

Transcript

Amani Public Charter School Board Meeting

July 13, 2002

4pm via Zoom

- Jamell Scott: ... link in the chat, it's going to take you a Nearpod homepage. You just put your name in, whatever you would want us to see you as. Then, you just hit go, I believe, or next, and it's going to take you straight to our live lesson, which you see Amani Public Charter School board meeting. If you have a device, you can do that. I know some of us are on phones, so it's easier just to watch it as I share the screen.
- Sidney Burke: It's the same as what's on the screen here, right?
- Jamell Scott: Yes.
- Sidney Burke: Okay.
- Jamell Scott: Again, if you are on a computer, you can use a split screen and just have Zoom on one side and Nearpod on the other side so you can still watch what's going on in Zoom, but also follow along with the board meeting agenda or slideshow on the other side. But I am sharing my screen for those of us who are on phones.
- Jamell Scott: Then, you can just right-click your name. I'm not sure. It seems like everybody's good. I think Patrick just has his phone number. You know it's Patrick now, but if you right-click, you could change your name to Patrick so we know who we're addressing or who's addressing us for questions and things like that. But it seems everyone is pretty good.
- Jamell Scott: Debra.
- Debra Stern: All right. You put the pictures in. [inaudible 00:01:21] moment. I just want to say congratulations to Mr. Scott on his new baby, [Sevyn 00:01:26] Messiah Scott. He shared pictures with us, so there you go. Congratulations on that. Two weeks old.
- Jamell Scott: Man, two weeks.
- Debra Stern: The main thing that I want to-
- Sidney Burke: Congrats.
- Jamell Scott: Thank you so much. Thank you. Number four.
- Sidney Burke: You need one more for a basketball team.

Jamell Scott: Whoa, easy there. I'm good.

Debra Stern: ... Okay. Who's just joining us?

Jamell Scott: Jim.

Sidney Burke: Jim.

Debra Stern: Oh, hi, Jim. How you doing?

Jim: [inaudible 00:01:55].

Debra Stern: Okay. The main thing that I wanted to focus on today was to talk about what we're calling restore, refocus, and reimagine, but our timeline to reopen and what is involved with that and what we'll have to be doing. I presented share with you this timeline, which just sets some measures along the way, metrics that we're going to meet towards the deadlines that the state has given us to submit our reopening plan. Then also, going along with when we're going to start our school year.

Debra Stern: The first thing is today, as all of you probably have... if you've seen any of the news... the regents presented their first framework and guidance for reopening schools and the governor gave some guidance as well. We're going to talk about that.

Debra Stern: We are working on our reopening document, which we're calling restore, refocus, and reimagine document. That will be uploaded to the [inaudible 00:02:57] portal. Our goal is to have that done by July 17th, which is Friday, and then have stakeholders meetings around the plan next week, the 20th, to revise and complete the plan on the week of the 27th to get it into the portal by the deadline, which is July 31st. The governor's going to provide final guidance on August 7th and then our schedule is still on our plan, which is August 10th moving ahead with planning and August 17th to start professional development.

Debra Stern: I say that all to say that this is a moving target. We always have to be willing to pivot at any moment. You guys probably just saw the news that said Los Angeles Union, Los Angeles School Districts are not going to reopen and are going to be 100% online. The governor's giving us some guidance and some principles, but he's going to give us final guidance on August 7th. So, we don't really know what it is that we will be, but we have a framework from which we can work in, operate under.

Debra Stern: Given that, you can head over to the next slide, Jamell. The state released their framework today. The link to that is in here. Can you go to the link, Jamell? Will it pull it up? You guys will all have the slide. I suggest you go to the framework to look at it. Then, I specifically want to point out formal guidance will be released later in the week. The framework is a very generic overview of what

some expectations are, in terms of how to open the schools, and the formal guidance will be coming out later in the week.

Debra Stern: Let's see here. You can go to the next slide, Jamell. Basically, the framework aligns. We are building our program to align with the areas of focus that the regents has presented in their framework... health and safety, transportation, teaching, learning, dual equity access, budgets and fiscal needs, social-emotional needs, special education, bilingual education, and staffing. Those are the different areas that each area, the regents has given some guidance as to what we should be doing in those areas. I've built our reopening plan around that. Right now, we're building up what our program is based on each of those areas. You can go to the next slide, Jamell.

Debra Stern: The governor just laid down, I guess you'd call it guidance. What criteria you have to use for opening up the schools. In order for the schools to open, the region has to be in phase four and the daily infection rate has to remain below 5% or lower, using a 14-day average since the [inaudible 00:05:40] was lifted. The state will decide if the regents met those criteria the week of August 1st through 7th, so keep that in mind because, remember, on August 7th he's going to give his final guidance as to how we can open. Then, schools will close if the regional infection rate is greater than 9%, using a seven day average, after the August 1st determination has been made.

Debra Stern: So, what that means to me is that we could very well be in a state where, if this decision were to be made today, West Chester is in a phase four with the less infection rate, less than 5%, we could open our schools. Right now, New York City is not in phase four, has a 9% infection rate. They would have to be 100% online. If you listen closely to what's being said here, what's going to happen if you follow this guidance is it's going to be like snow days. There's going to be a day where you wake up and the infection rate's going to be over 5% and we're not going to be in phase four anymore and then we might have to close the schools. You can look at this as guidance and maybe creating quick concrete out of quicksand, but it's still very quicksandy. But that will at least provide you with some metrics that we'll have to use, in terms of our day to day, when we do move forward.

Debra Stern: Next slide, Jamell. The governor had his own committee and he is guiding principals. He wants a flexible plan to be developed that include in-class instruction, which is prioritized among other principles. I share that with you because when we talk about our plans, our hybrid model takes all that into account, prioritizing some in-class instruction. Next slide, Jamell.

Debra Stern: Basically, what we're going to need I wanted to propose to the board is that we're going to have the document for everybody to review the week of July 17th. I would like to ask that we have a plan for a special board meeting on July 27th so that we can discuss our final plans and look at any policy implications that will come out of the plan. For each of the different areas, I've enumerated the different policy issues or the sort big rock things that are going to have to

happen related to it. So, I'd like us to be able to look at those and whatever we have to do around them on July 27th with our eye toward the final submission date for Friday, July 31st. Next slide, Jamell.

Debra Stern: You can stop sharing your screen, Jamell, because I'm going to share my screen. Does anybody have any questions about that?

Sidney Burke: No, that seems fine.

Debra Stern: Oh, then I don't have to share my screen. Okay. I was going to share my screen to give you more details about the reopening plans, but it's the-

Sidney Burke: Oh, I'm sorry. I thought you meant on the stuff you had discussed. Yes, if you have stuff on the reopening plans, I'd like to hear that.

Debra Stern: ... Okay. Stop sharing your screen, Jamell. Thank you. Now, can I share my screen? Oh, yeah, it says share. It has a big, green button that says share. All right. I'm going to share my desktop. This over here. Okay. All right. First, I want to share with you guys. Everybody can see that?

Jim: Operations report?

Debra Stern: No, recovering, rebuilding, and renewing. Oh, wait. Hold on a second. Okay. Recovering, rebuilding, and renewing the spirit of New York's schools reopening guidance?

Sidney Burke: Yes. We can see that.

Jim: Yes, we're good on that.

Debra Stern: This is a report that the regents gave today. You all have a link to it, so I suggest you can go and look at it. But basically, just a high level. This report was informed by the forums that they held throughout the region. I was a member of one of those forums that was for the lower Hudson Valley region. Then, you can see the other folks that got involved with providing input to the report.

Debra Stern: Basically, overview of the introduction to the report. This is what's going to be in the report. Now remember, this is just the high level. This is the report that'll come out later. They broke down the different areas, so you have health and safety. These are all the things that you have to be mindful of and these are all of the things that we have in our report that you have to have health checks, social distancing, management of ill persons, health and hygiene, face coverings and PPE, cleaning and disinfecting.

Debra Stern: What we are now going to do at Amani is look at all these things and say, "How do we operationalize these things at Amani?" That'll be part of our plan. They want you to take into account for nutrition and how you're going to provide

food service in the program. That is actually something that's interesting that we haven't really thought about because if we have a hybrid model, on their off days, how do the scholars who aren't in school get meals? Those are things that we have to think about for that.

Debra Stern: The social-emotional well-being is really something that everybody is talking about that we have to highlight and amplify and really put at the forefront in all these plans. That has to be a top priority that we have to think about that social-emotional well-being of our students and our staff and really think about how we're going to put things into place to help everybody in the transition period of going back to school and dealing with the trauma that we've all experienced and then the ongoing support that scholars will need to be able to move forward.

Sidney Burke: Debra, back on the nutrition for a sec, how much uptake did you guys have when we were doing remote learning and we were making bag lunches available? Were there kids coming in and taking those?

Debra Stern: Not a lot.

Sidney Burke: That was my sense.

Debra Stern: Yeah.

Jim: How many could take them? How many would be eligible to take them?

