1
00:00:11.340 --> 00:00:14.880
Kevin Hutton: on behalf of the Spencerport Board of education, welcome everyone.

2
00:00:16.590 --> 00:00:18.960
Kevin Hutton: To our 16 attendees at this point.

3
00:00:21.150 --> 00:00:30.690
Kevin Hutton: So calling the meeting of September 9 to order, like to start with Mr. Kincaid's rendition of the pledge of allegiance.

4
00:00:31.590 --> 00:00:32.220
Greg Kincaid: Thank you.

5
00:00:33.810 --> 00:00:48.630
Greg Kincaid: Writing I pledge allegiance to the flag of the United States of America and to the Republic for which it stands one nation under God indivisible with liberty and justice for all.

6
00:00:50.490 --> 00:00:51.660
Kevin Hutton: Thank you, Mr. Kincaid.

7
00:00:51.990 --> 00:00:52.710
you're welcome.

8
00:00:53.790 --> 00:01:15.630
Kevin Hutton: I asked them because I'm still worried, I might lose my voice throughout the evening so also Mr. Kincaid, if I may throw it all back at you sometime during the evening, if if I'm having an issue for all if if my screen goes blank it's probably because I'm coughing so.

9
00:01:16.680 --> 00:01:18.270
Kevin Hutton: let's go so so.

10
00:01:19.740 --> 00:01:22.980
Kevin Hutton: Laura you have a motion for the consent agenda.

11
00:01:23.520 --> 00:01:28.530

Lori Stone: I do, I make a motion that we amend the agenda to include an executive session.

12
00:01:29.700 --> 00:01:36.540
Lori Stone: After our meeting evaluation, this evening, the purpose of the executive session will be to discuss the employment history of a particular person.

13
00:01:38.190 --> 00:01:39.600
Kevin Hutton: Thank you in a second.

14
00:01:41.040 --> 00:01:41.880
Kevin Hutton: Mr bracken.

15
00:01:43.980 --> 00:01:45.090
Kevin Hutton: All in favor.

16
00:01:46.830 --> 00:01:47.820
Kevin Hutton: Six oh.

17
00:01:52.830 --> 00:01:56.130
Kevin Hutton: first item on our agenda is the consent agenda.

18
00:01:59.190 --> 00:02:02.100
Kevin Hutton: Mr bracken makes a motion for the consent agenda.

19
00:02:03.540 --> 00:02:05.220
Kevin Hutton: seconded by Mr kincaid.

20
00:02:07.080 --> 00:02:07.920
Kevin Hutton: All in favor.

21
00:02:09.060 --> 00:02:10.290
Kevin Hutton: six zero.

22
00:02:11.880 --> 00:02:13.290
Kevin Hutton: That okay so far Murphy.

23
00:02:14.670 --> 00:02:14.910
Kevin Hutton: Good.

24

00:02:17.490 --> 00:02:21.150
Kevin Hutton: Okay fast here, ladies and gentlemen.

25
00:02:22.560 --> 00:02:24.300
Kevin Hutton: Board of education reports.

26
00:02:25.440 --> 00:02:31.680
Kevin Hutton: And i'd like to share and Gary will have more details
because I missed some of the event.

27
00:02:32.820 --> 00:02:41.220
Kevin Hutton: Of the Monroe county executive session Monroe county Board
of it school board association.

28
00:02:42.300 --> 00:02:57.000
Kevin Hutton: executive session where there's some great conversations
about the trials and tribulations of opening up for every day for
education so so Gary will be able to talk about that a little more.

29
00:02:58.170 --> 00:03:02.760
Kevin Hutton: So it was great conversation it's great organization for us
to belong to.

30
00:03:04.350 --> 00:03:17.550
Kevin Hutton: The other thing I would like to propose is something that
that we are missing and it's a great thing for our Community is privilege
of the floor.

31
00:03:19.350 --> 00:03:40.260
Kevin Hutton: Although we may soon be able to have in person meetings, we
will still likely be limited to the number of people that can actually be
in the room, with us, so what i'm going to propose, and this is just
basically a thumbs up at this point.

32
00:03:41.790 --> 00:03:45.030
Kevin Hutton: To if people request.

33
00:03:46.560 --> 00:03:57.900
Kevin Hutton: privilege of the floor that that request goes in in
advance, and then we record a zoom type of conversation so there'll be
able to present their.

34
00:03:58.530 --> 00:04:10.470

Kevin Hutton: questions or concerns or compliments to the board, we always get compliments at privilege of the floor and will give a chance for the Community to participate.

35
00:04:11.040 --> 00:04:25.440
Kevin Hutton: there's just difficulties doing it with the type of panelists zoom meetings that we have so they won't be able to be live, but since it's there's not interaction, I think this is a good solution.

36
00:04:26.580 --> 00:04:40.170
Kevin Hutton: Until we're at a point where we can have as many people as we'd like it in our boardroom So what do people think about that is that okay tolerable thumbs up thumbs down.

37
00:04:41.850 --> 00:04:47.040
Kevin Hutton: Okay, it looks like it's going to be a thing so so marcy guess who this is going to get dumped on.

38
00:04:49.440 --> 00:04:57.060
Kevin Hutton: So, so I what I envision is something along the lines of of what we did for the meet the candidates.

39
00:04:58.170 --> 00:05:08.970
Kevin Hutton: So where we just have a zoom meeting and with just one or two people, whether it's you or lynette that just basically records that that person's.

40
00:05:09.630 --> 00:05:29.670
Kevin Hutton: up to five minute discussion and following our same program and rules that we have for that fact that it has to be a Community Member and I think it would be good for people to be able to speak their mind once again until we get everyone in.

41
00:05:30.750 --> 00:05:32.970
Kevin Hutton: In person again so.

42
00:05:34.680 --> 00:05:36.810
Kevin Hutton: sounds like a plan any other.

43
00:05:39.270 --> 00:05:40.410
Kevin Hutton: word of education report.

44
00:05:42.180 --> 00:05:51.930

Greg Kincaid : I just have a couple of items here last Monday February 1 we had our first budget focus group meeting it was a zoom meeting.

45
00:05:53.010 --> 00:06:04.470
Greg Kincaid : The first thing we went through is just introductions we have some Community Members from the past that have participated before, and it was also great to see some new Community members.

46
00:06:05.160 --> 00:06:14.580
Greg Kincaid : to join us this year and I just want to stress the importance of our Community Members being a part of this group, because we, we want to listen to what your thoughts are.

47
00:06:15.360 --> 00:06:25.740
Greg Kincaid : In regard to developing our school budget for the next school year, which we know, has a lot of moving parts and it's going to be a very challenging task for us this year.

48
00:06:27.240 --> 00:06:41.940
Greg Kincaid : rick did a great job of providing some charts through the forecast five program and he gave us updates and current perspectives of next year's budget, so I know we're going to get a bunch of update in just a few minutes, so I won't steal any thunder.

49
00:06:43.230 --> 00:06:53.520
Greg Kincaid : Also, I attended the reopening Task Force meeting that we had last Wednesday February 3 we received a few updates in the beginning of the meeting, and then the bulk of our meeting.

50
00:06:53.940 --> 00:07:00.780
Greg Kincaid : was spent in breakout groups where our breakout groups identified priorities to be considered.

51
00:07:01.410 --> 00:07:16.380
Greg Kincaid : When we look at full reopening and some of those areas that we discussed were health and safety teaching and learning and operations and logistics and we got some great feedback from individuals that participated in that meeting.

52
00:07:17.190 --> 00:07:25.350
Greg Kincaid : The last thing was, I attended the Taylor pto meeting it was another zoom meeting last Wednesday evening and I just want to give a quick shout out to.

53
00:07:26.040 --> 00:07:38.700

Greg Kincaid : Mrs pinch Kelly, and also the parents that participate in the Taylor pto with a challenging as things are right now they're doing an incredible job of supporting our students and staff at Taylor school so.

54
00:07:39.120 --> 00:07:42.750
Greg Kincaid : Just a shout out to that group and the hard work that they're doing.

55
00:07:43.410 --> 00:07:58.140
Greg Kincaid : To keep some of those strong programs going, and also the energy and enthusiasm that they have to bring in some new programs as well, so that was another great meeting that I attended last Wednesday night so other than that that's it for me.

56
00:08:00.390 --> 00:08:11.520
Dave: So real quick, I sent specify already too many and i'll keep this short, you know the one of their models is service before self service before self and they are in the process of.

57
00:08:13.230 --> 00:08:22.350
Dave: Getting bags for the homeless people you know toiletries and and comfort items there and oppressive doing that they call them goodie bags and secondly.

58
00:08:22.860 --> 00:08:30.750
Dave: They just had a sale auction that raises money for the general fund that has been since close, but they did that things well well, so I got.

59
00:08:34.830 --> 00:08:43.500
Lori Stone: I just want to give another quick shout out to our music department and to lynette cypher music department continues to produce music videos of our students playing.

60
00:08:44.040 --> 00:08:52.980
Lori Stone: And Linda has been really helpful in terms of sharing those out recently she even shared a video of an elementary band student who.

61
00:08:53.640 --> 00:08:57.600
Lori Stone: put out a version of twinkle twinkle little Star and it was amazing to me that, during this time.

62
00:08:58.080 --> 00:09:07.680
Lori Stone: You think about how can you even teach a student to play a musical instrument with all the distancing that is required and it's just

fun to see that it is happening, and I really appreciate their posting videos of it.

63
00:09:12.360 --> 00:09:14.430
Gary Bracken: hey Kevin you mentioned the.

64
00:09:14.640 --> 00:09:20.190
Gary Bracken: executive committee meeting that I get to that the wellness committee met or at least a sub function of the wellness committee.

65
00:09:20.580 --> 00:09:30.180
Gary Bracken: And Jamie I know we're we're going to be doing recipes gathering recipes from everybody in the district, that is willing to submit and stuff both.

66
00:09:30.570 --> 00:09:43.440
Gary Bracken: Healthy and comfort foods so we'll be seeing how that turned out and stuff think that we're setting up a sharepoint site, or something for those to be put into and we'll get to that will be trickling out everybody.

67
00:09:45.090 --> 00:09:55.410
Gary Bracken: On the Executive Committee thing I think the biggest takeaway was there, you know across the across the county frustration with the way that things were rolled out when it came to.

68
00:09:56.190 --> 00:10:05.730
Gary Bracken: The opening of the you know quote unquote high risk sports and stuff and and the frustration that parents are having that well if he could do that why can't you just open the schools folio.

69
00:10:07.050 --> 00:10:14.880
Gary Bracken: And it's just there's so much misinformation floating around about what it takes to actually open the schools and keep them safe.

70
00:10:15.990 --> 00:10:22.560
Gary Bracken: You know, everybody has noted that the schools are the safest one of the safest place for the kids to be, however.

71
00:10:22.920 --> 00:10:35.640
Gary Bracken: that's because we've been following all the protocols we've been following distancing the mask and all those other safety procedures that we won't be able to do in the same manner if we were to bring everybody back into the buildings full time.

72
00:10:36.750 --> 00:10:37.320
Gary Bracken: So there is.

73
00:10:39.270 --> 00:10:54.600
Gary Bracken: A feeling that we kind of got dumped on it at the school
district level and trying to now navigate through the through the the
information that is floating around out there Pam I know Mike over at the
Pittsburgh, he was.

74
00:10:54.870 --> 00:10:56.400
Gary Bracken: They were putting together some.

75
00:10:56.460 --> 00:11:06.510
Gary Bracken: sort of documentation or letter I wasn't really clear on
who is for, but he said he were going to share that with the other
superintendents I don't know if y'all had a meeting last Friday, or
something.

76
00:11:06.990 --> 00:11:23.850
Pamela Kissel : Yes, he did he did share it and i've shared it with
lynette there's talking point, some of which apply more to the east side
in the West side but and and again we met with Dr Mendoza today is a one
county superintendent so I can speak to that more in a minute.

