

So the COVID updates, it said request access. So I was making the assumption that you were going to be presenting something to us that we would be looking at and so I didn't-

Shannon:

Okay. I'll share my screen [crosstalk 01:49:42] so that you can see what that looks like, but... So the piece the tricky piece and it's like March in that we don't have time to wait a month to decide.

Michele:

Exactly.

Shannon:

So I'm not sure that we can... So I would like to prepare you with whatever I can knowing that yeah, we do have questions. But I'd be happy to share with you the master schedule that we looked at today and that teams worked on making specific, but this is the document that I had in there. I'm sorry. It didn't translate to being shareable for everyone.

Michele:

So [inaudible 01:50:29] let me just ask. Am I the only one? Because I'm willing to accept that maybe I'm the doofus who couldn't open it.

Tracy:

No.

Shannon:

Well, I've spoken to a lot of these things that already in here.

Michele:

Yeah.

Shannon:

It's written in a formalized way, but these were... This was the updates of the things that we've done since we've opened to make sure that the community was engaged, the level of surveys that were returned, the communication [crosstalk 01:50:56] graphs that we've already looked at. So it's just raised in a different way, okay? [crosstalk 01:51:01] And this is the... So this is the sort of new piece around November 9th. We went into yellow zone, dah, dah, dah. This is where I think as we, as a board talk, if we are deciding to go fully remote after Thanksgiving, I would add more to this messaging as to why to

make sure that's really clear, but this is what the proposal was from the reopening task force. We would continue in hybrid until Thanksgiving break just as we had planned.

Shannon:

And over the winter, we had in here, we said, we were either going to stay hybrid or go all virtual. So this is not like a complete surprise, but it felt like out of the two, this was the better option and the plan was to stay with something through this entire... [crosstalk 01:51:56] I understand. March feels like crazy away, far away, but we also know that we have two major breaks happening and most schools are considering some not returning until two weeks after those breaks are over to help reduce exposure. So we're looking at mid January, then there's a February break in there. So there's just... There's a lot of points where we aren't going to be together and opportunities for exposure. So I think that was another reason why we thought let's plan till this spot. I absolutely hear what everyone's saying though. So I think we can pivot and say, "Okay, so plan there, but this is where we're going to make some decisions again about if we can come back before then."

Michele:

And what about testing? I know you mentioned it a little bit about the nurse. [crosstalk 01:52:59] Have you thought about that?

Shannon:

So this is what I know, which is not a ton, tomorrow night as I said, is the Dr. Mendoza meeting with charter leaders. So we know from the media, from Dr. Mendoza, from others that New York state is apparently supplying all schools with tests. I know that is in motion because an email came through yesterday at 4:30 saying, "Tell me how many tests you need." So I know that I can order those tests. I know from what Dr. Mendoza said, that you don't have to be a certified medical person to administer the test. However, you do have to... However, that's it's sort of a band-aid testing procedure from the Monroe County Health Department until our school can become a certified LSL and I have to look up what that stands for. Again, it's like laboratory service, something, and that is pretty extensive.

Shannon:

There's an application and a fee to become a certified site and you need to have, and I'm going to find this thing, you need to have a podiatrist, a physician, a nurse practitioner, a dentist. There was like all sorts of different medical people that could oversee it which we have none of those people on site. However, [crosstalk 01:54:30] can oversee multiple sites. So I believe Dr. Mendoza might say, tomorrow night, we will get this person to oversee all charters and that way you can be this LSL site. When those tests would come in? I don't know [crosstalk 01:54:49] how long it will take me to... Yeah, go ahead.

Michele:

I asked that because if you're not able to, if we're not able to test, that is a non-starter. I mean, that's my understanding is that kids are going to have 20%, but what you just said. I know that I just got the email from superintendent for Jack school. So if it's operationally not feasible for us to do that, we cannot be out of compliance.