Debra Stern: 355, because remember, we're a community-rated school so in essence, everybody is free and reduced lunch.

Debra Stern: I rest here for a minute because there's a lot of areas that we haven't thought about and this will be on my directors meeting tomorrow. How will we say that our program is in compliance with the child nutrition program if the kids are only in school every other day? It's one of those questions that came up today. I show this for an example. Questions come up every day and new things crop up and how you're going to address it. This was a new one that just hit me today, that we hadn't even started to think about yet. That's what a lot of the work is going to be in the next couple of weeks, is just trying to say, "What are other people doing?"

Debra Stern: Then, you see here where it says election utilization of USDA flexibility waivers. For a lot of the things that we are going to be looking at, we have to look at the ways in which we can find either regulatory relief or in what ways the government is going to help us to be able to meet the mandates. So, it's just that this jumped out at me as one of those areas where we're going to have to have further conversations. But it's all in the bucket.

Debra Stern: I talked about SEL. Facilities, very interesting. One thing to point out here, they talk about how districts may expand their physical footprint or change the ways

they utilize spaces. That's not necessarily an issue for us, but I think so, for instance, Sid, in a district like Pelham, you're probably going to find out this is... I don't know, I don't have a crystal ball... that surprise, surprise, all the high school kids are going to be virtual and your little elementary school kids are going to be in the high school. That's what that's talking about, using spaces differently. In our plan, we are just using the space that we have. We talked a little bit about well maybe we'd try to find another building for some things, but that's not necessarily the case.

Debra Stern: Now, very interesting here, fire and lockdown drills. There was no question period, but there was a lot of chat in the chat room about how you can do this from a social distancing perspective and I know that Bruce and I have talked about it. This is an area, and the regents also mentioned, this is still an outstanding question. That's where you might need some regulatory relief because I think that we all know how to get out of the building if it's burning. I don't know if we need to figure that out 70 times a year to always put us at risk of being in COVID. It's just one of those things where who knows. So, it's interesting that that came up. I know, even when I was at the regional meetings, those kind of issues arose and that becomes where the state's going to give us some regulatory relief on some of these things that are maybe a little ridiculous.

Jim: Can you use the auditorium for space?

Debra Stern: Yes, we can. Well, Jim, we are not officially supposed to use the auditorium, but that is a very good example where we've always used it. Wink, wink. Nod, nod. This is an example where we will use it and then use the excuse of the pandemic to get the allowance to be able to use it, if that makes any sense.

Jim: Yep.

Debra Stern: Ventilation, very interesting. This has become an issue in the last couple weeks, is something that actually I have on my agenda for our directors meeting tomorrow because there's been a lot of talk about ventilation, particularly on phase four reopening with the malls or what have you. So, that's something that we have to think about, but I know that Bruce is working on plumbing and we're looking at we don't have any projects, so we're okay.

Debra Stern: Transportation is not as much an issue for us at Amani because our transportation is private, but we have... I know Bruce has talked about it... it is a piece of the pie, but we don't provide transportation, so we don't really have to worry about it as much. So, that's good.

Debra Stern: This is all the financial piece. Of course, all the accountability measures they say will still be in place. All CC state aid reporting. They drew out... and there was a lot of discussion about attendance. One of the things that is very prevalent for the regents, and I understand it, and we try to build a program that would [inaudible 00:16:01]. It's one of those kids that just never showed up. I know,

Gene, I think you might have this issue different in high school than we do in middle school, but those kids that just never showed up and disappeared. How are you accounting for them? You can see that attendance is a big issue and we have to really think about how we're developing mechanisms to collect and report daily teacher student engagement or attendance, regardless of instructional setting.

Debra Stern: We started to do that with the AOL, but we'll really have to ramp up what that looks like. And the absenteeism. Like I said, that was obviously an issue for the regents. One of the underlying issues, it's not underlying but remember, the schools are social service agencies and that's become amplified during this pandemic. One of the biggest issues is that how are we not providing support for students that we would normally provide support for, for families that are in distress, and how are we catching them? One of the very big directives that Jamell has is to work with his SEL team to really build out a program that's going to support our scholars with the different hybrid models. So, that kind of addresses these issues.

Debra Stern: Particularly here, they say critical for schools to use a variety of creative methods to reach out to students or families who have not engaged in distance learning. We put some things into place during the March 16th period that will just continue to grow on. I think we have a strong footing with that.

Debra Stern: Schedules, okay. Schools will have to create a comprehensive plan for a schedule that includes in-person, remote, and hybrid. We've done that. We're working on that. That's what we're going to be talking about over the next couple weeks. I think that we're in pretty good shape in terms of really having something that meets these criteria. They should be clearly communicated with as much advanced notice, so we're going to tell everybody about it the day before. No. We're really on top of... and you'll see I've put in a whole plan for communication to bring in the stakeholders to provide everybody with as much information as possible over the next... is it eight weeks until school starts?

Debra Stern: Teaching and learning, Jamell will talk about that more as we go along. But again, continuity, being standards-based, and this the key, substantive daily interactions. All of our programs, even if we become 100% online, the key is you really have to have the interaction with teachers. The underlying theme is engagement and relationships. How do you build that in an online world? We've been thinking about that. Our heads have been in that space for a long time.

Debra Stern: You can see here, they talk about these things... flexibility. Flexibility, we don't know exactly what the flexibility is. That will be in the plan that comes later, but I was glad to see that they talked about that there'll be something with phys ed, that there'll be something with 180-minute per week unit of study. So, this is all things that we'll get more details when the final report comes out.

Debra Stern: One of the things that the regents talked about today was this whole having access to computing and high-speed broadband. We know that we're focusing

on that and we're looking at that and we're thinking about it, not only for our students, but also for our teachers. This is a very key piece, that we are all in the house with internets, again, next year are we running the LK12, the George Washington University, and Amani out of my house? The internet's not going to be happy with me and everybody else is in that same situation. What do we give to the teachers to be able to help them to have strong internet so that they can have consistency? We'll think about that.

Debra Stern: We will be talking about professional development for teachers and leaders. Matter fact, I'm going to make a proposal for some changes to our school schedule so we can put a large amount of time into training not only for teachers, not only for students, but also for the parents about how to use the technology. So, we'll be talking about that.

Debra Stern: This is special education requirements that our SPED person will be looking at and thinking about. One of the things with special ed is this is a priority. They really want to have high needs students having more in-person. We already started to talk about that a little bit, in terms of the speech therapy. I don't know how many students we have who have OT, but can you really do those things online through fidelity and what that looks like.

Gene Johnson: Question, Debra.

Debra Stern: Yes.

Gene Johnson: Have you guys had any discussions about your students with disabilities being in the building more times than the hybrid two times a week? I know that's something that my school, we've started to plan out where a lot of our students with disabilities will probably be coming in five days a week if we have to go in. So, we are working around the numbers to see that as well.

Debra Stern: Right. Exactly. No, that's why I was saying, in terms of... we had just started those conversations, but what I'm saying is that we understand that that's a priority for the state, so we're going to make sure that we address it. You're exactly right, Gene. I'd be curious, and it might be interesting for maybe you to have a side conversation with me. Maybe we can talk about EA with [Larise 00:21:26] about how you all are doing that because I was thinking about it a little bit because it can create some issues in terms of... what's the word... least restrictive environment and what have you because you are, in essence, in maybe tracking the SPED kids because they need to come in more. But the key is this priority. I think it's an understanding that for the high needs kids, you have to get them in front of the teacher as much as possible. Larise and Jamell will be working on designing a program to try to meet that as much as we can.

Gene Johnson: Okay.

Debra Stern: Yeah, thank you.

Gene Johnson: That'll work.

Debra Stern: In terms of staffing and human resources, these are just more regulatory things, allowing you to use incidental teaching, substitute teachers. One of the things that is not on this plan but has come up is how do you, if a teacher's ill, how do you account for that? If teachers didn't want to come in the building and those kind of things. I know those are things that I've asked Bill to think about.

Debra Stern: Then, in terms of the general guidance. The guidance will be ready for dissemination by Wednesday. Again, this wasn't guidance. This is just the high-level, pretty overview. The detailed guidance will come out. I've been using the New Jersey guidance to start to work on the work that I've been doing on putting together our piece, but the final paper will come out for the state on Wednesday. The portal open on Friday and the submission deadline is the 31st.

Debra Stern: I think that's it. Pretty pictures. Thank you. So, I just want to share with you all. Let's see here, if I can do this without... Okay.

Jim: Has there been any discussion with the teachers yet? This just came up.

Debra Stern: Yes, there have been a discussion with the teachers ongoing over the last weeks about... Yeah. But we just sent out today a memo to the teachers that basically talks about the deadlines and the timelines that I'm sharing with you all and lets them know that this guidance was coming out today and that opens up the same kind of things I'm talking about with you guys. The report will be ready on Friday and to get stakeholder input and all that kind of stuff. Can you guys now see the restore, refocus, and reimagine document on your computers?

Jamell Scott: Yes.