77
00:11:24.420 --> 00:11:29.760
Gary Bracken: Okay yeah that'd be helpful because that was certainly
discussion about.

78
00:11:30.090 --> 00:11:35.400
Gary Bracken: How we got handed this and the difference and how it was
dealt with.

79
00:11:36.750 --> 00:11:48.330
Gary Bracken: relative to previous dealings that we've had with the with
the health department both both at the state and county level so bottom
line is everybody's trying to find their way through this and.

80
00:11:49.440 --> 00:12:02.130
Gary Bracken: I think the Monroe county school board association is
certainly helping a lot dealing with legislators and stuff and trying to
keep them informed as to what all these different changes mean to to the
districts and stuff so.

81

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00:12:03.270 --> 00:12:05.340
Gary Bracken: More more to come and so so.

82
00:12:06.930 --> 00:12:14.100
Gary Bracken: On empty SBA tamara's information exchange, I don't lori
are you going to be able to make that because I don't think i'm going to.

83
00:12:14.580 --> 00:12:16.560
Lori Stone: I think I can okay.

84
00:12:16.770 --> 00:12:18.330
Gary Bracken: I appreciate it, I just can't.

85
00:12:18.360 --> 00:12:19.110
Make it tomorrow.

86
00:12:20.550 --> 00:12:22.770
Gary Bracken: But that's about it Kevin for now, thank you.

87
00:12:25.680 --> 00:12:26.130
Kevin Hutton: Thank you.

88
00:12:27.450 --> 00:12:28.260
Kevin Hutton: Kate anything.

89
00:12:30.300 --> 00:12:31.140
Kevin Hutton: mindmeld thing.

90
00:12:33.180 --> 00:12:35.910
Kevin Hutton: Okay, so that's a good thing.

91
00:12:38.790 --> 00:12:41.070
Kevin Hutton: Okay i'm on to Pam.

92
00:12:44.610 --> 00:12:53.280
Pamela Kissel : Thank you Kevin uh I wanted to before we go to a few
presenters here I think it's valuable if.

93
00:12:54.060 --> 00:13:06.390
Pamela Kissel : Pretty regularly probably every board meeting I do a
brief little update on the work we're trying to do to address thinking
about how to get students in school more, of course.
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94
00:13:07.230 --> 00:13:21.900
Pamela Kissel : With consideration of the safety guidelines so forgive me i'm going to read from some notes, because I want to make sure I cover some details like Gary was referencing to the Monroe county school boards and there's a lot that goes on.

95
00:13:23.460 --> 00:13:27.690
Pamela Kissel : Every day, and issues, this is complicated and certainly our parents.

96
00:13:29.010 --> 00:13:34.260
Pamela Kissel : have a vested interest here in in undoubtedly many are losing their patients.

97
00:13:35.520 --> 00:13:44.220
Pamela Kissel : So i'm going to go through this quickly, there was a letter, as you know that went home to parents and families, they tried to outline the efforts that we're putting forward.

98
00:13:45.270 --> 00:13:54.300
Pamela Kissel : And all of those are underway so i'm going to speak to a couple of those today was last day for staff to complete a survey on vaccination.

99
00:13:55.380 --> 00:14:07.320
Pamela Kissel : status of our staff, so I wanted to give you an update in that survey and and today, so there still may be more people even after this that will fill that out.

100
00:14:07.800 --> 00:14:23.010
Pamela Kissel : We have about 770 employees 550 individuals at about three o'clock answered the survey, which is about a 71% response rate, which is pretty good and hopefully we'll get some more.

101
00:14:24.270 --> 00:14:29.280
Pamela Kissel : Of those 71% 87% of the people, plan to get vaccinated.

102
00:14:30.300 --> 00:14:42.150
Pamela Kissel : So I think that doesn't mean they have been vaccinated have received the coven of vaccination is a total of 34% but the people planning to get to the explanation.

103
00:14:43.200 --> 00:14:47.430

Pamela Kissel : Is at four or eight you know 87%.

104
00:14:48.600 --> 00:14:49.560
Pamela Kissel : It looks like.

105
00:14:50.640 --> 00:15:03.150
Pamela Kissel : The question there's a little discrepancy but it's about 13% of individuals, noting that they don't plan on getting to the next scene, so these metrics are part of what we're looking to try to.

106
00:15:04.170 --> 00:15:16.950
Pamela Kissel : take into consideration as we look at safety issues it's not an exact science, but at least it helps us see the other thing I would share is that I was pleased about, although it's limited in scope.

107
00:15:18.360 --> 00:15:20.340
Pamela Kissel : And i'm fellows Office did issue.

108
00:15:21.600 --> 00:15:35.760
Pamela Kissel : That they wanted to know from every school district in Monroe county how many bus drivers are attendance that we have that are seeking to get you know need to get vaccinated and then they looked at our percentage and gave us.

109
00:15:37.020 --> 00:15:50.880
Pamela Kissel : Opportunities tomorrow there's going to be a link come to my office where it'll go to Julie had a transportation and 20 of our bus drivers are attendance will have the opportunity to.

110
00:15:51.720 --> 00:16:06.180
Pamela Kissel : set an appointment to get vaccinated so and it will be staggered because you may well know this, that the second dose, in particular, often people are not feeling on off to go to work that that day so.

111
00:16:07.050 --> 00:16:15.540
Pamela Kissel : We want to give you access to our bus drivers anyway, but it does help if it's staggered in case they aren't well enough to drive a bus that day.

112
00:16:16.680 --> 00:16:22.890
Pamela Kissel : So i'm going to continue with the steps we're taking so, as you know, in my notes, where I think you do.

113

00:16:23.190 --> 00:16:31.500
Pamela Kissel : That there's an ad hoc committee that's comprised of administrators and teachers, they met yesterday ty is leading the charge.

114
00:16:31.890 --> 00:16:44.490
Pamela Kissel : And then they will meet again on February 24 the feedback from the participants members of the ad hoc committee we're going to publish we worked with lynette we want to make public.

115
00:16:45.600 --> 00:16:56.460
Pamela Kissel : The feedback we got from the reopening Task Force, we want to give the notes from the meeting yesterday and we're planning and the steps to take for February 24.

116
00:16:58.620 --> 00:17:09.330
Pamela Kissel : As I mentioned, with Gary yes, we did have a meeting with Dr Mendoza this afternoon to supply the vaccine continues to be limited that's the sad news.

117
00:17:10.020 --> 00:17:19.320
Pamela Kissel : And the guidelines is, I want to reiterate this the guidelines issued from the New York State Department of Health and the Monroe county Department of Health have not changed.

118
00:17:19.740 --> 00:17:32.580
Pamela Kissel : So wearing masks in socially distance six feet apart remains to be part of those guidelines he reiterated the cove it is primarily transmitted through the air and less so on surfaces.

119
00:17:33.090 --> 00:17:41.760
Pamela Kissel : That doesn't mean we don't clean regularly but it's to note that it's the airborne issues and, of course, wearing them, as in the social distancing that he.

120
00:17:42.930 --> 00:17:49.650
Pamela Kissel : is why I think those remain so strongly in those recommendations and then the thing that he mentioned.

121
00:17:51.180 --> 00:18:00.240
Pamela Kissel : uncertain about variant strains of the virus impossible impact, so we remain to it remains an unknown whether.

122
00:18:00.690 --> 00:18:12.150

Pamela Kissel : That will impact our area of course we know right now the positivity rate remains slow in the county and that's good news and everything we can do to continue that is obviously the goal of everyone.

123
00:18:13.680 --> 00:18:21.570
Pamela Kissel : He doesn't know if the guidelines will you know from CDC or New York State Department of Health will change.

124
00:18:22.290 --> 00:18:34.620
Pamela Kissel : there's some speculation that perhaps they would reduce the social distancing number, but he doesn't know that and also he doesn't know whether they could make that decision.

125
00:18:35.280 --> 00:18:43.440
Pamela Kissel : at any given point in time, so in terms of our districts it's like it's this moving target of whether or not that that might happen.

126
00:18:45.570 --> 00:18:52.110
Pamela Kissel : And we are working with operations and and transportation to explore implications for their departments.

127
00:18:52.560 --> 00:19:02.160
Pamela Kissel : Given if and how we will make a return to school because every superintendent will tell you, you can't turn this operation on a dime.

128
00:19:02.670 --> 00:19:12.750
Pamela Kissel : You have bus routes routes that he has to be considered, you have desks and implications for facilities that have to be considered, but rather than just.

129
00:19:13.440 --> 00:19:19.920
Pamela Kissel : sit and wait and and then look at it, we want everybody looking at and ahead of time, so if and when.

130
00:19:20.400 --> 00:19:40.320
Pamela Kissel : We get the green light for less social distancing or things change that these discussions have already taken place, and you know I just would reiterate, we know that patience is thin and that we really need to pay attention to health, as well as working hard to get students back in school.

131
00:19:41.400 --> 00:19:47.820

Pamela Kissel : And where they are, I would like to go to our pre K pilot update with Christian cleaning.

132
00:19:54.240 --> 00:19:59.640
Kristen Paolini: Thanks very much Dr Kessler, I appreciate it, I do have a few co presenters here with me.

133
00:19:59.640 --> 00:20:12.240
Kristen Paolini: Today, so just want to start by saying thank you so much to the board of education, for your support of our pre K pilot program we're really excited to share with you the updates on where we stand mid year and you're one of our pilot.

134
00:20:12.780 --> 00:20:18.750
Kristen Paolini: i'm Tom burger and Caroline bowden signer who our current K five instructional specialist are here.

135
00:20:19.320 --> 00:20:24.000
Kristen Paolini: This evening to also co present with me so they will be talking through some of the slides as well.

136
00:20:24.300 --> 00:20:35.580
Kristen Paolini: Dana Campbell our pre K teacher is here this evening to answer any questions that you might have about the program after our presentation and I also just want to say thank you to our elementary principles, who joined today to.

137
00:20:36.660 --> 00:20:47.340
Kristen Paolini: Do the presentation and the rest of the board of education meeting and can't thank them enough for their continued support of the program as well, especially Mr candy who is housing the program at my elementary school.

138
00:20:48.180 --> 00:20:56.130
Kristen Paolini: I am going to screen share the PowerPoint here and then i'm going to turn things over to Caroline who's going to kick us off.

139
00:21:05.610 --> 00:21:07.350
Kristen Paolini: Are you all able to see the PowerPoint okay.

140
00:21:18.270 --> 00:21:20.010
Kristen Paolini: i'm sorry guys able to see the PowerPoint.

141
00:21:21.270 --> 00:21:23.430

Kristen Paolini: All right, let's try it out again my apologies.

142
00:21:26.190 --> 00:21:29.280
Kristen Paolini: How about now okay great, thank you for your patience.

143
00:21:36.660 --> 00:21:38.970
Caroline Bodensteiner: Okay, oh there it is.

144
00:21:40.260 --> 00:21:52.290
Caroline Bodensteiner: Alright, so the pre K pilot was approved by the Board of ED in June 2019 we started the pilot this fall at MN it was the beginning of the two year pilot.

145
00:21:53.250 --> 00:22:00.840
Caroline Bodensteiner: And it will continue into next school year we did have to open the this pilot this year up to a lottery.

146
00:22:01.470 --> 00:22:05.760
Caroline Bodensteiner: Because we were not able to fill it with month students time we'll talk about that a little bit later.

147
00:22:06.150 --> 00:22:18.240
Caroline Bodensteiner: And we will be looking to make a recommendation to the board of ED in December of this year, regarding formal adaption of the pre K program and possibly expanding it to other elementary schools.

148
00:22:21.870 --> 00:22:28.770
Caroline Bodensteiner: So, in looking to recommend this pilot and pre K program we did a lot of research.

149
00:22:29.910 --> 00:22:30.810
Caroline Bodensteiner: And whoops.

150
00:22:31.830 --> 00:22:32.670
Kristen Paolini: sorry about that.