Shannon:

So here's what... The other thing that I... There's some conflicting information I will tell you that one of the things I heard through an authorizer call is that New York City, as you may know, has been testing already for a while and they were able to tell their community who is needs to test that week. And then you go out to go get it tested somewhere else. So it's up to the families and the staff members to go and do it on their own and come back with a receipt to bring to the school as evidence of being tested. I think that that's a possibility until Thanksgiving break. We could try to get by that way. It's also confusing because even though we're named in the yellow zone, as far as I know, Adam Bellow has not signed on the dotted line to put the executive order in for mandated testing yet, that this was sort of the week of information and that was going to go into effect early next week.

Shannon:

So really we're looking at one week before spring break. I'm sorry, Thanksgiving break, Thanksgiving break. And then we could potentially stay open in hybrid in November and try this testing thing out then, but we, the way that the percentages are rising and I lean on you, Michelle, it, to me, it seems like it, I'm not sure it's going to have a feeling we're going to be in the orange anyway. And then this will be a moot point.

Michele:

I don't disagree. The numbers are climbing at such a rapid rate worse than March indoors. I think you're probably right. I agree, which I didn't say. I certainly agree with being in the driver's seat. I agree with a lot of what you're saying and the rationale, and I understand I'm really, I guess, like what Becky said, I'm just really worried about our kids.

Tracy:

I think we need to make the distinction too. So there's one thing about being in the driver's seat in terms of okay, when we get to decide when we close, but I don't know that we're that much in the driver's seat when it comes to, how are we going to do all remote for everyone? So it, I think to Michelle's point where you started Michelle saying I'm not sure I want to see something in writing as far as, how is this going to work 30 kids on Zoom versus small groups versus this versus that. So like the nuts and bolts of how it's going to work. I'm not hearing us in the driver's seat, as far as I hear that still being worked out and those, that piece is concerning.

Shannon:

So this would probably answer your questions here. Tracy, This was not shared with you because this felt to be honest I'm going to go back to Mark for a minute. High leverage is the board, and this feels operational, but I'm happy to share because of course you need to make informed decisions. But the schedule, this is some of the requirements that I put out as a proposal for the staff around what I'm expecting across the board for our instructional model. I said, synchronous ish instruction so meaning that everyone is getting the same instruction at the same time rather than the sort of asynchronous assignment work. So a lot more zooms, basically a lot more like live instruction happening across the board. That, and then, so there's this piece. I won't read this all out to you, but this is the... At least they need to have four hours of math where I was at ELA and so on for these different pieces that are going to be important for us to move forward in our instructional model.

Shannon:

And then a very important piece that we didn't have figured out in March for sure is how to make sure that special education ELL services and intervention services are embedded into the schedule from the get-go, rather than it be a reaction to, "Okay, here's our schedule and now you fit yourself in and figure out when you're going to service your kids." So that was a large part of the conversation today to make sure that we were thinking about those students first and how they were fit into the schedule. And then making sure that teachers had planning time for where they are. And then there was this last piece we're striving for four to five hours of school instruction each day, except for Wednesdays where it's probably going to be more like three to four hours and Wednesdays would be more... Well, actually, it worked out where there's actually a lot more live lessons than I expected from, from what teachers came up with.

Shannon:

But I did give permission for less live lessons so that teachers could have additional planning time to make sure that they were getting what they needed. Then there was a list of sort of schedule flexibilities things that teachers could have some autonomy over, which is listed here. But I think what you're curious about is the master schedule. So the master schedule has embedded and specific intervention and special education time that is not just for our intervention team and special education team, but it's also for teachers to have definite time where they could meet with small groups or reteach or one-on-one or whatever it is they need. So those were like across the board, those times are going to be dedicated. Kyle, our restorative practice coach actually also embedded time during this eight to eight 45 time for a mindful moment, that would be optional.

Shannon:

So if a student isn't meeting, they could have an additional time for a mindful moment time because we do want SEL or social, emotional learning to be a big part of virtual learning morning meetings would happen for every class across the board from 8:45 to 9:00, maybe a little bit longer for some classes, but I think mostly that's the same and the arts would come they've, they're going to rotate into some of those morning meetings so that they can be a part of that as well. Then there's this large academic block from 9:00 to 11:30, where teachers that's where they did a lot of thinking about, "Okay, how do we want to get math and ELA and expedition into these times, along with additional times later on in the day, but how are we going to make this work? So this is where this was hard for Maggie because she's like, "All right, I don't want to just do 32 students in front of me and Zoom.