Debra Stern: Okay. This is a document that we're going to be putting together. [inaudible 00:24:02], there's going to be a portal that we're going to dump stuff in, but I've just put together this document. For each of the areas, like I showed you, talked to you about, of focus, we are going to look at our school vision, look at the guidelines and the knowns. What do we know that we have to do to take into account under that area? Then, what our specific plan is in Amani. Then, talk about the policy ramifications. We're building this out this week for each of the content areas that the state is talking about. As I get the state guidance, that'll also help us a little bit more. But basically, I've been building this out based on there's so much stuff out there, the CDC stuff, health guidance. You all have a link to this. It's a working document. It'll hopefully be done by Friday, particularly if the state's giving us their stuff on Wednesday. If not, no later than Monday.

Debra Stern: Does anybody have any questions?

Sidney Burke: What's the current thinking in terms of contingency planning for in-school versus not, and what in-school might look like?

Debra Stern: [inaudible 00:25:10].

Sidney Burke: I'm sorry. Whoever's talking is breaking up, at least for me.

Debra Stern: Oh, it's me because I have that bad internet that I was telling you about, that I need the school [inaudible 00:25:25]. Jamell left.

Jamell Scott: No, I'm here.

Debra Stern: Oh, can you advance me to the next slide on the Nearpod?

Jamell Scott: Yes. Oh, let me reshare my screen just in case those of us...

Debra Stern: If you want to, Sid, I have Bruce doing his operations report and then Jamell's going to talk about instruction and then I'm going to answer your question. So, are you good to keep bumping along? How's that sound?

Sidney Burke: Yeah, that's fine.

Debra Stern: Okay.

Sidney Burke: I wasn't trying to interrupt your flow.

Debra Stern: But I realize that [inaudible 00:26:02] Jamell next. But-

PART 1 OF 4 ENDS [00:26:04]

Sidney Burke: Hello.

Debra Stern: But I really like [inaudible 00:26:01] but sorry.

Sidney Burke: No worries.

Debra Stern: Go ahead, Bruce.

Bruce Tanner: So, Sid, do you have a quorum?

Sidney Burke: No, I don't think so.

Bruce Tanner: Okay, then you can't vote on the Parent's Bill of Rights or the data and cybersecurity policy, which needs to be approved so we can put them on our website. So perhaps at the next meeting, you'll have a quorum. So everybody in the board could read this stuff in advance and look at it and be ready to approve it by the next meeting.

Sidney Burke: Can someone share it with us?

Philip Salmon: Sid, how many do you need for a quorum?

Sidney Burke: Isn't it five of us? Aren't we eight?

Bruce Tanner: So we have one, two...

Philip Salmon: Four of us are here, right?

Sidney Burke: Yeah. Or are we six now?

Philip Salmon: Yeah. No, because you're only missing Stephanie, and you're missing Tamara.

Sidney Burke: Tammie, yeah.

Philip Salmon: Tammie.

Sidney Burke: Okay. Yeah. So I guess we are a quorum. Sorry about that.

Philip Salmon: So you can go ahead and vote.

Sidney Burke: It would be helpful if someone could tell us what the policies are, because we haven't seen them. I haven't seen them, at least.

Debra Stern: So I'll tell you what we can do. I don't think we're hitting any deadlines, and if they're going to have a special meeting on the 27th, we can vote on that stuff then. And then this way you guys have all the links for it, and everybody can look it over. How does that sound?

Philip Salmon: Sounds good.

Sidney Burke: That's fine, but can someone tell us what's changing?

Debra Stern: Yep. So Bruce, you want to give a high level overview on these things?

Bruce Tanner: Well, nothing is changing, Syd. These are completely something new that the state has said that we should have available on our website, especially the data and cybersecurity policy, something that, again, we've never had before. So it's completely a new policy. The Parent's Bill of Rights is something that's been in existence around the country for a long time, but again, the two are linked to each other. And I guess a lot of this comes about because of all the higher use of computers for distance learning that the state wants this information out there and parents to know what it is. Does that answer your question?

Sidney Burke: And what was the process to prepare these?

Bruce Tanner: Well, I had some help with our legal representatives who were able to give me some basically sort of a draft, and then I just adapted it to our specific needs. It really just... The data and cybersecurity policies, I don't know, I don't have them in front of me, 20, 30 pages long. So it deals with a lot of different issues with regard to those. The state even said that now, again, something new that we had to elect a data and cybersecurity officer, which Carla is now our person. So it's about what's happening. If somebody feels that they're not secure, how does the school deal with it? Who do parents take complaints to? That sort of thing.

Sidney Burke: Okay. And so who reviewed it? Is this [Von Chenneck 00:03:53] that reviewed it or someone else?

Bruce Tanner: They're the ones that gave it to us, yeah. And then I had to adapt it for our schools conservatively.

Sidney Burke: Okay.

Bruce Tanner: Parent's rights is something that came up. It's a fairly standard boiler plate that, again, we just had to insert things about our school in there.

Sidney Burke: And for that, what's the source in terms of... Is there a statute that says what their rights have to be? Or did we-

Bruce Tanner: There's a Federal source that I used to get that information. So I was able to download from the Federal source the Parent's Bill of Rights, and as a state and then just again, adapt it for Amani.

Sidney Burke: Mm-hmm (affirmative). Okay.

Bruce Tanner: So great. So the bathrooms-

Sidney Burke: First, can you-

Bruce Tanner: Yes.

Sidney Burke: Would you mind just after the meeting sending a word version around to everyone? Because I know I can't access a lot of the Google Drive stuff.

Debra Stern: I can do that, Syd. Don't worry. Yeah, I can do that.

Sidney Burke: Okay. Thanks.

Philip Salmon: So what I'd suggest is just we'll send that around, and we'll just kind of put up a cover paragraph in terms of the purpose for it, whether it was new, updating something, and what we're requesting.

Sidney Burke: That would be great.

Debra Stern: Okay, then you can do that, Phil, because I was just going to cut and paste it. We got to text and cover letters, you'll do that.

Philip Salmon: Well, yeah. No, no, but at least...

Jim: Thank you.

Debra Stern: Okay, we got it. And the bathroom fixture updates, Bruce?

Bruce Tanner: So again, this is just something that we here at Amani decided that we felt it was prudent to convert all our fixtures to touchless fixtures. And these are self flushing toilets and urinals and faucets that don't require you to touch anything. So I put out an RFP, and I got three proposals back. And because of the price, we just need the board approval on this. I don't have access to my computer. Maybe somebody could just share the document with everyone? There you go. Thank you. So these are the prices and my recommendation. If anybody's interested in looking at the RFP, it's there, or we can send it to you as well. Questions?

Jim: Pretty big difference-

Philip Salmon: I'm just reading it.

Speaker 1: Okay, so we'll come by tomorrow to get that one.

Bruce Tanner: You had a question, Jim?

Jim: No, I mean, it looks like a pretty big difference in the prices.

Bruce Tanner: Yeah. That happens.

Jim: And any local, or who's the most local?

Bruce Tanner: Well, they're all local. They're all lower Westchester contractors. The key on this is that this is time sensitive because a lot of these parts, these touchless parts, are in high demand right now. And if we're going to have this ready by August 26 when the kids come back, we do need to act on this pretty quickly.

Sidney Burke: So did we budget anything for this?

Bruce Tanner: Phil?

Philip Salmon: Yeah. So at the meeting that we approved the budget and the PowerPoint presentation, we had \$50,000 for touchless bathrooms.

Sidney Burke: Yeah. I didn't remember if that was actually in the budget numbers or if it was a contingency that we knew was out there that we were talking about.

Philip Salmon: No, no, we... Yeah, so we had that. We had the \$50,000 for the touchless, we also had technology, and then potentially some other building modifications.

Sidney Burke: Yeah. And, Bruce, I see that there was a low bid that you're not recommending. I guess, what was the thinking behind asking them to participate if you're not going to take their low bid?

Bruce Tanner: Well, we need three bids, so that means sometimes going out to companies you don't know. And not always the lowest bid is the best. I don't have any experience with JND, but again, I needed to obtain three bids. And this other guy, Anthony Pici, who I've used before on stuff just never responded, so here we are.

Philip Salmon: Didn't we get one? Didn't Jamell have somebody?

Jamell Scott: Yeah, so I spoke to Bruce. Jim, it's actually the guys, the company who did CSE's high school, Joe [crosstalk 00:36:01] Electric. That's my coach from the past, so I got him and Bruce in contact. He called me the other day, and so we've got to give him a call. And I sent him the RFP, and he'll said he'll take care of us. And we just sent a CSE last week, right?

Philip Salmon: Yeah. I think again, if there's any way you can put joint bids in with CSCE, if it saves money for both of you, I think it's a good thing. You know?

Bruce Tanner: Well, I hear what you're saying. As I said, I'm concerned about timing, and if that's going to take another week or so to get that bid, that's going to put us in a difficult situation.

Jamell Scott: Just got to reach out. That's what he said. He said, "Just reach out." He'll take care of us.