151
00:22:32.820 --> 00:22:45.660
Caroline Bodensteiner: it's Okay, and in the beginning of the research we looked at the grant that was offered through New York state and we determined that spent sport was not likely to qualify for the grants.

152
00:22:46.470 --> 00:22:59.820

Caroline Bodensteiner: Due to hire needs across New York state, we also analyze the positive impact of preschool programs and notice that students at the target school Oh, thank you are less likely.

153
00:23:00.870 --> 00:23:02.580
Caroline Bodensteiner: You know me move my pictures here.

154
00:23:04.050 --> 00:23:09.600
Caroline Bodensteiner: are less likely to attend an academic daycare facility and are more likely to be transients.

155
00:23:10.680 --> 00:23:18.030
Caroline Bodensteiner: We surveyed several area districts specifically churchville child who doesn't currently have a pre K Program.

156
00:23:19.380 --> 00:23:21.810
Caroline Bodensteiner: brockport West around quite Webster and Hilton.

157
00:23:22.980 --> 00:23:37.500
Caroline Bodensteiner: Myself and the other to us at the time Kristen and tie conducted some site visits to areas school districts with you pk programs specifically Hilton and Webster, and we were able to see their programs and action was actually kind of fun.

158
00:23:38.730 --> 00:23:49.530
Caroline Bodensteiner: And then, once the pilot was approved by the board last year, the towson I did further research and visited brockport and.

159
00:23:50.700 --> 00:23:57.510
Caroline Bodensteiner: Kate shyly to do further research and learn about their assessment practices and their curriculum.

160
00:24:01.080 --> 00:24:09.570
Caroline Bodensteiner: And on this slide it's just showing the different districts around the county that qualified for the grant so on the left hand side.

161
00:24:09.840 --> 00:24:21.000
Caroline Bodensteiner: Those are the districts that area districts that qualified for the New York state grant and on the right hand side, those are the districts without pre K programs churchville trial, I did do.

162
00:24:22.140 --> 00:24:33.030

Caroline Bodensteiner: And they investigated interest in the 1920 school year about pre K and that really sure where that is going from there West around quite apply for the grant and.

163
00:24:33.930 --> 00:24:42.450
Caroline Bodensteiner: and did not qualify for it Brighton has a tuition based program through Community add and currently pigford in plainfield do not have preached.

164
00:24:45.180 --> 00:24:58.170
Kristen Paolini: A little bit more background information on up K grant money in 2009 up K was funded by grant money from the state and any schools that applied in 2009 and were accepted and began a program.

165
00:24:58.740 --> 00:25:09.210
Kristen Paolini: were able to continue to get that funding, year after year, unfortunately, that was a one year opportunity, I think it was originally rolled out with the hope that it would be a continued opportunity.

166
00:25:09.540 --> 00:25:17.010
Kristen Paolini: But any districts that didn't apply and start a program in 2009 weren't able to get the fall up K funded grant money.

167
00:25:17.610 --> 00:25:28.560
Kristen Paolini: In recent years the state has been able to offer competitive grants for pre K expansion and that $1 amount varies greatly from year to year, so, for instance in.

168
00:25:29.460 --> 00:25:36.600
Kristen Paolini: 1718 of US $15 million of competitive grant money and the following year was $5 million so it's drastically different.

169
00:25:37.110 --> 00:25:45.630
Kristen Paolini: That is awarded based on needs for the school district with districts being placed into preference Category one, two and three.

170
00:25:45.930 --> 00:25:51.960
Kristen Paolini: Any districts in preference category one is awarded first for pre K funds in the competitive grant.

171
00:25:52.290 --> 00:26:01.560
Kristen Paolini: and expense report is currently in preference Category three, since we started our research, three years ago we have yet to see a district outside of preference category one to be granted any funds.

172
00:26:01.800 --> 00:26:09.870
Kristen Paolini: So what that tells us is it's very unlikely, we will ever in the near future, see funds for pre K, given our current status, our district.

173
00:26:10.770 --> 00:26:22.050
Gary Bracken: Kristen sorry to interrupt it's going back to the previous slide, then what the list of funded that was on the left hand side they're not they're not still receiving funding.

174
00:26:23.370 --> 00:26:29.820
Kristen Paolini: Yes, they are so so if you've got in in 2009 you've continued to receive funding every year since.

175
00:26:30.420 --> 00:26:45.750
Kristen Paolini: And then those allocations get posted on the stated website, every year, so these districts have got an agenda nine and that one year opportunity and then have stayed on through funding, but any new funding for programs only comes about competitive grants well.

176
00:26:45.840 --> 00:26:46.530
Gary Bracken: Okay, thank you.

177
00:26:47.100 --> 00:26:47.670
Absolutely.

178
00:26:51.690 --> 00:27:00.900
Tom Burger: Alright, so a little bit about the pre K program philosophy for the spin support pre kindergarten program it is operating to build an adequate foundation for our students and their journey.

179
00:27:01.950 --> 00:27:07.650
Tom Burger: It is geared toward helping our children develop those habits of observation collaboration questioning and listening.

180
00:27:08.190 --> 00:27:18.330
Tom Burger: And to help with that transition from home to school helping students learn how to get along with children and adults and to develop their academic skills through play based learning.

181
00:27:18.990 --> 00:27:30.630

Tom Burger: With definitely a focus on the healthy social emotional growth, so the focus on the pre kindergarten program is on the whole child and is grounded in the New York state pre K learning standards.

182
00:27:31.290 --> 00:27:46.590
Tom Burger: They have a focus on the approaches to learning the physical development and health, the social and emotional learning communication language and literacy and cognition and knowledge of the world through the lens of math science social studies and the arts.

183
00:27:50.550 --> 00:27:58.350
Tom Burger: So, to give you just kind of an overview of the timeline of the program in the winter of 2019 was the hiring of miss Dana Campbell.

184
00:27:58.860 --> 00:28:07.170
Tom Burger: i'm going back a little further and fall of 2019 was the adopted the pre K for all curriculum from New York City.

185
00:28:08.130 --> 00:28:17.550
Tom Burger: In the winter of 2019 the applications for MN families were being accepted and that carried through into the spring for the lottery application process.

186
00:28:18.150 --> 00:28:29.040
Tom Burger: The Spring of 20 based on the numbers that were being seen the order of furniture instructional supplies and the student application and the acceptance were finalized.

187
00:28:29.790 --> 00:28:39.090
Tom Burger: In the summer of 20 the in person, registration and the meet and greet occurred, along with the academic screening, which I was able to be a part of, and that was a lot of fun.

188
00:28:39.600 --> 00:28:46.890
Tom Burger: And then the fall of 20 opened up the two sections of pre K, so there was a in a PM or there isn't a him and if he.

189
00:28:47.700 --> 00:28:55.830
Tom Burger: also had the benchmark screening our very first go around with the parent teacher conferences and the hiring of the teaching assistant.

190
00:28:56.370 --> 00:29:11.370
Tom Burger: And going forward here for this year so just this past month in January we had our mid year screening and the very first report card

and starting the process again for 2122 applications for the month families.

191
00:29:14.970 --> 00:29:23.790
Tom Burger: So, speaking of our families, looking back at last year there were 29 applicants in the mission district.

192
00:29:24.630 --> 00:29:35.490
Tom Burger: From the other schools in our district, we had 25 opened up from our lottery, so we currently have 32 students that are enrolled 10 of which are from one and 22 are from our other schools.

193
00:29:36.480 --> 00:29:45.090
Tom Burger: The 22 seats that were declined we had 19 that were from one and three from our other schools, and the reason for that.

194
00:29:45.660 --> 00:29:55.710
Tom Burger: decline, for that is there were just some general concerns over coven the transport transportation to and from school and some of the families that were moving out of the district.

195
00:29:56.520 --> 00:30:03.270
Tom Burger: So, looking at this year things look very promising very exciting news our current application for 2122.

196
00:30:03.630 --> 00:30:15.120
Tom Burger: We currently have 28 families from the MN district, and since the news is spreading there have been some extra outliers so we actually have a total number of 35 have submitted those applications.

197
00:30:19.470 --> 00:30:22.110
Kristen Paolini: And from what our applications close.

198
00:30:22.350 --> 00:30:30.270
Kristen Paolini: Friday afternoon, this week, if there are remaining seats, we will then reach out to those families have accidentally applied when they don't live in the month zone will reach out to them with a phone call.

199
00:30:30.480 --> 00:30:37.740
Kristen Paolini: And let them know that if there are seats remaining the lottery application will open on march first two families for Taylor barnaby and canal do.

200

00:30:39.690 --> 00:30:50.160
Kristen Paolini: Quick maybe a reflection and in conversation with Mr Campbell our pre K teacher and Miss camp or teaching assistant for the program while i'm going through this slide corey if you don't mind having that.

201
00:30:50.880 --> 00:30:56.100
Kristen Paolini: Pre K video up we're going to give all of you, a glimpse inside of our pre K classrooms So you can see what that looks like.

202
00:30:57.570 --> 00:31:05.670
Kristen Paolini: Halfway through our first year of the pilot program we do have students attending pre K five days a week, they are either in a morning session or an afternoon session.

203
00:31:06.090 --> 00:31:14.550
Kristen Paolini: And in order to allow for social distancing guidelines per coven Mr candy was gracious enough to find some space for us and we have two classrooms.

204
00:31:14.940 --> 00:31:20.460
Kristen Paolini: Operating to keep the cohort small, so we have 18 students in the morning, nine and from our room seven.

205
00:31:20.730 --> 00:31:30.210
Kristen Paolini: nine of them are in the room across the hall that way they stay and minimize their contact with other students and our teacher and teaching assistant flip flop back and forth throughout the day.

206
00:31:30.780 --> 00:31:33.330
Kristen Paolini: To work with those students on a on an even basis.

207
00:31:34.140 --> 00:31:42.180
Kristen Paolini: The students are making significant progress, their school readiness, if you walk into the classroom they know their procedures they know their routines are so happy to be in school.

208
00:31:42.750 --> 00:31:48.960
Kristen Paolini: they're doing a great job with their social emotional development and their academic skills i'm going to show you a little bit of data on that as well.

209
00:31:49.860 --> 00:31:57.030

Kristen Paolini: Do you not and our P five instructional specialist long with miss camp are working to adjust the curriculum maps that we've presented.

210
00:31:57.840 --> 00:32:08.010
Kristen Paolini: At the start of the year with a pilot there's always things that we're going to get you know make adjustments about as we go and so, for instance, one of those things is that will need to.

211
00:32:09.300 --> 00:32:17.520
Kristen Paolini: You know, look at the way that we do centers differently and the students can't be sharing the materials, based on coven so Dave has done a great job of making some accommodations and.

212
00:32:18.330 --> 00:32:30.210
Kristen Paolini: and changing some of those minor things with the curriculum so we're constantly readjusting pacing and getting things on the mark, so that when we enter into year two will have even more knowledge of what students are ready to do under our belts as well.

213
00:32:31.590 --> 00:32:35.640
Kristen Paolini: Additionally, we've been talking about resources, making sure that we have the appropriate.

214
00:32:36.000 --> 00:32:48.390
Kristen Paolini: materials for students, you probably have seen in a couple of the pictures they have little trays and so Dana and Mrs capital have done a great job of keeping those coated protocols and still allowing students to manipulate our instructional materials.

215
00:32:49.410 --> 00:32:59.490
Kristen Paolini: Rich close he was gracious enough to put together this video for us which corey is going to get started in just a moment, and this will give you an inside look at what pre K looks like on a daily basis.

216
00:33:07.680 --> 00:33:09.300
And Dana Campbell tied to.

217
00:33:15.030 --> 00:33:26.160
Our pre K program here and Spencer forward is routed from the New York state standards and domains of learning it's a play based program with an inquiry approach.

218
00:33:33.480 --> 00:33:50.460

We focus on physical gross motor and fine motor activities social emotional learning, but for me personally, the main goal, and the most important goal of pre K, is for the children to develop a love for school at such a young age.

219
00:34:04.650 --> 00:34:06.210
Every day I walked in the door.