Shannon:

I want rotating groups. And I want these groups to be based on this level in this group to be based on this level. And our math intervention person, let's get her in there to run a group." And so there was a lot of negotiating and talking and trying to figure out how to best maximize this massive time while making it consistent for kids. So that it's predictable for families too and then go ahead and-

Maggie:

Sorry. Also bearing in mind, a lot of the tears were around screen time. [crosstalk 02:02:52] There was a puzzle and the amount of screen time just seems overwhelming for everyone involved, but feels necessary.

Shannon:

Yeah. [crosstalk 02:03:01] So a lot of the problem solving was, especially with the younger teachers, how can we have Zoom where we do maybe a mini lesson, then students are doing something sort of independent and we are still on Zoom so that we can manage them and families don't have to necessarily? But then we can say, "Okay, turn your screen on and show us what you've got." So it's those kinds of things to help with supporting students where families don't feel like they have to be the full co-teacher like they did in March. And now, I know that was happening for families [inaudible 02:03:38].

Becki:

[inaudible 02:03:41] We decided we were thinking, "Oh, maybe we'll do half group math, half group yellow so that we have like half the class with us instead of 30. But then we decided that that didn't make sense for us because we wanted to do whole group math and the mini lesson I would teach, but then we can move into three breakout rooms. So kids can have like more like teacher support if all three of us are there whereas if we broke into two, it might just be me teaching half 15 kids the whole time, so that's one reason we made that decision.

Shannon:

Yeah. So then the middle of the [crosstalk 02:04:19]

Jess:

We're missing the other half.

Shannon:

What's that?

Jess:

I think we're missing the other half plus the parents. We've been doing this for 12 weeks at home and I'm telling you the first graders, they are maxed out in an hour and 45 minutes in front of that screen in a day and we're the ones that are dealing with the tantrums and the breakdowns. And so I'm really sad that we're an afterthought like, "Oh yeah, we've gotten some of your opinions, but we haven't really talked to the virtual parents." I know I'm upset right now, but Becki has tears. I have a little anger. I feel like you're missing half of the equation. We don't want you to fully have to take over all the teaching of this when our children are home.

Jess:

I get not every family can have this, but I really, really think that we're missing a big piece by not having the families have more conversations with you guys and just, it makes me sad.

Shannon:

Just you realize that this schedule came together in probably the last 72 hours. So I want you to know that it's not... I hear what you're saying, but I also want you to know that it's this was not the plan. We were planning to come to this meeting tonight to say, let's stick with hybrid, but we had to pivot quickly when we realized we're not going to get out of this. So I just want you to know we're trying to move and we're also trying to lift because we know that right now, yes, you are co-teachers and we were excited about that, but we also are trying to take that off of your plate to do the job that we're supposed to be doing.

Shannon:

So I hear you. I just... I want you also to know that we want to own this too and make this doable no matter what the situation is. So I just... Anyway, but I get what you're saying and I'll own it. Yes. We should do more to partner with our virtual parents. I just want to keep going into the schedule a bit more just to explain that the afternoon is a lot lighter in response to making sure that the core instruction is happening in the morning when there is when things are fresher for students. But this midday is meant to be looser instruct... Well, I don't know. It's meant to be more independent time or even off screen time for a larger chunk of time. Partly because we wanted to plan for the fact that this could be pickup time on Tuesdays and Thursdays.

Shannon:

We didn't want anyone to get in the way of that. This is a independent either movement, time, video, mindful time. It could be recess time. There's a lot of things that teachers are doing with this, but Sarah Johnson's also taking this on to make sure that's embedded. And then the afternoon is where the arts are along with social, emotional learning that is co-taught. So it'd be Lauren and Kyle together who are going to take the class and work with them on social, emotional learning and to help with some proactive approaches around those strategies. So there's those pieces too along with what we had thought about for our professional development staff meeting times on Wednesday afternoon. So where you see open that's where classes or grade levels are open to be able to teach their own subject areas if need be.