Bruce Tanner: What does that mean?

Jamell Scott: As soon as we reach out, he'll give you the quote.

Jim: So can we vote on it on the 27th, but that's too late?

Bruce Tanner: That's too late. I think you need to approve the expenditure now, and then if we get it in at a more reasonable price, we can just do that.

Jim: Debra, keep talking-

Sidney Burke: Bruce, we shouldn't be doing these things like this. You guys shouldn't be putting in the agenda something that we haven't talked about like it has to

happen at this meeting, but nobody's told us anything about the process before now, other than the possibility that we might spend this money at some point. And coming in with a low bid that you don't want to take, because you don't know the bidder, that... If you're going to run a process and put it out for an RFP, you don't then just say, "We're not taking the low bid because we don't know if we like them or not." That's not a good reason.

Bruce Tanner: I didn't say that I didn't like them.

Sidney Burke: Well, you don't know whether they're any good or not. You should only have qualified people bidding, and if you don't think they're qualified, you shouldn't ask them to bid. And if you don't know if they're qualified, you should be asking questions during the RFP to determine whether they are qualified or not.

Bruce Tanner: Okay-

Sidney Burke: I mean, that's part of the RFP process is proving that you can do the work, right?

Bruce Tanner: Qualifications and experience are two different things. So you also have to look at who's going to work the fastest and be available and who's hungry to do the job.

Sidney Burke: Well, that's part of the qualifications is you're going to tell them when you need it done by, and they have to agree that they're going to get it done by then.

Bruce Tanner: I agree.

Sidney Burke: That's part of being qualified.

Bruce Tanner: So what do you want to do?

Sidney Burke: Well, I mean, this is also partly... What's the point of doing this if we think the plan is we're not going to be back in the building this year? But we don't know if we're... Right? So someone's got to-

Jamell Scott: Debra, you're muted if you're trying to talk.

Debra Stern: So you're right, Syd. That is what the problem is when you don't really know, so this is what we'll do. We will bring it to the 27th meeting, and then we'll get the other bids, and we'll go from there. The reality is this is one of those things where by the 27th, we'll have more insight about whether or not we'll be in the building. We're probably going to be in the building in some hybrid fashion, but the 27th would give us a little bit more concrete to our quick champs. So we'll just continue to open up, keep the bids open, and bring it back to that next meeting. That sound good? And taking into account all the concerns that we've heard from everybody at this meeting.

Sidney Burke: Yeah. And look, I mean, I don't want to hold things up if people think that we're really not going to be able to get this done if we hold it off until the next meeting. If that means we approve spending up to \$31,000, and we get an interim report from Bruce on his recommendation and why that's the right approach, and he hears from Jamell's contact, I'm fine with doing that too. I don't want to put process over everything, but we do have to have the right kind of process.

Debra Stern: Yeah. And I think we'll be okay if we wait to... If we're going to have a special meeting on the 27th, we should be fine.

Sidney Burke: Okay.

Philip Salmon: Jamell, can you call that guy with Bruce after this meeting?

Jamell Scott: Yeah.

Debra Stern: Yes. We'll move forward, Jim, and we have a process in terms of going forward and all that. We have directly to me tomorrow behind the agenda, and we'll get everything to you guys prior to the 27th meeting. That's not a problem.

Sidney Burke: Okay, thanks.

Debra Stern: Sure. Jamell, can you hit slide?

Jamell Scott: All right. So this is looking at instruction the last four month, well, three months when we were shut down from March to June really opened our eyes and exposed a few different things, not just from a student side, but also from curriculum, instruction, our teachers, just the way we maneuver when it comes to just teaching our kids. So what is something important that was learned? That everybody is not as competent with computers as we thought. Even our students, we figure that they're younger, they're a little more tech savvy, but not as much. And they need a lot more support than they would if they were in the actual school building. And so we took a pause, and we've been meeting to see how can we support our students. And Debra has sent a really good article from Teacher's College on how do you support students in their own home, because everyone's needs are a little different? I know we're going to touch on that a little bit.

Jamell Scott: Carl is going to go through the data, and we're going to skim through it. It is a lot, so we're going to just try to high level it. What is something that surprised us? Our student engagement... I think we had a really good turnout of student engagement from fifth to eighth grade with everything going on, so that definitely surprised us. And what questions or concerns still remain? Besides the obvious, what does next year look like, but how do we get 100% of our students to commit online? And that's a hard question to answer because you have to include parents. And we are having a parent university next year where we're

going to start educating our parents just about technology. And Carl started that with some how-to videos that's going to go up on our website for the parents. And we just had a webinar about that. But that's something that's extremely important to us. But Carl, can you just go through the data that we went over in the last week data meeting?

Carl: Yeah, sure. I can do that.

Jamell Scott: Stop sharing?

Carl: Yeah, please. And let me just make sure I've got this ready. Okay, can someone just gave me confirmation that you can see my screen right now?

Debra Stern: Yes, I can see it.

Sidney Burke: Yes.

Carl: Okay, cool. So I'll try to make it brief, like Jamell said. I'll just walk you through high level of what data we've collected, what we know, what we can do with it. So the first two places we're going to look at is going to be Tableau. So this first one is really, it's not student level, and it's just an overview. So how many kids were attending? When were they attending? What grades were attending? How can we compare that? Let's talk i-Ready. What percentage of lessons were passed? So all of that information lives here. And then there's also a feature where if you want to find a student who was low, so let's say a student who was under 19% overall attendance percentage, this would be the place to do that. And you can also, of course, filter by grade. So I want to see if this 20%, seventh and eighth graders, here's my list. So that's the first place.

Carl: The second place we're going to look is a Google Sheet. I had trouble getting everything in one place, so this is how it works, but I think it does work. So with this sheet here, there's two. One is called Class Lookup. The second is called Student Lookup. So we'll start with Class Lookup, and what this is showing is what classes had did not meet criteria. So in case you'll know for fourth quarter, students either met criteria or they didn't, and this is just a straight up list. What I do like about this... Well, actually that's on the next one. So what I do like about this one, ELA six, you can just click right on it, and since this is a Google Sheet, you know this can be shared with all teachers as well, and you can see the kids.

Carl: On that same sheet looking at a more detailed way. This is the Student Lookup, if you will. So if we're just looking at fifth grade, it's going to show you all of the students, and this right here represents how many did not meet criterias that they earned. So they did not get credit for that class during Amani online. And if this was a deeper overview, we'd go further, but just know that this is filterable. So you can take out certain courses. Maybe you don't want to know if a kid

didn't pass achieve or art or whatever it is. You can do that and get that information.

Jamell Scott: Really quickly. I'm sorry, Carl. And so what we're doing with this data here is then the big question is why, right? Why hasn't a kid met criteria in four classes? And then we go back and look at all of the different documents and data tools that we use to take attendance in i-Ready and Google Classrooms and Nearpod to see if he or she just was not logging in, or if they didn't understand how to hand in an assignment, or they struggled with internet. And so those are some important things that we're looking at now. Go ahead, Carl. Sorry.

Carl: Thank you. Yeah, and actually that's exactly what I was trying to say and didn't say it. This is great because it lets us figure out, A, what the problem was, and then this next dashboard I'm going to show you kind of gives us more information. So when we look at it, let's say I want to look at inaudible, who is a fifth grader. So then I go to the academic data workbook, and what this essentially does is it's a all in one stop for data. So I was looking for... Sorry, one second. So you select whatever student you want to look at it, and you select 10, five, one, whatever, and then it shows you their data. So if this student wasn't a fifth grader, it would have all their state scores, their i-Ready scores, their report card for the entire year, all of their other interim exams, their i-Ready stuff.

Carl: So essentially, kind of like Jamell said, it's like you can look at a student and say, "Okay, well, this isn't a trend. This stands out as an anomaly, and that's some of the data sources that we've used over AOL and are going to use to make some decisions." So if there are any questions, the floor is open. If not, I will kick it back to Jamell.

Sidney Burke: Well, I think this is a question for Jamell, I guess, which is how are you guys thinking about the followups with students and what that looks like?

Jamell Scott: Yep. So the first thing we're doing... This is not a direct answer, but the first thing we're doing, we put every single student in Amani in summer school including our incoming fifth graders. And what we did was we give them all foundational skills for ELA and math. That's going to be our focus for the summer. And then since we have six cohorts, because with social distancing and spacing our kids out, we're going to be strategic on how we place those kids in the six cohorts and what teacher we assign to them. And so with the followup, we're not going to directly follow up with individual students. It's more we're going to tackle it when they come back to school in late August, early September, with the clusters that we put them in. So again, I think to really answer it, instead of addressing it by individual students, we're addressing it by clusters.

Sidney Burke: Yeah. And do you guys have a sense of... I imagine that there's a range of reasons for non-completion ranging from kids who just didn't understand the

work or the assignment, to kids who didn't have effective online access, to kids who would rather play video games and weren't supervised enough.