220
00:34:08.250 --> 00:34:09.840
tells me everything that they do.

221
00:34:12.630 --> 00:34:16.170
favorite thing about definitely the plane centers.

222
00:34:17.850 --> 00:34:19.200
excited about the new.

223
00:34:22.740 --> 00:34:26.820
Gambling capital really done a great job making play possible.

224
00:34:28.200 --> 00:34:29.670
And having different fun.

225
00:34:33.690 --> 00:34:34.410
Pre K is.

226
00:34:35.910 --> 00:34:38.160
She really enjoys the song.

227
00:34:39.420 --> 00:34:40.560
singing, all the time.

228
00:34:44.610 --> 00:34:50.610
So the parents say goodbye to their kids at the door the students walk down the hallway independently.

229
00:34:51.090 --> 00:35:02.400
They look further name tag to find their hook, and they have their backpacks independently, they take out there, taking folders and water bottles and get their stuff situated all by themselves.

230
00:35:02.940 --> 00:35:17.370

They walk through the classroom doors, the first thing they do live sanitized and then find their learning spot for the day and when we're all settled we begin the day with a welcoming circle time where each child is needed, welcome to school that.

231
00:35:18.990 --> 00:35:31.350
i've seen so much growth, from the moment they step foot through the door, you can see, the growth as they've developed into a classroom community, so my daughters are lots of things that principle, especially.

232
00:35:32.130 --> 00:35:46.380
Her emergent literacy skills really been greatly develop preschool she comes home talking about letter sound and initially he came for preschool 900 random name and all capital letters and now she can write it.

233
00:35:47.130 --> 00:36:01.650
what's the capital and the lowercase letter so then really big improvements, she was looking at our pictures on our home, she said ronnie did you know that mommy daddy's sisters brothers and things.

234
00:36:02.880 --> 00:36:04.170
Like okay.

235
00:36:06.210 --> 00:36:13.080
So you are taking, something that works for me oh Catherine has learned from letters.

236
00:36:14.250 --> 00:36:18.450
Like even some of the sounds so she's doing.

237
00:36:20.130 --> 00:36:26.520
Just across the board, the growth is bad and amazing both social emotional, as well as academic.

238
00:36:29.130 --> 00:36:32.040
program and this Campbell miss Cathy.

239
00:36:34.320 --> 00:36:34.920
raves about.

240
00:36:36.660 --> 00:36:48.150
I would say it is a fantastic opportunity the kids love it they get socialization they get structure and they just have wives they think they're going to play.

241
00:36:51.000 --> 00:37:01.800
Such a wonderful program and it really gives a great foundation for
kindergarten and not only are they learning literacy and.

242
00:37:02.340 --> 00:37:15.810
Other things but they're also learning social emotional field, I believe
that every child in this program is being benefited by just coming into
the building and learning what school is like.

243
00:37:16.830 --> 00:37:22.170
How a school functions and getting those school readiness skills prior to
entering kindergarten.

244
00:37:23.400 --> 00:37:37.110
Not only those academic skills, but the ability to make a friend and feel
comfortable and be part of a classroom community, so I would say sign
your kids right up that sounds wonderful Program.

245
00:37:51.330 --> 00:37:57.990
Kristen Paolini: So hopefully that helps you get a kind of a glimpse into
what dana's day to day looks like and all the energy that she manages
throughout the day.

246
00:37:58.680 --> 00:38:02.370
Kristen Paolini: we're going to take a look next at some of the
assessment data.

247
00:38:02.760 --> 00:38:11.400
Kristen Paolini: So we have a number of different data points that we've
been working with we started with a pre academic screening at
registration just to get a baseline to see where the students were.

248
00:38:11.850 --> 00:38:18.090
Kristen Paolini: And we've been working with assessments on foundational
skills and Minister three times a year, so what you're going to see in
the next few slides.

249
00:38:18.270 --> 00:38:23.610
Kristen Paolini: Is what that assessment looked like in the fall when
students arrived and what it looked like through the end of January.

250
00:38:24.120 --> 00:38:29.100

Kristen Paolini: There are to report cards that Google home throughout the school year the first one, just at home in January.

251
00:38:29.370 --> 00:38:39.690
Kristen Paolini: And another mobile home in June as well that's also accompanied with parent teacher conferences with Mrs Campbell as well in the fall in the winter, there will be an end of the year meeting for parents to.

252
00:38:41.790 --> 00:38:51.720
Kristen Paolini: So, as we dive in we're going to look at math data first and keep in mind this is from September of 2022 January of 2021 so we're talking about just a few months time.

253
00:38:53.160 --> 00:39:00.570
Kristen Paolini: And each of the slides has a similar setup here, so what you'll see at the bottom is the next generation New York state math standard.

254
00:39:00.810 --> 00:39:06.210
Kristen Paolini: And the standard is pretty big for pre kindergarten math which is just to know number names and count the sequence.

255
00:39:06.570 --> 00:39:17.190
Kristen Paolini: So what you're looking at on the left is number recognition from numbers zero to 11 and the breakdown of the colors because it's a little small to see the blue means that.

256
00:39:17.640 --> 00:39:25.920
Kristen Paolini: 75 to 100% of this excuse me, the students in the blue category were answering 75 to 100% of those those number recognitions.

257
00:39:26.280 --> 00:39:34.590
Kristen Paolini: and students in the orange category could recognize 50 to 74% and students in the Gray category could recognize 25 to 49%.

258
00:39:34.890 --> 00:39:40.560
Kristen Paolini: Students in the yellow category zero to 24 I won't go over that every side because you'll see those similar breakdowns.

259
00:39:40.770 --> 00:39:45.780
Kristen Paolini: So you can see some significant growth from fall to winter and students ability to recognize numbers.

260

00:39:46.020 --> 00:39:57.690
Kristen Paolini: Were 75% of our students in the winter able to recognize 75 to 100% of their numbers zero through 11 so they're making fantastic progress toward what you see at the bottom there, which is an end of year standard.

261
00:39:59.610 --> 00:40:10.650
Kristen Paolini: Similarly, with shapes by pre pre kindergarten students, need to be able to identify squares circles triangles and rectangles and you'll see the increase in accuracy, with which they're able to do that from the fall to the winter as well.

262
00:40:13.290 --> 00:40:23.400
Kristen Paolini: One to one correspondence is a really important foundational skill in mathematics, where students can take an object and can associate that with the number, so if I have five.

263
00:40:24.300 --> 00:40:30.510
Kristen Paolini: Different little animals, I can say here's one here's to here's three that's the one to one correspondence.

264
00:40:30.810 --> 00:40:45.810
Kristen Paolini: And you can see that students are growing significantly and that very, very important foundational skill and again you have almost 50% of students doing this with the accuracy on the assessment mid year, knowing that we still have a second half of the year, for them to continue to grow.

265
00:40:49.170 --> 00:40:51.840
Kristen Paolini: This is broken down you'll see each student is here.

266
00:40:52.410 --> 00:41:04.350
Kristen Paolini: you'll notice 16 for the morning class we did have a couple friends who are down l during our January assessments and so we hadn't gotten a chance to finish getting that data in here, so if you notice the discrepancy in numbers because we just had some illness.

267
00:41:05.160 --> 00:41:10.710
Kristen Paolini: For those students what you'll see is that the Blue bar is where they were able to count.

268
00:41:11.490 --> 00:41:18.180
Kristen Paolini: In the fall and the orange bars where they can count in January, so how high they can count just move a couple of students up to 100.

269
00:41:18.840 --> 00:41:24.060
Kristen Paolini: Which is fantastic the red line that runs horizontal that's the end of your benchmark.

270
00:41:24.360 --> 00:41:34.740
Kristen Paolini: So the end of year standard for pre K, is for students to be able to count to 20 and you can see many of our students are well on their way or already exceeded the end of your benchmark in January.

271
00:41:35.130 --> 00:41:41.580
Kristen Paolini: Our afternoon class looks very similar with students, making great progress towards that end of year benchmark in January.

272
00:41:44.550 --> 00:41:51.660
Kristen Paolini: Switching gears to our la assessment data, this is again data from the fall of 2020 until this past January.

273
00:41:52.830 --> 00:41:59.310
Kristen Paolini: The first standard we're looking at uppercase letter recognition what's really impressive with the work that Dana on the students have done here.

274
00:41:59.550 --> 00:42:09.060
Kristen Paolini: Is that in the pre K standard students are only expected to recognize some uppercase and lowercase letters even specifically just the ones in their name.

275
00:42:09.420 --> 00:42:23.910
Kristen Paolini: This assessment assesses all 26 letters of the alphabet so when you look at the number of students in the winter, who are doing so well with accuracy of 26 that's already far exceeding the end of the year benchmark, which is to identify some letters.

276
00:42:25.050 --> 00:42:37.710
Kristen Paolini: you'll see a little bit of a change in lowercase recognition cognitively that's a more challenging skill for students so there's still making great progress there it's to be expected that you would see less accuracy with lowercase man with uppercase numbers at this point in the year.

277
00:42:40.560 --> 00:42:47.520
Kristen Paolini: Let her sound recognition is an extremely important foundational skill and one that is challenging even for our current kindergarten students.

278
00:42:48.870 --> 00:42:54.930
Kristen Paolini: you'll notice again in this particular standard, there is no specific number or target towards which they're reaching.

279
00:42:55.200 --> 00:43:01.110
Kristen Paolini: But what you can see, is some pretty significant growth, so, if you look at staff students 10 and 11, for instance.

280
00:43:01.350 --> 00:43:08.820
Kristen Paolini: They had zero letter sound recognition when they came in the fall and it made some great progress in the orange you can see that similarly for.

281
00:43:09.180 --> 00:43:16.530
Kristen Paolini: Students seven and students 15 who had just a little bit of letter sound recognition is really growing and as the students continue to work on.

282
00:43:16.980 --> 00:43:21.030
Kristen Paolini: letter sound recognition i'm sure this will continue to just jump throughout the second half of the year.

283
00:43:21.780 --> 00:43:32.760
Kristen Paolini: This is the afternoon class same sort of snapshot there so quite a few students who resides and have any letter sound recognition at the start of the school year and are already often running mid year.

284
00:43:35.610 --> 00:43:43.650
Kristen Paolini: Another extremely important foundational skill that would usually come a little bit before letter sound recognition would be rhyming and students who are able to rhyme.

285
00:43:44.310 --> 00:43:52.650
Kristen Paolini: with accuracy tend to be much quicker readers you'll notice that students ability to rhyme has grown tremendously throughout the course the first half of this year.

286
00:43:59.580 --> 00:44:11.910
Tom Burger: Alright, so I just wanted to go over the application timeline for this upcoming 2122 school year so for left starting last month, was the pre K application that was opened up to the month families.

287
00:44:12.870 --> 00:44:27.270

Tom Burger: In a few days here the pre K applications for men families are going to be do and near the end of the month letters regarding that enrollment and, if necessary, a waitlist positions will be mailed to my family so we've completed a pre K application.

288
00:44:28.320 --> 00:44:38.580
Tom Burger: At the start of March a pre K lottery application will be open to all those district families who have an age eligible child if the seats are open still.

289
00:44:39.810 --> 00:44:48.180
Tom Burger: After the month application period so fast forwarding a little bit to the end of March that's when the pre K a lottery applications would be do.

290
00:44:48.960 --> 00:44:54.510
Tom Burger: The first part of April, the pre K lottery will be held at district office.

291
00:44:55.260 --> 00:45:04.110
Tom Burger: And in April itself the letters regarding enrollment and, if necessary, waitlist positions are mailed to families who have completed the pre K lottery application.

292
00:45:04.650 --> 00:45:13.890
Tom Burger: and looking forward to the May of 21 for the pre K registration to start the process all over again from a great successful program again.

293
00:45:18.390 --> 00:45:25.140
Caroline Bodensteiner: So obviously obviously we've been collecting a lot of data on our students and how well they've been how how well they've been doing.