Shannon:

But I will tell you kindergarten is ending their day a bit earlier because we know that we're going to get the most out of them in the morning and then they're going to be giving them independent, quiet towards sorts of activities or recess time, or play with Play-Doh time that they've given them. So those kinds of things because they know they're going to get a lot more out of them in the morning.

Shannon:

Do you want me to... I can't actually. I have to skip past what's there and unshare for a second because there's some things that are related to special education, but I'd be happy to talk about attendance.

Michele:

I just, I know I'm one of the ones like this actually helps me feel better because there is something that's that I recognize that this has come together very, very quickly. And I'm thinking back to the reopening plan and we have those, the expeditions and chunks and what we want to do with that. So I think that the reality is we do have to have you certainly need to have a vote from us. We also do need to have a... If we go to orange in two weeks, we don't have a board meeting. We need to be able to authorize you as the school leader to do what you need to do to be in compliance with whatever happens. And if we want to take the approach of saying to, to move in this direction now, I think we'd have to talk about the nuances of what that would look like.

Michele:

And I would... My own personal belief at this point is to be able to say should we need to be virtual? I mean, we're saying March. Frankly, who the heck knows what's going on? It could be for the rest of the year if that's what the county executive tells us. But I would be in support of saying, "We can do this

model if there's a plan," but that it has to be evaluated pretty regularly with the question to the board. This is how we're doing and we think we need to pivot back to hybrid. The clearance is there from the county. I don't want to just wait in order to be able to kind of call that question sooner, particularly, if we have kids who are or families who are really struggling in ways that we just don't know about yet, that's where I'm at.

Tasha:

I had a quick question. Is there a plan for... If you see a kid who's visibly depressed, is there a plan for those kids that are sliding or not showing up, or you can't get in contact with their parents? I'm home. So with Isabelle and even with the weather being what it is, we could still interact with kids. I live within the city block of a couple of kids that go to GCCS. So we see other children, even with expeditions, the one that [inaudible 00:31:55]. We've been able to participate coming nature center, we've been able to participate. So she hasn't been completely cut off. And just to echo what Becky was saying, there are kids that are not in the same position that I am. So what is the plan? If you see a kid sliding emotionally outside of Kyle.

Shannon:

So I think the plan actually is to refer to both Kyle and to Lauren because they are the experts and they'd be able to... Well, actually, before we even get there, the teachers would be touching base with that child and or family just as we would, if a child were showing signs of anxiety or depression or something that was alarming if they were in school. So I think it would be the same. I think we're going to be keenly aware to that and especially if we're working in small groups. I think it'll be easier for us to be able to identify those things even on zoom. So I would say first is the teachers trying to-

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Shannon:

I would say first is the teachers trying to reach out and, and partner with the parents and figure out what next. But then also to bring the attention to Lauren and Kyle to then figure out do we need to intervene? And is there something they can do? Lauren is not a certified counselor. She had a long conversation with me about that today. And she needs to talk to her own supervisor about what is okay for her to do and what is not. As far as being able to support, because technically it's within the walls of the school and things that are adversely affecting the child in the school and they won't be in this.

Shannon:

So we have to figure out like where, where she is able to, and not able to. And then do we refer and are there some resources that we can be able to provide a family with? It's not going to give you like a full, I don't have like a written plan in effect, but those are the kinds of things that we're thinking about. And it would be very similar to what we would have had if they were in school. I see Ivelisse's hand is raised.

Ivelisse:

Yes. I wanted to ask, do we have a connection during, we have in plan to have connections with community agencies during this time, if we have kids that are struggling. We could connect them with case managers or like family service assistance with, I don't know, Catholic family center. Ibero does it, do we have that type of connection that if we see kids that need that extra support, that the school can not provide or school staff can not provide that you can make those referrals to community agencies.