Jamell Scott: It's interesting that you said that, Syd, because we have one student in particular we spoke about, and she's a rock star in the building, a honor roll student, high flyer, just an incredible scholar. When we went remote, she just struggled. I believe she did not meet criteria. You know who I'm talking about, Carl. I don't think she met criteria for many of her classes, and so that's something as educators, we took a step back and say that's very interesting to see. Because I think that most people would take an educated guess, they're going to say, "Well, your high performance students are just going to continue to be high performing as you go from in person to virtual." But that wasn't true. We had some students who struggled in our physical building who are just rock stars when we went virtual. And now the big question is, why? Is it their parents are home with them, or they just have less distractions?

Jamell Scott: I actually conducted a end of the year student panel that I ran, myself, the deans, Ms. Stern. And it was interesting. We had one of our kids who struggles, but he was a rockstar virtually. And he said out of his mouth, he said, "You know what, Mr. Scott? When I go into class, sometimes I want all the attention. I want everyone to look at me. I didn't have no one to look at me, so I just had to do my work." And I said, "That's very interesting you put it like that." And Ms. Stern, you know exactly who I'm talking about. And so those are some of the different... How would I explain it? The different, I guess, conversation or points that we're looking at when it comes to some of our decision making. It's not just about what the numbers say, because the numbers sometimes can lie or be thrown off a little bit.

Sidney Burke: Yeah, yeah. And I guess you've been gathering that sort of information through the... I forget what you guys called them, but effectively the mentor or staff member who's been assigned to each student for reach outs? Is that how that's been coming in mostly?

Debra Stern: Case managers.

Jamell Scott: The case manager log, yes. So right now we're just, again, still in the process of...

PART 2 OF 4 ENDS [00:52:04]

Jamell Scott: Yes.

Sidney Burke: Yeah.

Jamell Scott: So right now we're just, again, still in a process of ... Well, we've been pretty ... I think we're like 95% done, of just all the documents, all the tools we used from the last few months, how do you put all that data into one central location?

Sidney Burke: Mm-hmm (affirmative).

Jamell Scott: And like Carla, said, he did a phenomenal job and now it's how do you make decisions from there?

Sidney Burke: Mm-hmm (affirmative).

Jamell Scott: Because the top part around it is if we're hybrid, it's one way you can create a plan. We can say, "This student struggles virtually, but he or she will be a rockstar in person." But then what happens if we're like, "Okay, we're virtual for the next month." Well, those students who we clustered together who are like-minded may not be the same group of kids that we would keep together if it was all virtual. And then vice versa, who were in the physical school building is that ... You know, so-

Sidney Burke: Right.

Jamell Scott: To be honest with you, I don't have an answer yet. We're working on it. That's why Debra had the report should be ready about July 27th. We met last week and that's when we gave ourselves a July 27th, kind of like a deadline to put all the factors on the table and say, how do you service all of our students or as many students as possible?

Speaker 2: So just to clarify that that is a working group that we put together with the coaches, the ELA coach and the math coach would look at their distinct curriculums and looking at all this data and then making a presentation about what we'll be doing going forward, putting it all together. And the key piece that Jamal said, if you'd link it back to the governor's piece is we have to be able to pivot at any moment, because the minute that the infection rate go above 9% and whatever it is, we're online a 100% and we know that's going to happen. So it's a lot of moving parts. I can't stress that enough.

Sidney Burke: Mm-hmm (affirmative).

Speaker 2: If you're an anxious person, it's like your anxiety is just through the roof. We're all on double [inaudible 00:53:51]. It's just a lot.

Jamell Scott: Yeah. And so really quick this is what our hybrid program would look like. Well today-

Speaker 2: Oh, you're not sharing anymore, Jamal.

Jamell Scott: I'm not.

Speaker 2: Not on mine, [inaudible 00:54:06].

Jamell Scott: Oh, I'm not sure.

Speaker 2: Because ... yeah.

Jim: Hey, I just want to say I can't imagine all your discussions and I commend you all for doing something that no one has had to be in the middle of doing before. And no one has the answers on this, I don't think. The one thing I would just add that I think the attendance of the kids can't be let off the hook from virtual attendance. And that's any way you can help them to make sure that they're going to attend the virtual classes as well as coming in. And you guys know whether that's real or not, but I think it's important probably for a lot of things. [crosstalk 00:54:55]. I want to commend you all because if anyone had the answer on all of this ... No one has the answer, I don't think. But best practices and sharing like you're doing with other ... Again, I just encourage it in any way you can share with the [CSEE 00:55:17] in any way, I think that's valuable for both. So anyway, I just want to throw that out.

Jim: I was talking to a kid from one of the private high schools and he said that he did very well when he was in class and he hates ... he can't concentrate at home. And I'm sure it's not just kids. I'm sure there are people who do great from work performance at home and then there's adults that do have a hard time with it, you know? Like I said, it's an interesting world to say the least.

Jamell Scott: Yeah, we definitely appreciate that. And I think for me, the interesting part or the exciting part is the unknown. I love taking on challenges that no one has ever done. That way you can kind of lay your own foundation to that. But then also, we are constantly talking to other school leaders, run different groups. I do reach out to CSEE, Jack Caruso and those guys over there. They're very cool. So yeah, me and Jean talk all the time, of course, just to share ideas [crosstalk 00:56:26].

Jamell Scott: I try to stay in the middle school realm though because I'm pretty sure Jean's students' needs is a lot different than my students' needs. And also elementary school. It's different. I think every situation is different.

Debra Stern: So Jamal. Before you say what our habit program looks like, I just want to give a little framework. So according to the CDC guidelines, there are three levels. The first level is going back to school. That's the highest risk. Everything is the same. What [inaudible 00:56:57] wants us to do nothing. It's all the hope to go back to school.

Debra Stern: The second level is you go back to school, the program that takes into account the CDC guidelines, social distancing and all the things that you have to take into account to try to have the moderate level of risk. That's what our hybrid program is. And then the third level is the least risk is a 100% online. So all of those three have to be in play because, except for the ... I mean, they all have to be in play because they could all happen at any time.

Debra Stern: So this hybrid program is what's come out of that second piece of the moderate risk. Given all the CDC guidelines and all that sort of stuff, what does school look like? So Jamal, go ahead.

Jamell Scott: Yeah. So we're strategic on how we created this schedule. And so on Monday and Thursdays, you'll see, we have two cohorts coming into the build ... Or cohort one coming into the building and cohort two will be virtual on those days. Now cohort one is just our fifth and sixth graders, and cohort two was our seven to eighth graders. On Tuesdays and Fridays, they'll rotate that schedule. So on Tuesdays and Fridays our seventh and eighth graders are coming to the building while our fifth and sixth graders are virtual.

Jamell Scott: The reason why we did it this way opposed to a few schools that have a back-to-back Monday, Tuesday, keeping the kids together. We want to use our in person time to support and balance out our virtual time when it comes to attendance. So you're in the building on one day and you know you'll be virtual the next day and you're going to see your teacher the following day.

Jamell Scott: And so it allow us to say, okay, looking at our instruction, our curriculum and say, "What has to happen in person and what could happen in a virtual world?" So let me give you an example and break it down. I'm a fifth or sixth grader on Monday. That's the we do part. We can do that together, right? The virtual is the you do part, right? You're going to do it. You would kind of have what we spoke about on Monday. And then Wednesday is the ... I'm sorry. It's the I do, we do, you do. So I do on Monday, we do Tuesday, you do on Wednesday. So on Wednesday, give the scholars opportunity to look through their work. They should have completed it or have most of it complete and then clean it up. And then that Thursday, we restart that cycle.

Jamell Scott: Did I lose you on that? I kind of lost myself.

Debra Stern: No, that's okay.

Sidney Burke: I think I got it.

Jamell Scott: [crosstalk 00:07:16]. I knew what I was saying, but I lost myself.

Sidney Burke: Yeah.

Debra Stern: And I want to point out, which is critical of all of our planning. Yeah, I do, we do, you do. I do, we do, we do, we do. All those models. It's something that we've used anyway. It's the model that we've used. So we're just expanding on that and making it work with this idea of virtual hybrid learning. So that's a critical piece to get at that. This is just extending on the work that we've already done, the way that the kids are already thinking about learning and then putting it into this hybrid model.

Jamell Scott: And Wednesdays is already our special day. So we'll use that time for staff development, community circle, advisory, cultural ... Sorry. These lights. Bruce, I need my lights fixed. These cultural events that are still happening on Wednesday for students that'd be tied into the achieve grade.

Debra Stern: So that's the important [SEL 01:00:08] type of things. The advisory community circles. Even clubs still having meetings, things like that. We want to make sure that we are able to advance as much as the school culture as possible

Speaker 3: Well, one says all remote, correct?

Sidney Burke: Yes. That's our virtual day. And that's a day that's off. The building can breathe as well. It's a breathing day for the building.

Speaker 3: I know me and you spoke, but have you given thought in regards to your assessment calendar with this on campus and virtual, how you would include that?