294
00:45:25.830 --> 00:45:35.490
Caroline Bodensteiner: But we're going to further use evaluation measures to inform our recommendations, when we look to make a recommendation, this coming December.

295
00:45:35.970 --> 00:45:43.950
Caroline Bodensteiner: So this spring in our kindergarten screening we're going to particularly look at our pre K students that went through our pre K Program.

296
00:45:44.370 --> 00:45:56.820

Caroline Bodensteiner: and compare with them with non pre K students and see how they perform on the kindergarten screening tasks we're going to provide a parent survey to our pre K students or pre K parents.

297
00:45:57.540 --> 00:46:08.910
Caroline Bodensteiner: To get their feedback about the program and then we're also going to look at the September to June growth and the benchmark assessments, much like the the growth that you saw from fall to winter.

298
00:46:09.840 --> 00:46:27.210
Caroline Bodensteiner: And then for next year we'll look at the fall to winter growth on those benchmark assessment assessments and then we'll also look to the kindergarten teachers to get feedback from them about former pre K students readiness in their current kindergarten classes.

299
00:46:28.440 --> 00:46:44.370
Caroline Bodensteiner: And also look at their fall kindergarten assessments and see how those pre K students performed on those assessments and then look at their kindergarten report cards also to get data from those to see how they did on the report cards as well.

300
00:46:48.870 --> 00:46:51.690
Kristen Paolini: we're still always considering how this this program May.

301
00:46:52.200 --> 00:47:02.910
Kristen Paolini: may look a couple years down the road if the recommendation is to continue it, and if that recommendation moves forward with Board of education approval so we're considering impacts that may have on staffing room utilization.

302
00:47:03.570 --> 00:47:17.130
Kristen Paolini: we're working to try to find a partner for wraparound care to make this a little bit more manageable for families potentially adding additional elementary schools and also looking at what sort of implications it may have for jumpstart and leap summer programs.

303
00:47:20.400 --> 00:47:27.780
Kristen Paolini: Before we turn it over for questions, I just want to again say thank you so much to the board of education and to tie for their continued support of the pre K Program.

304
00:47:28.140 --> 00:47:38.400

Kristen Paolini: and also to Caroline and Tom and I can't forget to mention lori Foster, who was a K five instructional specialist last year and all three of them have worked in conjunction with Dana.

305
00:47:39.060 --> 00:47:48.540
Kristen Paolini: Dana and Mrs capital have just done a fabulous job with our students, could not be more proud of the work that they have done, and I think you can see it on that excitement in the smiling faces of the children and the videos.

306
00:47:49.020 --> 00:47:54.780
Kristen Paolini: So this point if there's any questions, please feel free to direct them to me Caroline Tom or dina she is here as well.

307
00:47:58.050 --> 00:47:59.400
Kevin Hutton: i'd like to start off with.

308
00:48:00.420 --> 00:48:12.870
Kevin Hutton: My screen on a monkey to watch Dana during the whole presentation and the smile on her face was almost as big as the smile kids I think you like your work.

309
00:48:14.640 --> 00:48:19.560
Kevin Hutton: And it shows with the numbers, so thank you so much for what you're doing.

310
00:48:21.240 --> 00:48:27.090
Kevin Hutton: There was a lot of people that went into getting this done, but I really appreciate it like you're loving your work.

311
00:48:27.840 --> 00:48:38.970
Dana Campbell: Thank you it's um it's a dream position for me and I love being at school and work every day, some so grateful for this opportunity to leave this program Thank you.

312
00:48:40.410 --> 00:48:43.650
Dave: let's get one thing I wasn't sure if someone can go ahead i'm sorry.

313
00:48:44.010 --> 00:48:45.030
Kevin Hutton: Go ahead yeah.

314
00:48:45.240 --> 00:48:54.030

Dave: So um and I know that this is new and there's reasons for what i'm
about to ask, but.

315
00:48:54.450 --> 00:49:04.140
Dave: i'm The way I see it, is that MN families or students kind of get
for lack of better term first dibs on the seats loves even meet the
requirements and.

316
00:49:04.740 --> 00:49:17.190
Dave: The lottery for the other district residents in my humble opinion,
maybe we're working towards this um it'd be nice if we could open up to
the whole district right, not just.

317
00:49:18.270 --> 00:49:31.320
Dave: highlight certain kids in a zip code or certain school right little
just a one kids because you know if you go to barnaby Dave as a country,
and you want to go to.

318
00:49:31.860 --> 00:49:38.430
Dave: The pre K, even a wait and see if there's open seats and you can
buy lottery so.

319
00:49:39.330 --> 00:49:47.910
Dave: There might be reasons, Christopher this I don't know but um and
one side, he says not fair because there's other kids at other parts of
the our.

320
00:49:48.780 --> 00:49:58.890
Dave: district that may want to go but kind of gotta take play second
fiddle and yet my kids might get preferential seating, if you will, so.

321
00:49:59.310 --> 00:50:14.940
Dave: I don't know if that's a fair thought or if you work in the revenue
that I know what things are growing, but just from my standpoint, not to
repeat myself, but I don't like it if it's possible to get more fair for
all students in addition to have a chance at getting a pre K see.

322
00:50:16.530 --> 00:50:21.840
Kristen Paolini: Dave I can absolutely speak to that so when we first
started investigating the potential for a pre K Program.

323
00:50:22.140 --> 00:50:33.720
Kristen Paolini: We knew that we had to start a pilot that was small
enough for us to be financially responsible and in order for us to how is
a program in one location and have smaller numbers to really focus on.

324
00:50:34.050 --> 00:50:45.330
Kristen Paolini: That program and be able to sustain it and then
hopefully down the road, be able to grow it, that was the original reason
for the smaller sample size and then.

325
00:50:46.680 --> 00:50:50.880
Kristen Paolini: Oh, I think it was two years ago, at this point, we came
to the board of education with.

326
00:50:51.540 --> 00:50:58.770
Kristen Paolini: Some very specific data and concerns and the trends that
we were seeing in the inequity of performance among the district.

327
00:50:59.160 --> 00:51:08.370
Kristen Paolini: Excuse me, among the elementary schools and we
identified that mine needed more early intervention, based on the
kindergarten and first grade data so that's where we started.

328
00:51:08.700 --> 00:51:16.440
Kristen Paolini: I have that very same conversation day with parents all
the time that call and and it's a valid question and I understand from
where they're coming.

329
00:51:17.190 --> 00:51:23.100
Kristen Paolini: In right now, as you can see, by our numbers, the
majority of the program does come from this was other than mine probably
won't be the case in.

330
00:51:24.750 --> 00:51:31.440
Kristen Paolini: And our hopes would be if it's financially responsible
decision that we're able to expand the program that would be certainly
ideal.

331
00:51:31.680 --> 00:51:47.220
Dave: yeah I do remember the the added factor of have put in mind,
because of some the challenge they had so I did forget about that, but
just in just that was my concern is complete fairy dust throughout the
whole you know learning community.

332
00:51:48.630 --> 00:51:52.980
Kristen Paolini: Absolutely, and again you're not alone in that question,
by any stretch of the imagination.

333

00:52:01.200 --> 00:52:05.160
Greg Kincaid : So a couple quick questions or a couple points about.

334
00:52:06.000 --> 00:52:16.440
Greg Kincaid : Some of the things that you've shared in your presentation
number one, I want to thank all of you for being here tonight and being
passionate about this, because this, this is very important work that
you're doing.

335
00:52:16.830 --> 00:52:24.630
Greg Kincaid : And the steps that you're taking right now are just
incredible it's better than I even imagined, so thank you for everything
that you're doing and.

336
00:52:24.960 --> 00:52:38.100
Greg Kincaid : thanks for your collaborative work on so as the
presentation was going, the first thing I thought of was what kind of
feedback, are we getting from parents well you nailed it with the video,
so thank you for answering that question so then.

337
00:52:38.790 --> 00:52:54.120
Greg Kincaid : The educator in me says well i'd love to see what kind of
evaluation measures that we're using to evaluate this program because
with the end in mind, we want to expand it so while you nailed that with
the evaluation measures.

338
00:52:54.480 --> 00:53:07.290
Greg Kincaid : And the only thing that I want to say is when you come
back to visit us in December i'm really looking forward to seeing that
data that you're going to share with us, especially with.

339
00:53:07.950 --> 00:53:22.920
Greg Kincaid : The kindergarten screening the difference between the
students that participated in pre K and the students that didn't that's
going to be very, very interesting to me so i'm really looking forward to
seeing some of that data moving forward, but again.

340
00:53:24.330 --> 00:53:37.080
Greg Kincaid : Dana Campbell you're doing an amazing job I already know
that you're a great teacher but seeing you in action was it was was even
better and again, all of you, thank you for your passion and everything
you're doing to make this program work.

341
00:53:42.300 --> 00:53:47.940

Katherine Czarnecki: I just wanted to chime in really quickly and say thank you for all your hard work on this, I know Christina it isn't exactly.

342
00:53:48.720 --> 00:53:59.130
Katherine Czarnecki: The timeline or exactly what we thought it was going to look like when you first presented it, but you all have you know reevaluated and moved so flexibly.

343
00:53:59.820 --> 00:54:14.550
Katherine Czarnecki: To meet the kids need, so I am i'm so thankful for the work that you're doing are obviously thriving and really enjoying their time in the classroom and it's such a huge step in the right direction for our district i'm i'm so grateful for the work that you're doing Thank you so much.

344
00:54:16.320 --> 00:54:31.830
Gary Bracken: yeah and well done, for all the adaptations that y'all had to jump through to make this thing happen and shoot it is great seeing the kids out there was a great video and it's obvious the parents, the kids are all growing from this and stuff so well done well done, everybody.

345
00:54:36.600 --> 00:54:38.880
Kevin Hutton: So we definitely miss seeing kids.

346
00:54:40.920 --> 00:54:45.960
Kevin Hutton: So, so is my sound little better, I always keep another computer, to see what everyone else is doing sound.

347
00:54:46.230 --> 00:54:47.190
Gary Bracken: yeah you're better.

348
00:54:47.280 --> 00:54:47.790
Gary Bracken: about that.

349
00:54:48.750 --> 00:55:03.990
Kevin Hutton: So, so this has been awesome and definitely have exceeded expectations and really looking forward to seeing what the final outcome is but but already you're showing great signs so it's truly exciting.

350
00:55:07.710 --> 00:55:11.520
Kevin Hutton: So I had one logistical question.

351

00:55:12.630 --> 00:55:26.670
Kevin Hutton: was about what when we are going after we filter out that I think the 35 people if we do have open seats it's going to be again that that they have to find your own transportation is that what okay.

352
00:55:27.720 --> 00:55:28.620
Kevin Hutton: that's what I figured.

353
00:55:31.260 --> 00:55:34.680
Kevin Hutton: anyone else have any questions this is exciting.

354
00:55:37.320 --> 00:55:43.980
Kevin Hutton: Hearing none heroin Tom Dana Thank you Kristen Thank you so much for joining us.

355
00:55:49.020 --> 00:55:50.220
Kevin Hutton: have a wonderful evening.

356
00:55:57.120 --> 00:55:59.820
Kevin Hutton: So Pam it looks like we're back to you.

357
00:56:00.300 --> 00:56:01.860
Kevin Hutton: Alright, so today.

358
00:56:04.170 --> 00:56:20.940
Pamela Kissel : yeah That was a great presentation and really exciting to see the video see the kids like you say the next update we have as a technology, update and data security regulations and Cory Allen Steve pickett are going to present.

359
00:56:23.700 --> 00:56:30.870
Cory Allen: Good evening I really do not know how i'm going to follow that with data security updates that was phenomenal.

360
00:56:31.590 --> 00:56:41.190
Cory Allen: The video itself, I brought along with me to have our will, Stephen pickett senior network tech and Paul van Horn, who is a.

361
00:56:41.670 --> 00:56:52.020
Cory Allen: Our network administrator so we're just going to run through some slides tonight and we're talking specifically around data security but also looking at.