Shannon:

We don't have formal partnerships, actually, Ivelisse before you got on, we were talking about how we want to strengthen our partnership with Ibero specifically and several others. I think that there are some agencies that Lauren has been working with and referring students to and families to. But I think that if you have some thoughts about that specifically, and you'd like to share that with us so that we can strengthen that and be able to bring families to those places. I think that'd be great. Really helpful.

Ivelisse:

Yeah. I can gather some resources. I know that Catholic family center receives referrals for the community and they assign case managers to families. And a case manager will do kind of assessments and decide if the family needs connection with counselors or therapy. If they have any type of physical needs or financial needs, they help them out as well.

Ivelisse:

Ibero does the same thing as well. We have what is called the employment instability department and that department it's basically have case managers for the community. And we have a specific program that works with the schools inside of schools called family service assistance. And it's to help the family be strengthened and be okay, so the kids could focus all of the energy into their education and not having to worry about what's going on with the family. So those are different options that are out there. And like I said, I could sit down and gather more information and resources that I could share with you, Shannon, and with everybody else,

Tracy:

The information will be helpful. I think the personal relationships are going to be even more helpful. So if [inaudible 02:16:12] and is able and I don't know what her job, what falls within her job description, but if she is able to build relationships, because the thing is with lots of programs you have to meet specific criteria to be able to qualify for them. There are wait lists, so yes, there's lots of counseling programs and I can speak as a therapist myself, I got two calls probably within an hour for people, but I don't have openings. So I think it's, if we are going to seek out community resources, that relationship has got to be hugely important to figure out how we could passively fast track people. Not okay, well, we refer them and then they're waiting for eight weeks to get an appointment.

Ivelisse:

Yeah, that is a good point. Again, I don't know how from the top of my head, I thought about Ibero and Catholic family services. I know that that's what the family service assistant program, because there are in schools. They've, if something happens, they follow up with them literally within three days. That's part of... It's part of what they do, but I don't know how, because they work closely with the city school district. I don't know how we could, we could have a partnership with them. I will have to try to figure that out.

Ivelisse:

But again, I'll try to come up with what information resources, and ideas on how we can support the families and students.

Shannon:

Thanks, Elise. And thanks, Tracy.

Michele:

Okay. I'm a very aware of the time and I know folks must be fading.

Michele:

Shannon, what is your ask? Let's just, I think I got to throw it to you at this point and ask you, what are you thinking based on the feedback conversation that we've had that you would want to put forward to ask us to vote on?

Shannon:

I think the ask is that I would like the endorsement from the board to move forward with plans to go all remote after Thanksgiving as a way to be proactive, rather than reactive. The ask is to ask for families to prepare that we could be out as long as March, but that we are going to revisit in late January to make sort of the determination of if that is necessary or if we can come back far sooner. So that's a really long ask. I don't know how to put that in a more succinct way.

Michele:

I got it. I got it. So essentially we would be committing to being, I'm looking at a calendar, being fully virtual for...

Shannon:

It'd be for..

Michele:

Two months at this...

Shannon:

Yeah. I mean instructionally its six weeks.

Shannon:

I don't think...

Michele:

So that's the ask.

Shannon:

That's the, yeah, that's the ask. I don't, we don't need a vote or any... if we go... If the governor, Monroe County Commissioner or we go into orange there is no decision from the board. It's just that's what's happening. It's more of a if we are not in orange and we are in yellow still that's, that's the ask.

Michele:

Okay.

Michele:

So I think it would be important for you. I know you've got the meeting coming up with the commissioner with Mike Mendoza and the other charter school leaders. I would want us to be able to say to parents and the community that we've looked at, we've looked at the options, including the ability... Can we test? What would that look like operationally?

Michele:

This is all, if we're not an orange, by the way. If we're not in orange. If we stay in yellow, that gives us the option to stay hybrid with this whole testing thing. So I think I would feel comfortable supporting this, knowing that we've really looked at operationally that whether that is doable or not. And then, and then...