Jamell Scott: Yeah, so we're going back and forth a little bit, when looking at our assessment schedule or calendar, I should say, are we going to have it online? Are we to have the kids come in? We didn't make a decision on it yet. We didn't make a decision on it yet. If I had to take a stab at it right now, it'll probably be built in where one day when the kids are coming in person, that's when they'll take their assessments, because we could say virtual does not work speaking from experience from our end of the year assessment.

Speaker 3: Gotcha.

Jamell Scott: But we don't have a concrete plan. Yeah. It wouldn't make sense now so I'll wait until the next board meeting. We have another schedule with teachers and broken down by subject and we're breaking the kids up into little pods and also mentoring groups. So our fifth graders and our seventh graders are going to share rooms and our sixth graders and our eighth graders are going to share rooms. And those kids in those specific rooms will also communicate virtually throughout the week, most likely nine times out of 10 on Wednesday.

Jamell Scott: And just to communicate, to see how they're doing, fifth graders can talk to seventh graders, sixth graders can talk to eighth graders and start a mentoring group that way, given that we will be a one on one school.

Debra Stern: And thank you, Jamal, for bringing that up. Two other things that this plan takes in account. That you have to look at 50% capacity in the building. So that says that. And that we're going to be one-to-one. So all the kids will have access to their own computer, whether they'll take it home or how we're not sure yet, but every kid will have a computer at their desk.

Debra Stern: So as Jamal stated, we're scaffolding this. So at our 27th meeting, we'll give a deeper dive into the intricacies of the schedule, what it actually looks like. And that'll all be part of the report. The-

Jamell Scott: And why we chose to do it this way. And it'll make sense on 27. You have to see it.

Debra Stern: Does anybody have any questions about this so far? And then this is fairly-

Speaker 3: No questions from me. I'm good.

Debra Stern: Go ahead.

Jamell Scott: And then-

Debra Stern: [crosstalk 00:01:03:00].

Jamell Scott: Really quickly. So something that you don't see, our virtual schedule, it balances with our in person schedule, which you'll see on the 27th. It's not like the kids are just going to be online with ... I teach all of the kids together. It was very strategic on how we did it.

Jim: Okay, how has it been ... Any way for the parents to dialogue? Have a way where they can dialogue on how it's going.

Debra Stern: Yes. So throughout the summer or throughout the last semester, we had weekly administrative board office hour meetings for parents every Thursday and then we've had two dedicated webinars just for stakeholders and parents to give input. And we've also sent out two surveys and we just sent out one this week for parents to get input about the program. So we've had a lot of stakeholder input.

Jim: Plus, I mean, their lives are up-ended or will be or, you know, if they're working, they're not working.

Debra Stern: Everybody's lives is up ended. One piece of this is that we're ... And I've also actually ... Dr. Hamilton reached out to me last week about our plan that Jamal had actually virtually attended their meeting. So you've heard about their plans. So we're also going to try to make sure we're aligning with the district. So for instance, we're calling Wednesday our day off, the district's calling Friday their day off. We might come together and say, "Maybe the day off should be the same."

Debra Stern: So we're trying to get as much stakeholder input, talking to a lot of different people, teachers, et cetera. And then particularly the week of the 27th will be that this plan will be out there for folks and we're going to have a lot of stakeholder meetings then to get input, and thoughts, and ideas.

Jim: Thank you.

Sidney Burke: Sorry if I didn't catch this earlier. How are you guys planning on staffing? So if you're having fifth and sixth grade in the building on Monday, but spreading them out because social distance capacity. If you're in a fifth grade classroom, what does that look like compared to what it normally would look like in terms of teacher time?

Debra Stern: Oh, in terms of teachers. Yes.

Jamell Scott: You want me to go? I got it.

Debra Stern: No, I was going to say [inaudible 01:05:28] look, but go ahead, Jamal. I'm going to talk about the look and layout too.

Jamell Scott: Yeah. So wait, are you asking for the look and layout with every [crosstalk 01:05:35]?

Debra Stern: No, he's talking about teachers.

Jamell Scott: Oh, okay.

Sidney Burke: I was talking about staffing.

Jamell Scott: Yeah. And so one thing out of mind that we did, we were a little overstaffed, if you remember, from before COVID happened. We were looking to actually cut staff, but COVID happened, we didn't cut any staff members. And so with ELA and math, they're just going to split. So one ELA teacher will take three cohorts and another ELA teacher will take three cohorts. And that's how they'll still get six periods.

Jamell Scott: Our social studies, science and all of our special classes, they only taught four periods a day anyway and had administrative duties going for the remainder of the day. But now they'll have six. And so that's how we balanced it out. We'll make sure we have 12 to 15 kids per class.

Sidney Burke: Okay.

Jamell Scott: So every single student will still get ELA, math, social studies, science, and a special. It's just the teachers will just have to teach ... for social studies, science and specials would just have to teach two extra periods.

Sidney Burke: Okay.

Jamell Scott: Teach the same amount of kids though.

Sidney Burke: Mm-hmm (affirmative).

Jamell Scott: And our entire fifth grade will occupy the first floor, our entire sixth grade will occupy the second floor, and then seven and eighth grade will do the same.

Sidney Burke: Mm-hmm (affirmative). Okay.

Debra Stern: I guess you probably want to go to the next slide.

Jamell Scott: Yes, Phil.

Debra Stern: Oh, okay. So before ... So [inaudible 01:06:58].

Speaker 4: Yeah.

Jamell Scott: Sorry.

Debra Stern: This is you.

Jim: [inaudible 01:07:02].

Debra Stern: Is Philip still here?

Philip Salmon: Yeah, I'm still here. Can you hear me?

Debra Stern: Okay.

Philip Salmon: Okay.

Debra Stern: Yes, we can hear you.

Philip Salmon: Okay. I just wanted a quick ... Jamal, advance it, please.

Jamell Scott: Gotcha.

Philip Salmon: Or can I do it when I do it? All right. So I just wanted to quick give an update on the enrollment here. So far, as we talked before, we want to over-enroll for the school year. When you look at this table here, this is so far are our projections. And so the total we have now is 355. We're going to admit some more people in so that we can be over-enrolled, but we're closely monitoring that because we don't want to be in a situation where we have too many people.

Philip Salmon: And so, like I said, right now we have the 359. Out of those 359 people, almost everybody has already started their enrollment process. So this year we moved to a online enrollment. So the majority of people have started the process. And we're going through now to check all the documents because in the past years, parents would have to come in and bring the documents, we'd have to make a copy of the documents, reveal it. And this year the parents are basically

snapping pictures or uploading all the documents and then we ... in the process of reviewing. So that's the good news, that the majority of people are engaged.

Philip Salmon: The second portion of this chart just shows you in terms of the number of people, the returning students. We had some people who have basically either moved or going to different places. And then these are the forums where we actually had gone back. We had originally sent out re-enrollment forms pre-COVID and then we went back and had our staff contact people again during the month of end of May and June to check to see if they're coming back and get their forms back in. So that's it. That's where we are in terms of enrollment.

Philip Salmon: All right. If no questions, we'll move on to the financial aspect. So I know I sent out the financial package [crosstalk 00:17:34]-

Jim: Hey, Phillip, could I ask one question? I apologize.

Philip Salmon: Oh, sure.

Jim: And it's really to everybody. So they closed 30 Catholic schools and a number of them ... I think a couple in Mount Vernon. Would that have any impact to getting calls from parents right now to see if they can get in? And again, this might be a stupid question. I just ...

Philip Salmon: When I took a look at the numbers, I haven't really seen an uptick in terms of our wait list, but people can still submit an application and apply and they'd be added to the wait list.

Jim: Like they just announced it Friday, I think, so ...

Philip Salmon: Yeah, so they announced it Friday, so what maybe we can do is we could talk about this then, Charlie, but maybe just make sure that people are aware that while we're still full, they can add the names to the wait list.

Jim: Okay. Thank you.

Philip Salmon: So we can revisit that internally. So I would say in terms of the financial packet, I sent around the financial packet, but what I thought I'd do is just pull some of the key information from the packet here. And the top portion is these are projections. The financial packet is as of end of May, and then we do projections for the end of the year. And so when we pull the information out here, I basically have the projections for the revenue. As you can see that we had projected the set ... We had basically a shortfall in terms of the revenues that we are projecting for the full year of about 200,000. And then in terms of the projected expenses, we ended up having a slight savings over the expenses that we had in the budget. And then when you add those two together, you see that we are projecting a slight deficit for the year compared to what we are budgeting.

Philip Salmon: And so what I thought I'd do is ... we have the whole information in the details in the package. But what I did here is really pulled out some key information just to highlight over on both the revenue side and the expense side. So on the revenue side, we have talked about this before in prior board meetings where we had a shortfall in both the per pupil amounts for both the general ed and special education. And again, this is where we had budgeted for 349 and our actual numbers looking about 344. And again, this was the point where we didn't really fill the seats as we had some of departures in, I guess, November, December, maybe in January too. So I think we addressed the plan to that with the board back, that we're going to be more aggressive in terms of going to the wait list and pulling in students when students leave.