362

00:56:52.620 --> 00:56:59.730
Cory Allen: kind of technology and the time of coven what what the pandemic has meant to our department and things that we have done to.

363
00:57:00.540 --> 00:57:11.790
Cory Allen: support our Community, to ensure that instruction doesn't stop in a remote model, so you have you see the three areas that we're going to focus on tonight Steve pick it is going to look at cyber security net law 2d.

364
00:57:12.450 --> 00:57:20.880
Cory Allen: Mr van Horn is going to look at a current great Castle Castle risk assessment that we've just finished with our initial interviews and are waiting on their finalized report.

365
00:57:21.180 --> 00:57:27.720
Cory Allen: And then again i'm going to look at really how technology is affected our department of the things that we are doing to ensure that we can keep.

366
00:57:28.230 --> 00:57:37.140
Cory Allen: instruction up and running so with that said i'm going to turn it over to Mr pika who's going to do our city cybersecurity and i'd love to the updates.

367
00:57:39.000 --> 00:57:49.140
spickett@spencerportschools.org: So starting out imperil is our classroom management software, one of the big things that we get from it is actually the email alerts, you can see some of the different.

368
00:57:50.670 --> 00:58:06.210
spickett@spencerportschools.org: categories that we get them by when we get these alerts they include a screenshot of the activity that triggered it, as well as a timestamp and the user who did it, as well as their computer.

369
00:58:06.960 --> 00:58:25.290
spickett@spencerportschools.org: These email alerts are then sent out to both our my staff and administrators, based on their role typically by the admins in the building, we are able to get these both in district and at home after we made some changes over the summer.

370
00:58:29.880 --> 00:58:46.260
spickett@spencerportschools.org: So going into 2d obviously being the big thing we are making our way through a lot of it primarily i'm going to

end up focusing on the nist cybersecurity framework and corey can touch in on a few of his stuff as well.

371
00:58:47.280 --> 00:58:52.830
Cory Allen: So at this point, we take a look at our parent parents bill of rights because essentially what you're looking at is the.

372
00:58:53.250 --> 00:59:03.210
Cory Allen: The things that we need to accomplish over the span of the next two years, and in many of these we in many of these areas we are ahead of the curve so, for instance.

373
00:59:03.600 --> 00:59:10.320
Cory Allen: We have our parent Bill of Rights on our website we're working on the data security and privacy policies with Jonathan.

374
00:59:11.070 --> 00:59:15.030
Cory Allen: Actually finished those up at the end of last year and got that posted to our website as well.

375
00:59:15.930 --> 00:59:21.510
Cory Allen: I was named the Data Protection Officer we do the employee training, so all of those things have come around in the past two years.

376
00:59:22.050 --> 00:59:32.160
Cory Allen: But really the area of the nist cybersecurity framework and the third party contracts are the area that we're going to continue to work, I will be honest with everyone.

377
00:59:33.300 --> 00:59:41.670
Cory Allen: In the fact that our third party contracts is an area in the time of a global pandemic, where we have been a little lenient.

378
00:59:43.140 --> 00:59:49.980
Cory Allen: Looking specifically at the free software that is used across the district, we have an inventory of that software, that is.

379
00:59:50.250 --> 01:00:04.020
Cory Allen: On our district website so any of our stakeholders can go and find that list at a moment's notice, but what we have not done is essentially say certain free software is not okay.

380
01:00:04.980 --> 01:00:14.190

Cory Allen: Other districts have moved in this direction, we have held off on communicating that and really putting hard and fast parameters on the free software that our teachers and.

381
01:00:15.150 --> 01:00:26.670
Cory Allen: providers can use because we thought it unfair to do so at the onset and certainly in the midst of a global pandemic when we're leaning so heavily on insect structural software to meet our students.

382
01:00:27.510 --> 01:00:39.060
Cory Allen: Knowing that that something when we get to a quote unquote more traditional environment that's those are the hard conversations we're going to have to have around free software and what that looks like in our district.

383
01:00:43.020 --> 01:01:02.310
spickett@spencerportschools.org: So going over nist and I bought two at the particular framework that a lot of the districts, as well as both is are focusing on is what's called the nist 853 standard Basically, this is a more granular version of the standard nist framework.

384
01:01:04.110 --> 01:01:13.170
spickett@spencerportschools.org: Some of the different categories are for identification protection detection response and.

385
01:01:15.300 --> 01:01:30.060
spickett@spencerportschools.org: See here and recovery, so you can see some of the different aspects of each of those they're getting into that is a very intense long process so.

386
01:01:31.500 --> 01:01:44.040
spickett@spencerportschools.org: To help us with this bow season has actually gone through and partnered with a company, known as psychometric This basically allows us to document a lot of those changes.

387
01:01:44.580 --> 01:02:02.850
spickett@spencerportschools.org: All the districts under the bonuses umbrella are using this and our kind of working together on this trying to minimize the duplicate amount of work, and so I metrics themselves partnered with grey Castle security to help set and configure a lot of this as well.

388
01:02:04.080 --> 01:02:16.020
Cory Allen: So I will say this, we really went back and forth on taking you into sigh metric and looking at the controls that need to be set up around each of those areas that Mr pickett.

389
01:02:16.620 --> 01:02:34.470
Cory Allen: talked about so, for instance, for every one of our platforms software, be it paid or free there are controls that need to be set up around that platform so Mr pick it offhand ballpark how many controls.

390
01:02:35.280 --> 01:02:41.340
spickett@spencerportschools.org: offhand ballpark you're looking at about 200 or so per software package.

391
01:02:41.760 --> 01:02:59.670
Cory Allen: For upwards upwards of 300 software platform, so I give Mr pickett a lot of credit for collaborating with senior tax across the county and doing some of this work inside metric and again through the through the umbrella of both these with the component districts.

392
01:03:02.700 --> 01:03:13.080
Cory Allen: With that i'm going to hand it over to our network administrator Mr Paul van Horn to cap on the great cast a lot of we are currently performing here has been supportive.

393
01:03:14.130 --> 01:03:34.140
Paul Van Horn: So using those mists standards we work with Craig household to do a risk assessment with the district to have discussions around security and weaknesses and vulnerabilities to help us shore up a lot of our security in the district.

394
01:03:37.980 --> 01:03:46.050
Paul Van Horn: So we focused on within this framework, a lot of the the control families within there, and you can see a lot of these.

395
01:03:47.190 --> 01:04:11.250
Paul Van Horn: are very generalized but we focused on having discussions with them for two days in each of these topics discussing in detail what we do around them what we should be doing around them what we do to control certain things, or should be doing to control certain things and the.

396
01:04:13.590 --> 01:04:19.500
Paul Van Horn: Rest right management portion of it is what is the potential what.

397
01:04:22.740 --> 01:04:34.020

Paul Van Horn: What aspects of the business are affected by this not only technology, but also people and processes involved in those risk assessments.

398
01:04:37.020 --> 01:04:55.230
Paul Van Horn: And finally, after two days of discussing with them all these nist frameworks and all these different categories and things we came up with a list of items for us to look into more deeply and get some controls around and get some.

399
01:04:57.180 --> 01:05:03.960
Paul Van Horn: Some tasks fixed up with these these items to move us forward and get us more secure.

400
01:05:05.490 --> 01:05:11.010
Cory Allen: So is Paul alluded, and I know many of the Members of cabinet, who are on this zoom meeting.

401
01:05:11.490 --> 01:05:28.620
Cory Allen: were a part of these interviews and it really was two solid days from 8am until 3pm where we we went through each of the areas that you see in front of you and the auditors from grey Castle asked us some very pointed sometimes hard to answer.

402
01:05:30.000 --> 01:05:45.030
Cory Allen: Always reflective questions regarding our policies or procedures, how we document things and really the overall security of our network, and I will tell you it was it was very good conversation and very insightful.

403
01:05:45.630 --> 01:05:51.630
Cory Allen: Because last year we actually started this two years ago and having conversations of great Castle coming in.

404
01:05:52.350 --> 01:06:02.880
Cory Allen: It worked out really well and the fact that I was able to work with Mr wood in entering into a cybersecurity kosar through Bossi, so the.

405
01:06:03.600 --> 01:06:17.190
Cory Allen: financial impact of impact of this audit was lesson and, last year we started planting the groundwork for doing this doing this and essentially trying to make sure that our system, our network is secure.

406
01:06:17.820 --> 01:06:30.870

Cory Allen: We all know of recent activity and other districts and we
want to make sure that our our district our network is responsive and we
can continue teaching and learning, as we know it.

407
01:06:33.360 --> 01:06:40.650
Cory Allen: So really taking a look now at So what does tacking The
excuse me, what does tech in the time code would look like.

408
01:06:41.730 --> 01:06:51.270
Cory Allen: And one second I apologize, so I will tell you in the
pictures paint the pictures or 1000 words, you can see we've been doing
laptops laps in the parking lot.

409
01:06:51.690 --> 01:07:01.950
Cory Allen: we've extended our help desk to the Community and probably my
favorite picture here is our recent delivery, this was last week of 900
student laptops.

410
01:07:02.550 --> 01:07:09.330
Cory Allen: you'll notice that Paul van Horn our network administrator
bill Roberts our senior network tech.

411
01:07:10.020 --> 01:07:15.210
Cory Allen: Mr pickett was upstairs keeping guarded the network and
myself, unloading.

412
01:07:15.660 --> 01:07:26.850
Cory Allen: laptops of skids this truly encapsulates what we have gone
through since March of last year it's been all hands on deck and really
everyone pitching in to get the job done.

413
01:07:27.300 --> 01:07:35.340
Cory Allen: As we have reinvented our department to make sure that we can
meet the instructional needs of our students in our Community so here
just by the numbers.

414
01:07:36.660 --> 01:07:37.560
Cory Allen: we've deployed.

415
01:07:38.880 --> 01:07:41.490
Cory Allen: Lenovo laptops to grades.

416
01:07:42.630 --> 01:07:53.190

Cory Allen: Three give me 269 per our purchasing cycle, but really more importantly we've gone one to one at grades pre K through five.

417
01:07:53.640 --> 01:08:01.740
Cory Allen: And a particularly heavy heavy lift at pre K and our Grade one into as they did they were not one to one prior to the pandemic.

418
01:08:02.490 --> 01:08:07.290
Cory Allen: So again, broadening the help desk you can see some numbers as far as help desk tickets.

419
01:08:07.620 --> 01:08:20.880
Cory Allen: Please note that the open versus closed tickets, the discrepancy there doesn't mean we have that many open tickets for every device that is broken or it needs to be sent out for repair that constitutes a ticket, we have an increased number of.

420
01:08:21.360 --> 01:08:30.750
Cory Allen: tickets out right now for devices at repair, so you can see that discrepancy between the open tickets in the clothes tickets, as of today, you'll also see that number of.

421
01:08:31.170 --> 01:08:41.460
Cory Allen: calls that we received from help desk those can be teachers, students Community Members a lot of conversations with grandmothers and grandfathers or providing.

422
01:08:42.060 --> 01:08:55.800
Cory Allen: daycare throughout the day and need a little bit of assistance, just in manipulating the tech features of our instruction also quick assist has been able to help us really to remote undiluted students laptops and we are.

423
01:08:56.940 --> 01:09:14.310
Cory Allen: Constantly swapping out laptops in the parking lot making sure that we are safe, making sure that we are masked up, we are socially distance from the from the drivers but doing so directly through a windshield going back to that point as we look at our program through.

424
01:09:15.840 --> 01:09:24.750
Cory Allen: Pre K through five in the 2122 school year and how we want to manipulate that as far as students, taking their laptops home, that is.

425
01:09:25.620 --> 01:09:33.510

Cory Allen: An area where we've shown some growth and we'll definitely have to have some conversation around what that looks like in the years to come, if we want to continue that practice.

426
01:09:34.770 --> 01:09:35.010
Cory Allen: So.

427
01:09:35.160 --> 01:09:44.670
Kevin Hutton: corey swap out is when they a computer needs service or beyond what you can do online to help the student or faculty Member out.