Michele:

There was something else that, that just went right out of my head, but Oh, with, with the fact that we would be revisiting it. And I think we would, we would want to certainly look at how things are going to shake out at the next board meeting in December. So I think it would be good for us to endorse and make a motion unless George you think... I think it should, I think we need to vote on it.

George:

I'm not sure that it would require approval per se, but I think it's a good idea for you to express your opinion in support of it. I would also think that it would include... The plan would include taking the steps necessary to become the limited laboratory or limited services laboratory, whatever that is. In the meantime, if things develop and you're still in a yellow situation in January so that that piece is in place. It's a strange scenario. So it's a little bit hard to say, but I don't think you can go wrong by expressing your view as to being supportive of the decision.

Michele:

Yeah, I guess I was thinking that S-E-D, I'm thinking of David and Susan, are they going to require the board to say that we've supported it?

George:

I don't... I think it isn't, I think... When I asked Susan point blank what we needed in order to make these decisions on our own, or do we have to wait for that moment of someone else telling us whether we open or close or whatever she said and I think you were in on this email Michelle, she said we have the ability, the school has the ability to do this. Her only piece was to engage the families and the staff in that decision which is what we've been doing.

George:

I agree with George. I don't think we necessarily need the vote, but I do think it's helpful to know that I have your backing. And I understand that this is a conflicting thing. It's an internal conflict for me to, even though I know I'm pushing hard on this. I'm just trying to see the big picture and be not on the reactive side.

Michele:

So if a vote is not required are you... I guess, Shannon, do you... If we don't need to have a vote, I know that there are lots of different opinions. And so the thing I don't want is for there to be a call for a vote, and then have it look like we're not in support of you, if we're all not if we all can't get on the same page and it's almost eight o'clock. I'm trying to be practical. But I also want to make sure that the record shows that we've had robust discussion and time for input... Hang on I see a message. Justin, you were saying, do we have to wait until December to have another meeting?

George:

No, you can have a special meeting.

Jess:

Yeah, because this is such an important decision. Like, and things keep changing every day. Like I could have one opinion today and then we might not even need an opinion tomorrow. So I just feel like if Shannon's only had 72 hours to digest this and work with her team... There's so much more things tomorrow night's meeting being number one. Do we need to endorse tonight? Or can we wait? I don't don't know.

Shannon:

So if we wait and I don't give this message to families, I am risking not allowing families to have time to prepare. And that is the... That's the reason why I'm pushing to move forward with a decision that might not be the right decision. But I'm sure that Leslie Myers Smalls also is not sure of her decision in whether or not to reopen it for R-C-S-D in the fall. I think a lot of this is around gut, science, and what we know and don't know, and just trying to make the best decision and in that moment. And then having time to prepare feels like the thing that...

Michele:

I agree even though I wish we had more time. I have a lot of discomfort. I'm also thinking of the parents and giving them as much time to potentially adjust to something that right now we think we're in the driver's seat, but tomorrow we know we might not be to your point Jess and to your point, Shannon.

George:

I think Shannon seems to feel, and I understand, would like some indication of board support. So while I recognize what you're saying, there's no rule that you have to be unanimous in your decision. But I think it might be instructive to know where people, when push comes to shove, where people would say is, is the best of two bad choices. From Shannon's point of view. I don't mean to speak for you Shannon.

Michele:

So do you recommend a motion or do you recommend that we just sort of a call for a show of hands

George:

Well, I recommended that there'd be a motion to endorse the plan that the school leader has put forth and that's what the vote would be on. And not everybody... That's not to say has to vote yes. But I think that's what the motion would be. Not to authorize, but to endorse, to indicate that you support. And I think that's important for her to know and important for the families to know too, at least it strikes me that it would be.

Michele:

So I'm willing to make a motion to put forward an endorsement of what you most recently talked about Shannon. And that is being able to move forward with the caveat that it is not concretized to March. I don't know how to put that, but reevaluate at the end of January. I think that's pretty critical. So I would, I would offer that. And if someone wants to edit, offer a suggestion, different motion. Sorry, Alison and Elizabeth, that was not a very tidy motion.