Philip Salmon: The other point here I'd highlight, this New York State supplemental funding. And we talked about this last year. Every year, the New York State awards additional funding on a per pupil basis for charter schools. In the prior years, we received it. Like last year, we received about a 100 000. The year before that we didn't receive anything because it only went to New York City charter schools. And then this year we haven't heard anything from them and we had built into the budget \$250 per student as a supplemental funding.

Philip Salmon: I tried to contact New York on numerous occasions to get information whether we'll receive this or not and they've been pretty silent on that. So for the audit, we're going to take that out in terms of anticipated revenues because we haven't received any confirmation from New York about this additional payment, which like I said, in the past, they made one payment last year for close to a 100 000 and then in the year before that we didn't receive it. Only New York City students. So that makes up the bulk of the variants that I highlighted in the top for the revenues.

Jim: So that's 87,000, Philip?

Philip Salmon: Yeah. That's 87,000, which would have been about \$250 per student.

Philip Salmon: And then when we look on the expense side, we show a positive variance of about 65,000. And what I did is just really try to pull some of the bigger items here. One was compensation. We're just slightly off on that. Two was the benefits. So we had increased medical costs and then these were a lot of people ended up choosing the more expensive family plan that we had to offer compared to what we had planned for. Additionally, we had higher insurance premiums for our workers' compensation. In the year, we had two claims that were submitted. And then also a higher unemployment insurance.

Philip Salmon: We actually ended up saving about \$40,000 for the security guards because school hasn't been open. Field trips, we ended up having a slight higher amount. And what we've done in the past is we collected student activity fees over the course of the year for a lot of the trips that we had gone on. And then certain trips took place towards the beginning of the year, but yet we were collecting on a quarterly basis for the parents itself. So they're funds that were not going

to end up receiving. And we have also ended up also refunding some of the unused money that ... We ended up refunding some of the unused money for trips that we didn't take. So in the end, it's looking like it was costing us about \$20,000.

Philip Salmon: A speech. We ended up spending a little bit more money on the speech. Normally we have a person who does group speech lessons. So they would have maybe four people that they would do individual, I mean, group sessions with. But when we moved to the Zoom and the online due to various different privacy rules, the speech was done one to one, as opposed to being in a group in terms of being in a group setting.

Philip Salmon: CSBM. The cost, I'm digging into this because they are higher than what we anticipated. So I'm going through some of the invoices. I think part of this is from the audit and some of the schedules they put together last year. But I'm digging into this now as going through the invoices here, because that was a little bit higher than what I thought. And then lastly, we had this big savings for the building. And again, this was because we had budgeted paying the rent for the third floor, but then also there's other additional factors just generally related to the building. We're not buying supplies and other repair and maintenance that we had planned or that we had budgeted and utilities and things of that sort for the building.

Philip Salmon: So overall, that makes up the bulk of the ... I'll call it the ...

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Philip Salmon: The bulk of the... I'll call it the savings that you see here from the overall budget itself. So, that's it for me from the finance perspective.

Jim: So we'll be 200,000 short this year? And I apologize.

Philip Salmon: No. If you go back-

Jim: [crosstalk 00:00:29].

Philip Salmon: Go back to the next slide, Jamell. No. So, under the projection, if you look at the projected amount, we're showing a deficit of about 6,000 compared to the budget of 116. So the variance there's about, I guess, 123,000.

Jim: Okay. Thank you.

Philip Salmon: So, I take it back to Jamell.

Jamell Scott: You're muted, Debra. I know you're trying to talk.

Debra Stern: I got it. Thank you. [inaudible 00:01:23]. like I said, with the [inaudible 01:19:29] that [inaudible 01:19:29] just got [inaudible 01:19:31] we're talking the detail that is from the governor. So I'll make that stuff available to everybody. There are links in the restore, reform, reimagine document, but I'll also just send them out to you guys. We're going to have the document, our document, our school's document, done by Friday. Hopefully it's not Monday the latest. So next week, we'll be passing it around for comments, people to look at, get some stakeholder feedback and then [inaudible 01:20:01] I hope... I'd like to just ask if we can have a special boarding on Monday, July 27th at 4:30, so that we can really continue to talk about the opening and what have you.

Sidney Burke: Yeah. So I don't know about the rest of the board members who are on the call, but that time looks like it's okay for me.

Jim: Yes.

Speaker 5: That works for me as well.

Debra Stern: Fantastic. So I'm going to put it on the calendar now and send everybody a calendar [inaudible 00:02:33], so that we have that offset. And that's all I got. The stuff on strategic planning and board [inaudible 00:02:43], I kind of put to the side because there's so much going on with this re-opening.

Sidney Burke: Yep.

Debra Stern: Yeah. So... [inaudible 01:20:50].

Jim: Just [crosstalk 00:02:51]-

Sidney Burke: For the short term, the reopening is the strategy.

Debra Stern: That's true.

Jim: We did have a fundraising committee meeting.

Sidney Burke: Oh, great.

Jim: And-

Sidney Burke: Jim, do you want to talk about that a little bit?

Jim: Yes. Everyone needs to write a check tonight. That's our conclusion. I asked. We were talking about... And again, Deb, you can maybe share. Do we still need Chromes for the students as of today? Chromes? Do we need Chromes?

Debra Stern: [inaudible 01:21:35]. Yeah.

Jamell Scott: Yeah. [inaudible 00:03:38].

Jim: We still need Chromes, so we're asking anyone who can help support getting people to sponsor some Chromes for the students and I'll email out the exact number to everybody. And also we talked about having a strategic plan that the board needs to discuss about [inaudible 01:22:03] our next big step, which would be, do we go to raise money down the road for the next charter for the K-8 tool? I don't think that's a discussion for now, but that would be... I asked Charlie, who was on a committee, to talk to you about that. But do we need Chromes immediately for the kids?

Debra Stern: Yeah. [crosstalk 01:22:34]. Go ahead, Bruce. [crosstalk 01:22:37] want-

Bruce Tanner: So Jim, we've ordered enough Chromebooks so that we will have one per student. Any money that comes in to defer the cost would be more than helpful.

Philip Salmon: Yeah. So what I'd say is that, I guess, the plan was to go out and to also fundraise, but we wanted to make sure that we had everything in-house because of the lead time and the potential of running out, so...

Jim: Right. No, I [inaudible 01:23:10], because especially with the time that we are, so... Philip, there's any... Because if that money was allocated for something else that you paid for the Chromes, we want to know just what we as a board and to our friends can say, "Here's what we took from Peter to Paul, rightly so. And here's where we can sponsor the X number of Chromes."

Jim: Yeah. I know it [inaudible 01:23:42]. Because we have the vital need for Chromes right now for the kids, I commend you on doing that that way. Usually don't do things that way, but it's in fundraising, so... But Harvey's been holding [inaudible 01:24:01] calls and Tamara's been on. I've been on. And I think, Sid, you were on, I think, once [inaudible 00:01:24:09]. So we keep it going.

Sidney Burke: Great. And are we contingency planning at all around the fundraising for [inaudible 01:24:30] fundraising event? Normally we would do something in December, but who knows what December's going to look like.

Jim: We didn't go into that. I think for the next meeting... And, Debra, you're key on input on this, both getting... For instance, this is to send out an appeal right now, an extra special appeal is to me during the times we're in, would not be imprudent, but we should have an annual calendar of when appeals go out and when the letter gets... I don't know what our mailing list is. But then along with a fundraising plan, do we do an event in December or a virtual event? I know we're having our golf tournament. It's not virtual. It's going to be real. And everybody's just going to play on one hole themselves the whole time. We figured [inaudible 01:25:33] out basically. But I don't think not holding events is a good thing or... But social distance events. I'll try to do some research on that certainly, because I live by that. I don't [inaudible 01:25:52].... So I'll bring that

back for the next meeting. And Patrick, do you have any input on that? You've been on other boards. Do you know anything-

Patrick Smith: Yeah, they're starting up again. I mean the Bronx Chamber's having a big event, golf outing, August 11th, couple of weeks, over by the bridge there. So there are some events starting up. There are some in the Fall already lined up. So they are coming around.

Jim: I mean the outdoor events, we feel like are a little safer than indoor events, unless we did an outdoor. Now I had a restaurant that's going to hold an event for us the first Monday in August in [inaudible 01:26:37]. So Deb, you have any thoughts on anything on that [inaudible 01:26:44] real quick?

Debra Stern: Well, I think this is a year I can finally get my [inaudible 00:01:26:47], since we're all covering our faces anyway, so maybe, it's a good idea. But I know Charlie asked me about the... I mean, December seems like a hundred million years away. I think the key pieces that we are going to keep focusing on the idea of our Charter Day, what that looks like and building things around that. We had always talked about having the big sort of gala thing next year. So you kick it off in December with the Charter Day. You plan for a big event before the opening of the official 10 year school year, which is actually next year. So I think we're on line and hopefully everything will be cleared up in time to meet that sort of those deadlines.