428
01:09:45.030 --> 01:09:59.460
Cory Allen: Yes, absolutely so you know, an unfortunate breakage or something that we cannot fix by promoting into the computer what we'll do is we'll set up a time to do through the help desk a parent or guardian will come through in the car we.

429
01:10:00.540 --> 01:10:16.590
Cory Allen: Get the device that's broken back see if we can fix it in House after it's been quarantine for six days, and in that moment the parent or guardian gets a new laptop it's been reemerged logged into it is ready to go as soon as they go.

430
01:10:17.070 --> 01:10:26.190
Gary Bracken: And I can attest personally to the efficiency of that process and stuff for one of our seniors here in this household so thank you all for all that.

431
01:10:26.760 --> 01:10:33.180
Cory Allen: I will tell you, Mr bragging is probably one of the things i'm most proud of since March we've been swapping laptops in that manner.

432
01:10:34.290 --> 01:10:46.920
Cory Allen: responsibly, since March, because it's the thing to do, because we need to offer that service every day that we are open to students, because we want to make sure that no one is left without a laptop you know, during this time of instruction.

433
01:10:48.000 --> 01:10:48.960
Cory Allen: So this next slide is.

434
01:10:49.260 --> 01:10:49.860
Cory Allen: i'll just.

435

01:10:50.010 --> 01:10:55.170
Kevin Hutton: That means we have 100 computers just waiting for that swap out for that service.

436
01:10:55.680 --> 01:11:05.820
Cory Allen: We do it on call so apparent calls in we try to remote and we try to fix it and if we can't do that then we make the appointment for the swap out.

437
01:11:06.180 --> 01:11:18.270
Cory Allen: And, excuse me, literally if you say you can come, you can meet us in the parking lot of 11 o'clock we have that device ready on a counter 11 o'clock and we'll meet you in the parking lot just wipe out that device.

438
01:11:19.110 --> 01:11:20.970
Kevin Hutton: I think that's all right yeah.

439
01:11:21.510 --> 01:11:33.330
Lori Stone: I recall being asked to fill out a laptop protection plan for my middle school or in high schooler I don't think there's a similar program for elementary so, how does it work if an elementary student breaks a computer.

440
01:11:33.900 --> 01:11:41.910
Cory Allen: That is a great question, and it goes back to the comment that I made earlier about if we want to continue this i'm in 2221 22 will have to revisit that.

441
01:11:43.200 --> 01:11:55.740
Cory Allen: So here is here is the reality of education in the time of pandemic right our department, like everyone else in the district is just trying to put students.

442
01:11:56.190 --> 01:12:02.880
Cory Allen: and teaching learning teaching and learning first, so in that time in March, and even in just September, when we were.

443
01:12:03.480 --> 01:12:15.840
Cory Allen: deploying laptops to a demographic of student and great bands that we normally didn't our first and our first priority was to make sure that we were able to continue instruction.

444
01:12:16.740 --> 01:12:22.380

Cory Allen: in any way, we could, so you know as we approach and we've learned a great deal since March.

445
01:12:22.950 --> 01:12:41.880
Cory Allen: As we approach the summer I think these are the conversations we're going to have to have right the acceptable use policy and also the insurance policy, if necessary, as we look at the the probability or possibility of having students at those early grades take their devices home.

446
01:12:45.510 --> 01:12:52.350
Cory Allen: So the slide in front of you now is really just a professional learning that we've been we've been working with so myself Kristen pollini.

447
01:12:53.130 --> 01:13:04.740
Cory Allen: Excuse me, Andrew eskenazi and rich COSI meet monthly as we look at our district wide professional learning to which takes place on Wednesdays, we have a self paced learning.

448
01:13:05.250 --> 01:13:15.450
Cory Allen: School edgy reopening course where we every month we collect feedback from teachers and we try to supply new learning for teachers through folders and school.

449
01:13:16.140 --> 01:13:28.290
Cory Allen: But we also have live zoom meetings and webinars So you can see, the list of the of the webinars that we've held and one of the things that I think we've grown in in this aspect is number one just triage.

450
01:13:29.040 --> 01:13:37.380
Cory Allen: What teachers needed in that immediacy of the instruction really looking at Okay, what are the features of zoom, how do we get teachers up and running and zoom.

451
01:13:37.710 --> 01:13:52.830
Cory Allen: utilizing their webcams and now we're really moving out to other areas like eat acting as an assessment platform mindfulness school and you so we're Airbus able to open up those areas and provide more support to teachers, based on their.

452
01:13:53.310 --> 01:14:05.280
Cory Allen: needs also we are still running the K, five and six to digital conversion teams and I know many of our principals who are in the

audience are also working on some of these trainings at their own buildings.

453
01:14:08.370 --> 01:14:15.120
Cory Allen: So another thing that we've captured and i'm just due to time i'm not going to take you to the website, but on the.

454
01:14:15.780 --> 01:14:27.600
Cory Allen: New York state education department website, you can find the new standards which were adopted and released in late December and we're looking at the five areas.

455
01:14:28.140 --> 01:14:38.370
Cory Allen: That we will be focusing focusing on in these standards and the five key concepts, so I have able to have the conversations with teacher leaders at grades six through 12.

456
01:14:39.300 --> 01:14:53.550
Cory Allen: Planning on grades grades K through K through five and also again with d-ct tack and other venues are really starting to roll out these standards, knowing that our first year right now.

457
01:14:53.880 --> 01:14:57.750
Cory Allen: is just building background knowledge and an awareness that these standards exist.

458
01:14:58.500 --> 01:15:08.130
Cory Allen: We have been very heavily rooted in the St standards which, if you if you think about the St standards versus these New York state standards, the St standards were a nice to have.

459
01:15:08.430 --> 01:15:13.170
Cory Allen: But there wasn't a regulating body that held us to those standards, whereas now that.

460
01:15:13.530 --> 01:15:21.660
Cory Allen: New York state has rolled out these computer science digital fluency standards these other standards, just as your mass standards, just as your social studies standards.

461
01:15:21.990 --> 01:15:29.100
Cory Allen: that we need to make sure that we're developing into our curriculum and will be held accountable for I think that the the work that we did with St.

462
01:15:29.430 --> 01:15:39.210
Cory Allen: Is was good work, and it will be nice, because it will help us roll into these standards rather fluidly as we do see overlap between the St standards and these new New York state standards.

463
01:15:43.200 --> 01:15:51.990
Cory Allen: So with That said, I know we've I know we've covered a lot of ground, and I know, sometimes that cyber security and the nist framework and ED law 2d.

464
01:15:52.710 --> 01:16:00.540
Cory Allen: Are the the not so fun things that we need to capture, but quite honestly, at the end of the day, as we've seen.

465
01:16:00.930 --> 01:16:10.080
Cory Allen: These are the things are going to make sure that teaching and learning can continue in the environment that we're in and to make sure that our network and our teachers Community Members are safe.

466
01:16:11.730 --> 01:16:13.290
Cory Allen: With that any questions.

467
01:16:19.380 --> 01:16:25.530
Kevin Hutton: Great job Thank you corey Stephen all going to ready Thank you so much.

468
01:16:26.430 --> 01:16:40.230
Cory Allen: If you have any questions in the in the days or months to come around anything what we're doing as far as supporting instruction our team, or even if you'd like a tour of our humble facilities here at district Office, please just give me a.

469
01:16:41.100 --> 01:16:50.340
Cory Allen: Give me a shoot me an email, I do have to say this, I want to thank rick what because rick has been so supportive in this time, right now, with his.

470
01:16:50.820 --> 01:16:59.520
Cory Allen: I know we're working under budgetary constraints, but rick is very been very supportive of our department and as we sign off, thank you very much to the board in general.

471
01:17:00.090 --> 01:17:06.900

Cory Allen: Your support has meant the world to us as we've kind of tried to navigate this uncertain time of code, thank you, we do appreciate your support.

472
01:17:08.250 --> 01:17:08.700
Thank you.

473
01:17:14.190 --> 01:17:15.120
Kevin Hutton: And you're back on.

474
01:17:15.180 --> 01:17:22.230
Pamela Kissel : Okay, well, I also share a compliments to Korea and the presentation and certainly in these days of.

475
01:17:23.010 --> 01:17:35.520
Pamela Kissel : cove ID and virtual instruction I don't know what we would do without all of his efforts and the efforts of his team at this time is we're turning it over to rick to talk about a potential solar project.

476
01:17:37.020 --> 01:17:46.410
Rick Wood : Thanks Dr kissel how we're all over the map with agenda items time hmm so just a quick update there's a megawatt solar project.

477
01:17:46.920 --> 01:18:01.950
Rick Wood : On Washington street If you recall, this was a project that when they initially sent the what's called a letter of intent it got trapped in an email that we didn't see so we were late and responding to it.

478
01:18:03.510 --> 01:18:07.170
Rick Wood : Which equated to they were exempt from any type of pilot.

479
01:18:08.190 --> 01:18:08.700
Rick Wood : project.

480
01:18:11.670 --> 01:18:22.020
Rick Wood : When Dan was here, Dan Jonathan and myself, we did reach out to Delaware river and their financial partner to see if they would still be interested in pursuing a pilot.

481
01:18:23.610 --> 01:18:33.570

Rick Wood : we've sent we sent them quite a bit of information as it related to our utility costs they were open to the idea long story short, they came back and have proposed.

482
01:18:34.080 --> 01:18:44.760
Rick Wood : $500 per megawatt so we would receive 30 $500 a year over a 15 year period, so what i'm looking for tonight is just a head nod from the board.

483
01:18:45.990 --> 01:18:48.600
Rick Wood : to moving forward with that.

484
01:18:49.680 --> 01:18:55.920
Rick Wood : type of agreement if we don't move forward with it we got nothing.

485
01:18:57.780 --> 01:19:03.150
Rick Wood : So, again i'm just looking for a head nod with regard to continuing discussions.

486
01:19:05.460 --> 01:19:07.110
Kevin Hutton: About thumbs up a notch.

487
01:19:08.550 --> 01:19:09.870
Rick Wood : All right, great Thank you.

488
01:19:11.460 --> 01:19:13.110
Kevin Hutton: A quick aside them thanks rick.

489
01:19:15.150 --> 01:19:20.340
Pamela Kissel : Next, we have Jonathan up for policy review of the 2000 series.

490
01:19:23.790 --> 01:19:27.930
Jonathan Saltzberg: And evening everyone i'm not sure I can follow the speed of that presentation.

491
01:19:29.160 --> 01:19:35.670
Jonathan Saltzberg: But i'm going to share my screen, so I can pull up a quick PowerPoint.

492
01:19:44.670 --> 01:19:45.690
Jonathan Saltzberg: So.

493
01:19:47.550 --> 01:20:05.610
Jonathan Saltzberg: Our 2000 series policies is why i'm here this
evening, I did send those out about a week and a half ago, two with a
link to the one know where a number of you have made comments and post
questions with respect to just the six policies that we have here.

494
01:20:07.530 --> 01:20:12.150
Jonathan Saltzberg: I daresay it, it looks a little foreboding for the
rest of them.

495
01:20:13.380 --> 01:20:29.100
Jonathan Saltzberg: Doing this even six in one weekend trying to make
sure I had answers to questions and then edits after this last weekend,
but, as you know, we had the six policies that we have here they're all
board related.

496
01:20:30.270 --> 01:20:40.680
Jonathan Saltzberg: With only one that was going to be proposed to be
deleted by the board the board does have to actually take action in order
to delete a policy, otherwise it.

497
01:20:40.710 --> 01:20:42.240
Jonathan Saltzberg: continues in perpetuity.

498
01:20:43.380 --> 01:20:45.150
Jonathan Saltzberg: start right into it with.

499
01:20:46.740 --> 01:21:02.820
Jonathan Saltzberg: orienting in training new board members, this one,
probably had the the most questions about it and, just in case I need to
pull up the policy I did include a link at the bottom of my presentation,
so that I can pull the the red line version up.