Allison:

I'm having a hard time getting this in a sentence or two, but we can tweak it at a time.

Tasha:

Would we be able to revisit it at the next board meeting, I mean the January board meeting, January 13th?

Michele:

I think we have to revisit it at every board meeting. I think we have to be having the conversations of how are we doing with being open, whatever model we're in.

Shannon:

So I also want to say that that was the reason that we tasked the reopening task force to make those decisions. And maybe I made the mistake of muddying the waters of feeling like I wanted the board to have some input on this. But I also want to be careful about too many people in the mix of making these decisions. So we have the reopening task force that's made of family members and of staff who play lots of key representative roles in making these kinds of decisions, including some medical professionals. I'm trying to figure out like where I, where we put eggs to make kind of the final influence on these decisions. So

Mark:

Where did that task force come down? Cause I'm not clear.

Shannon:

That taskforce was formed back in July to, to write up a full re-opening.

Mark:

What I mean is what did they decide most recently? What is their... What's their recommendation? Cause there's...

Shannon:

Their recommendation is to go remote until March. That was Monday night. And then since then the staff, and it's clear from the board to, really recommends that maybe planning to March, but that we would have a serious consideration of coming back far earlier.

Tracy:

Is there all virtual family representation on task force?

Shannon:

No, there is not. I'm sorry. Yes. There is an all virtual parent that wanted to join. I invited her for Monday nights meeting and she did not come. So yes, someone did decide to, to join in, but when the reopening task force was created we didn't know who was going to be remote and who wasn't. So there wasn't a way to, to bring them in.

Tracy:

Oh, yes and no, at this point, because somebody expressed interest, but just hasn't been able to participate. So she, yeah.

Shannon:

She just expressed interest after this last survey went out and reached out to me personally. And so I invited her and then she didn't come to the meeting.

Tracy:

Okay. I mean, I would just ask that more representation on the task force at some point, just to Jess's earlier point about there are families who have been doing the, all remote since the beginning. And still to include that voice because there's some wisdom in the experience.

Kevin:

Do we know how parents would feel about their kids having to get tested every four or five weeks for us to even stay open?

Shannon:

No, we don't know that.

Kevin:

Don't they have to do that... Is it the nasal swab or is there something better now?

Michele:

Nasal swabs.

Ivelisse:

The nasal swabs. So I think that's a very good question, Kevin, because that's actually one of the things that influenced my decision to keep my kids home because the school was going to have to test them almost every other week and it wasn't going to be a pretty picture for my kiddos. So I think that's a good question to ask and have the input of the parents.

Becki:

But this isn't the one that goes all the way to your, this is just... I mean, I'm on a Webster parent group and like, there's a big thing saying you can swab my kid all you want, just keep them in school. So like lots of parents are coming forward saying yep. I'm fine. I'm fine. So I don't think parents would object to it. But that's just my opinion just based on what I've heard from other...

Tracy:

Yeah. I mean, I agree about including parents in the conversation. I didn't hear... I think that was mentioned when the County exec and the health department did their conference on Monday or Tuesday, whenever it was that it wouldn't be like all the way to the brain. It would be the shallow.

Tracy:

But in terms of the vote that Michelle kind of put forth the motion. I can say that I'm in support of being proactive and Shannon, I think, again, back to your email that you sent to the school community, you have already primed us to... That that. is going to be a possibility.

Tracy:

The reticence that I have really is in relation to what is happening when all of these kids are all virtual. What's happening in the Zoom room. Now because we're 12 weeks and there's going to be a different expectation for how long kids are on the computer doing these live meetings. So that really is where my hesitation lies. But I can support the, the piece about, okay, let's get ahead of this and not be in a position where we're orange, let's shut down. And then everything is, you know, more chaotic. So I just, I want to be clear about where I am.

Becki:

And I know I was very, I was vocal, but I totally support Shannon and being proactive about this. I get that. My main concern was the whole March thing. So Michelle, just when you sent that thing my whole body felt different just when you said, no, I don't feel comfortable with March either. So that's what I kind of was just hoping for is that we would be able to revisit this halfway and just see if we could come back and not make a decision totally.