Jim: Okay. So I got some work to do, and that's why I didn't miss this meeting because you appointed me as fundraising chair when I missed the last one. So I really am grateful for [inaudible 00:09:43]. Kidding, by the way. But Sid, how about events in your circles? Do you see some stuff being planned?

Sidney Burke: Our firm is not doing anything. Everything's been canceled.

Jim: It's an interesting-

Sidney Burke: Pelham Country Club, the golf course is open. I don't know if they've been doing any outside events in terms of golf outing [crosstalk 01:28:19] or not. Yeah.

Jim: Well, let me come back and try to get as much. And anyone has input on any events that are going on. But the appeals, like I said, this is a critical time and education is vital for the success of... As we know. You live it. And so I don't know if even a special appeal going out. Deb, I don't know if you think an appeal letter during this time, and/or Sid or Pat. Because we're starting a school year and the teachers are working so hard and we need extra resources to augment what we're doing. And we don't even know if the budget's going to be cut this year too.

Debra Stern: Yeah. Like I said, I know that... Yeah. So we staffed this with Harvey. I know that he's been meeting with you all. I haven't asked him for a readout on it because

I've been focusing on fundraising. But Phil, I guess you'll probably be looping back around to this, so I'll reach out to Harvey to see what... Or Phil, actually, you can reach out to Harvey and see what he's been putting together for us.

Bruce Tanner: Jim, I have a question for you. Will you share your information with us where you got all your masks from? We purchased 2000, but it's probably not enough and we want to start stockpiling.

Jim: Yeah. I will do that. I have a number of contacts. And what do you get masks for? How much per mask roughly?

Bruce Tanner: The last purchase was about 50 cents a piece.

Jim: Yeah. I can get some cheaper than that, I know. And I'll share that with you.

Bruce Tanner: Yeah. Anything else too, hand sanitizer, the works?

Jim: Yep. There's one contact that I'll put in at the end of this. If you could send me one email and say, "Jim, please send me those contacts," and I'll send it to you right after this.

Bruce Tanner: Okay.

Jim: We've given out about 3000 masks to people who need it and had a few donations made to me and Mike. Anyway, we have some good contacts, so...

Debra Stern: Great. So, Sid, that's all we got.

Jim: Will every kid be wearing a mask as they walk in the door? And then-

Debra Stern: Yes.

Jim: And then is there a temperature check too? I apologize for asking [inaudible 01:30:41].

Debra Stern: Yeah.

Bruce Tanner: Yeah.

Jim: Okay.

Debra Stern: So the knowns are masks, temperature checks, social distancing, hand sanitizing. And so you'll see it... I'm sorry. What's [Inaudible 01:30:52]?

Bruce Tanner: Surveys.

Debra Stern: Oh, surveys. That's for visitors, I guess. And so those are all the knowns. And we talk about all that and how we're going to operationalize that in the building, so...

Jim: And will sports go on?

Debra Stern: No.

Jim: They're all canceled?

Debra Stern: Yes.

Jim: We...

Jamell Scott: We're actually looking to start our own NBA2K league. So we're going to play other schools in 2K with the top gamers in each school and just compete. And that's how we're going to just hand it out. We're going to settle it some way.

Jim: Yeah. 13 weeks. Invite 15 teams.

Jamell Scott: Jim, I was just playing you. I was just playing you.

Sidney Burke: E-sports is the future, Jamell.

Jim: I know. [crosstalk 00:13:42]-

Jamell Scott: We got to do that.

Jim: The one thing I would, and I've been working with one of the Amani parents and her kids on the garden, so maybe I could talk to somebody about a garden club for September, social distant. Who would I talk to on that?

Debra Stern: Bruce? It's got to be... To talk about, because I haven't even raised it, but we will be looking at how we're going to have afterschool and that comes under you as a sort of staffed up by Harvey. So talk to Bruce.

Jim: Okay.

Bruce Tanner: Yeah. Talk to me about it.

Jim: We've been growing a lot of food in the garden there.

Bruce Tanner: Well, yeah, that lady's doing a good job.

Jim: Well, there are actually five community gardeners there now, and so we built a two other planters the other day. So we're trying to make it a real... And as we

know, when the kids aren't there in the summer, it's hard anyway. So we're going to be creating a community garden together. So it'd be good.

Bruce Tanner: Okay. Great. Yeah. That would be something that we could definitely include in our enrichment program.

Debra Stern: Enrichment?

Bruce Tanner: Since it's outside.

Debra Stern: Yeah.

Jim: Right. Which is healthier. That's why people feel... Especially with sports being canceled, I mean kids... Like I said, how... I don't know. Gene, are all your sports canceled at the high school?

Gene Johnson: We're in the same boat as everybody else, kind of following the guidance from the state. We play in the Charter School Athletic Association. So if the CSAA is canceled, then we're canceled.

Jim: Can't you call them all protests?

Gene Johnson: Huh?

Jim: I said, can't you call them all protests and play games?

Gene Johnson: I don't know.

Jim: It's a poor joke, but...

Gene Johnson: No. Look. I don't know how I would fare in these times when I was in high school, with [crosstalk 01:33:57] my sports being canceled and stuff like that. So I don't know. We'll see.

Jim: You and I both. I just want to thank everybody. I can't imagine... But staying the course and Jamell's Captain Kirk kind of statement, "Go to... Know a Challenge that we can't go to," I'm just grateful for all of you and... Interesting times.

Sidney Burke: Yeah. I think the only other thing that I have on the agenda is just approval of the board minutes. I don't know if anyone else had anything else.

Jim: Patrick, any thoughts?

Patrick Smith: Nope. Nope. Nothing from me.

Jim: I would just say is there any sense of other funding coming out? We got the PPE. I know PGIL will be re-sent out. I would just encourage, if anything gets resent

out, that we can go for it because we don't know what budgets we're going to get cut.

Debra Stern: So that is a good point, Jim. And one of the issues that often come up in these conversations that going on about their proposals is the ways in which the PPE will be made available, financed, supported, et cetera, et cetera. So we're all kind of trying to figure that out.

Jim: Okay.

Sidney Burke: Switching gears a little bit, Phil, in terms of PPE. What do we need to do in terms of converting that to a grant?

Philip Salmon: So there's a process that you have to go through with the bank itself. So we're looking at that now. It's interesting because nobody's gone through that process yet. So what they did is they originally gave you the eight weeks, but then they extended the eight weeks, I think, to the end of the year in terms of [inaudible 01:36:37] to utilize that, so...

Jim: Oh, really? Patrick, is that definite? They extended it-

Patrick Smith: They did change the rules around and there might even be some more changes between now and the future, but basically Phil's right. It was eight weeks. Now it's basically six months from the time you got the money in your bank account to the time you go for the forgiveness part. And they reduced the amount that needs to be used on payroll. And they extended the amount of time that's needed to bring your FTEs back to the number you had before COVID. So reality, yeah, you could maybe even get to the Fall or end of the year before you got to apply for the forgiveness part depending on when you got the money.

Jim: They don't have to be the exact same people, just the exact same amount of FTEs?

Patrick Smith: Number of people, yeah.

Jim: Do we think they're going to do another round of it? There's been some talk-

Patrick Smith: There's some talk in Congress doing a PPP Four, but it has to go through a lot of things before you get to that.

Jim: Okay. Yeah. I've heard some mumbles. Thank you.

Debra Stern: So... Yes. Go ahead.

Sidney Burke: So I think the only other thing is the minutes.

Jim: And [crosstalk 01:38:06] that we-

Sidney Burke: All in favor for the [crosstalk 01:38:07]?

Jim: Aye.

Sidney Burke: All right. Anyone opposed? The ayes have it. All right. [inaudible 01:38:18].

Jim: Does the staff get together... Are they coming in, and I apologize, for a meeting? Are they all in the school now? Stupid question. I apologize for that.

Debra Stern: No. Well, some people are. Phil, Bruce, Jamell [inaudible 01:38:40]. I don't. The building was made available for staff to come in to clear out their classrooms the last two weeks of June. And so everybody was in and out doing that. We've been doing everything virtually [inaudible 00:01:38:55]. We just sent a memo today just to update them. We don't have [inaudible 01:39:00] that they would come in until August, so July's kind of our downtime.

Jim: Got you. So you have one day they'll all come in and say, "Here's where we are."?

Debra Stern: It'll be virtually. Yeah. Nobody's coming into anything. Just because we don't really have the space to be able to socially distance the whole staff really in, yeah, the way that you're really supposed to, so...

Jim: Yeah.

Sidney Burke: Right.

Debra Stern: Unfortunately, it's weird... I guess the cafeteria maybe you could put all 60 people, 60 [inaudible 01:39:38] there.

Jim: Or auditory?

Debra Stern: It's not really as big as you think.

Jim: I got you.

Debra Stern: Yeah.

Sidney Burke: Okay. Deb, did you have anything else you want to talk about?

Debra Stern: No. I sent everybody the invite [inaudible 01:39:58] the 27th and hopefully it's-

PART 4 OF 4 ENDS [01:40:01]