Tracy:

And it's sounds like Shannon's, that's where... That's the kind of recommendation on the floor we speak. So I'll reiterate the motion to put forth the board's endorsement of the proposal from the reopening committee. Specifically saying that the decision to continue will be officially evaluated by that same committee in January. Whatever, whatever time you've got that set up. Shannon

Ryan:

I'll second that.

Tracy:

So that's Alison, do you, do, did you get enough of that to be intelligent intelligible?

Allison:

It's kind of a wordy sentence. I have it as a motion to endorse the reopening task forces proposal of moving to a fully remote instructional model. After the Thanksgiving break the plans in places to support that model through March 2020, with the caveat that the decision to continue be revisited in January and at each future board meeting to evaluate a returning model. Hybrid model can happen sooner pending County and state regulations. It's a run-on this was...

Tasha:

It's there. It's detailed.

Allison:

It's like if this, but that, and then this but maybe that.

Maggie:

I have a quick question, is there in... Because I've looked a little bit at what that they call it, the cluster model, that's how they're dealing with the zoning. Is there something... I haven't seen, if there's a percentage of infection rate that has to be hit to bring us to orange? Does anyone know what that is?

Maggie:

I am looking at the document right now.

Allison:

I believe it's a rolling average of 4% over seven days.

Maggie:

That's not good.

Allison:

I've spent a lot of time in that document in the last 12 hours.

Elizabeth:

Oh I'm sure you have. We're at 4% now. But it has to be obviously over a week.

Shannon:

Yeah. I think it's over 3% is what it says. All right. I'm trying to look... I do have it in the piece that I was trying to give you that you could never access to. So it says G-C-C-S, let's see G-C-C-S student and staff testing yields less than I'm sorry... so it's the testing yields less than 3% positivity rate. So if we in our testing are over 3% positive, then we have to... We are closed by the Monroe County Health Department. That's different from what you were saying though.

Maggie:

Yeah. It's separate from, if the area become an orange zone in which case, and what we're looking at right now in our area is 4% currently. Hopefully that will go down and we won't hit a seven day average

Kevin:

Is our area Monroe County?

Shannon:

Well there's two parts. You can look at it by County or by region with [crosstalk 02:38:10] finger lakes region. I've been looking at Monroe County though, because that it's just, you know, it's closer.

Maggie:

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You can also actually look at it from address. You can put your own address in and find out what zone you're in. So

Kevin:

That's part of why I was asking because the city and the suburbs are dark red and the rest of the County is kind of low. So I was hoping it wasn't the school zone or city

Maggie:

We also noticed that Rochester is a city listed as included in tier one for geographic areas. Which is different than the County. Monroe is listed as tier two. So I'm not sure what that means.

Maggie:

Nothing like making it complicated.

Michele:

Yeah. So I'm going to, I'm going to call the vote. We've got a motion and a second just cause I don't know about you all, but I'm about brain dead. And so it's been moved and seconded. All those in favor, please signify by saying aye. Aye. All those Opposed? Any abstentions? All right, motion carries. Thank you for...

Elizabeth:

Who seconded? Sorry.

Michele:

Ryan. And with that, I am going to officially open up the floor for public comment or any future agenda item.

Tracy:

Just so, we have a meeting in December or no?

Michele:

Yes.

Tracy:

Okay.

Michele:

All right. Hearing no public comments. I'm going to then make a motion to adjourn the meeting. Shannon, can you hang on for one minute? Cause I want to talk with you about tomorrow. I'll make a motion to adjourn.

Allison:

Seconded.

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Michele:

I was going to say no one wants to sit in that, all those that was Alison, all those in favor. Aye. Opposed? Extensions? Everyone. Have a great night. Thank you for hanging in there for a really robust conversation. Really appreciate that.

Ryan:

Thank you.

Maggie:

Have a good night.

PART 5 OF 5 ENDS [02:40:15]