500
01:21:03.930 --> 01:21:11.970
Jonathan Saltzberg: But some of hitting the questions, one of the
questions was clarifying that new members are non voting and may not
attend executive sessions I.

501
01:21:12.180 --> 01:21:13.440
Dave: am including language.

502
01:21:13.470 --> 01:21:16.500
Jonathan Saltzberg: With respect to that that seemed to be the consensus.

503
01:21:17.220 --> 01:21:29.580
Jonathan Saltzberg: And I don't see a reason I could not find a reason why we couldn't do that I didn't even see the idea of including new members in discussions in this buzz new member handbook.

504
01:21:30.690 --> 01:21:39.390
Jonathan Saltzberg: i'm assuming that they would it's expected that they start attending meetings but it didn't say that in the handbook at least that I saw when I skim through it this afternoon.

505
01:21:41.370 --> 01:21:49.920
Jonathan Saltzberg: One of the questions that laurie brought up was the use of clerk board clerk and district clerk's in three different policies.

506
01:21:51.600 --> 01:21:53.370
Jonathan Saltzberg: I changed it to district clerk.

507
01:21:54.390 --> 01:21:55.140
Jonathan Saltzberg: Education law.

508
01:21:56.190 --> 01:22:02.070
Jonathan Saltzberg: uses is called duties of district clerk and our policy 1331 is district clerk.

509
01:22:03.510 --> 01:22:16.410
Jonathan Saltzberg: It appears that maybe 20 years ago when the policy was enacted they were using board clerk or clerk in interchangeably but I did change them all to say district clerk and you'll see that again and a couple other policies later.

510
01:22:18.240 --> 01:22:27.990
Jonathan Saltzberg: And then I changed, one thing that Dr kissel suggested was changing the services to the board to services they perform for the district.

511
01:22:29.640 --> 01:22:36.570
Jonathan Saltzberg: From what I could find it is the superintendent that is employed by the board everybody else kind of works for the superintendent.

512
01:22:37.620 --> 01:22:42.390

Jonathan Saltzberg: in a legal sense the superintendent oversees everything, yes, everybody is.

513
01:22:44.220 --> 01:22:59.550
Jonathan Saltzberg: follows what the board's policies are set, but It just seems that changing this to district would work better and then changing and rewarding section after readability think that was another suggestion by lori and I did make that change.

514
01:23:00.960 --> 01:23:12.060
Jonathan Saltzberg: So the last one, which was more of a challenge to look into was a question should we include wording for indicating that board members will be removed for failure to complete the training.

515
01:23:12.720 --> 01:23:20.370
Jonathan Saltzberg: So when I did look at the law, yes, the the training is mandatory a board member can be removed.

516
01:23:20.970 --> 01:23:31.500
Jonathan Saltzberg: Under 17 education law 1709 which is which allows for the board themselves to vote to remove the education and remove the board member.

517
01:23:32.010 --> 01:23:41.070
Jonathan Saltzberg: Or, there is another avenue, by which a Community Member could file a claim with the Commissioner of education to try and have a board member review.

518
01:23:41.490 --> 01:23:51.150
Jonathan Saltzberg: removed I think that's what happened to call pella Dino in buffalo but what that means is there wasn't really a set.

519
01:23:51.960 --> 01:23:57.870
Jonathan Saltzberg: process on how this should happen there's a couple of Commissioners dishes decisions that dealt with it.

520
01:23:58.560 --> 01:24:10.230
Jonathan Saltzberg: But it got to the point where they were arguing over whether the action to remove the board member happened two days prior to the end of the individuals term and the Commissioner reversed it.

521
01:24:10.890 --> 01:24:29.190
Jonathan Saltzberg: He implied that it was misconduct, but also really just indicated that it's a violation of education law to not complete

that training within essentially 365 days by the end of the end of the term so i'm going to.

522
01:24:30.510 --> 01:24:41.400
Jonathan Saltzberg: hold up, so what my ultimate suggestion for this is not to include an actual recitation of the law regarding the.

523
01:24:44.310 --> 01:24:46.050
Jonathan Saltzberg: My apologies it's not going to.

524
01:24:48.960 --> 01:24:52.410
Jonathan Saltzberg: Not to include a recitation of the law regarding.

525
01:24:55.770 --> 01:25:08.220
Jonathan Saltzberg: room removal, but in clint instead include a statement that really just says that failure to complete the required training by the end of the first year may constitute misconduct under New York education law.

526
01:25:08.970 --> 01:25:23.010
Jonathan Saltzberg: it's a more general I tend to shy away from repeat just simply repeating the law, because otherwise we would have policies for everything from FM la to fair Labor standards Act, which would just recite the law and then we'd have to change them over and over again.

527
01:25:24.360 --> 01:25:38.610
Jonathan Saltzberg: And I put may because it would be up to the board to determine that it would be misconduct, and it still remains whether the Commissioner would continue to hold that as being misconduct, I could change it to.

528
01:25:39.660 --> 01:25:53.880
Jonathan Saltzberg: may be removed as a board member, but I think that's a little extreme, I think, just an indication that the failure to actually complete it is has more of a consequence to it, then.

529
01:25:55.980 --> 01:26:07.230
Jonathan Saltzberg: Then, not I guess so that's kind of where I was going with that, but i'd like to open the floor up to discussion with respect to that any of the changes in this policy.

530
01:26:08.100 --> 01:26:24.870
Gary Bracken: Jonathan just on that last piece, so I mean if you've got it may be construed as misconduct or can't really see what it says, but

it shouldn't also include and could lead to dismissal from the board or removal from the board, just so as a consequence of that.

531
01:26:26.640 --> 01:26:28.140
Gary Bracken: Action is understood.

532
01:26:30.900 --> 01:26:32.250
Jonathan Saltzberg: I can add that language.

533
01:26:34.560 --> 01:26:34.890
Gary Bracken: Thanks.

534
01:26:35.370 --> 01:26:48.390
Dave: Your work can we put a timeline on or like within six months of appointment or a year, give them a shelf life, some people can't get it done by their appointment date, but I just suggested, you can say no, if you want, but.

535
01:26:50.940 --> 01:26:52.920
Lori Stone: it's yeah i'd law gives you one year.

536
01:26:53.040 --> 01:27:02.430
Jonathan Saltzberg: Okay it's essentially 365 days from your appointment date and the one Commissioner decision I read they held the hearing to remove the.

537
01:27:03.030 --> 01:27:10.980
Jonathan Saltzberg: board member on a Saturday, and the Commissioner said, it should have been a business day for Monday, so he said they were two days too early, so we reverse their removal.

538
01:27:13.080 --> 01:27:16.470
Kevin Hutton: So the irony of this folks is I brought up this coming.

539
01:27:22.500 --> 01:27:22.950
Jonathan Saltzberg: So you got.

540
01:27:23.970 --> 01:27:25.560
Kevin Hutton: Any other comments on this.

541
01:27:26.550 --> 01:27:30.990
Lori Stone: i'm fine with the way you have it, Jonathan with just the reference to New York education long.

542
01:27:35.010 --> 01:27:39.390
Kevin Hutton: I kind of like the idea of adding a reference to the
ramification.

543
01:27:41.370 --> 01:27:43.020
Kevin Hutton: may not not shell.

544
01:27:47.160 --> 01:27:47.520
Kevin Hutton: May.

545
01:27:47.910 --> 01:27:50.130
Kevin Hutton: have to removal from the board.

546
01:27:51.810 --> 01:28:00.180
Jonathan Saltzberg: We can include it and what i'll when I if you want to
include it I can add that language in and then this would still be
subject to everyone's review as well.

547
01:28:00.660 --> 01:28:09.060
Jonathan Saltzberg: For their attorneys to look at so there'd be another
set of eyes on this and I wouldn't send them this complete red line i'd
send our changes in blue.

548
01:28:09.840 --> 01:28:19.980
Jonathan Saltzberg: To them, so that it's not confused with what their
suggested languages are so they'd see point it'd be able to point out
exactly what we're putting forth is different from what they're
suggesting.

549
01:28:23.700 --> 01:28:24.780
Jonathan Saltzberg: So I can go either way.

550
01:28:29.940 --> 01:28:31.530
Kevin Hutton: In a feeling either way anyway.

551
01:28:33.450 --> 01:28:39.870
Greg Kincaid : No, I would say, I would say, put it in there and then see
what everyone policy says, and then obviously we can look at that.

552
01:28:47.460 --> 01:28:50.640
Jonathan Saltzberg: Okay, I can put it in and i'll take care of that.

553
01:28:56.160 --> 01:29:00.720
Jonathan Saltzberg: Next up I apologize i'm moving the pictures around, so I can see committees of the board.

554
01:29:01.920 --> 01:29:12.030
Jonathan Saltzberg: rather simple policy, but I just be in response to some of the questions I was able to find and the sites are at the bottom of the of the draft policy.

555
01:29:12.360 --> 01:29:21.300
Jonathan Saltzberg: That a visitation committee is required under education law 1708 were in a committee as form to visit all of the buildings at least once during the year.

556
01:29:21.660 --> 01:29:34.410
Jonathan Saltzberg: And an audit committee is, of course, required under education law what I was able to find in the news but new board member manual is a basic general statement that all of these other committees are not required by law.

557
01:29:35.220 --> 01:29:42.990
Jonathan Saltzberg: These are suggested titles on their part that were in the board member manual, but I could not find any other legal source citing that.

558
01:29:43.710 --> 01:29:48.810
Jonathan Saltzberg: Other specific committees are used, and I think that goes to the fact that there are some boards.

559
01:29:49.200 --> 01:29:59.760
Jonathan Saltzberg: That either don't use other committees, other than the two required by law, or they have so many different names for them, you know whether it's personnel or human resources or.

560
01:30:00.330 --> 01:30:08.460
Jonathan Saltzberg: professional development versus policy, we have a policy subcommittee which isn't listed here, you know, so we have a lot of.

561
01:30:09.780 --> 01:30:15.000
Jonathan Saltzberg: Flexibility with that I don't think I would go through the down the path of.

562
01:30:15.540 --> 01:30:23.730

Jonathan Saltzberg: Citing every committee that we would put in the reorganization meeting because we could form another committee mid year when we find.

563
01:30:24.000 --> 01:30:41.040
Jonathan Saltzberg: You know, a need to form a covert response committee for some reason you know and then we'd have to change the policy, each time so i'm in line with just keeping it as the two that are required under education law and then keeping the policy, basically, as suggested by everyone.

564
01:30:44.820 --> 01:30:45.390
Jonathan Saltzberg: thumbs up.

565
01:30:47.520 --> 01:30:48.180
Jonathan Saltzberg: Alright, great.

566
01:30:51.870 --> 01:31:01.080
Jonathan Saltzberg: Okay membership in organizations, I do remember think I was on a meeting where the board decided to.

567
01:31:03.060 --> 01:31:06.180
Jonathan Saltzberg: drop out of one of these organizations that were cited in the policy.

568
01:31:08.070 --> 01:31:20.730
Jonathan Saltzberg: The policy itself makes it mandatory to join those and the one comment is was regarding the possibility of joining other organizations, I didn't see a policy that limits us from joining any organizations.

569
01:31:22.470 --> 01:31:30.150
Jonathan Saltzberg: In the in the in the preventative sense, so I think if we were to delete this I don't see a problem if we wanted to join it back again later.

570
01:31:31.980 --> 01:31:35.220
Jonathan Saltzberg: And it's just it's a policy that's not really used by everyone anymore.

571
01:31:36.420 --> 01:31:49.920
Kevin Hutton: So Jonathan with that we should we take an action to delete that now if it actually says we're supposed to be members of this book and we've elected not to isn't this well, one of the ones that was on the list.

572
01:31:51.330 --> 01:31:54.330
Jonathan Saltzberg: yeah that was one of the two that were in the policy
itself.

573
01:31:55.470 --> 01:32:01.380
Kevin Hutton: So do we need to modify our policy because right now we're
not following your policy if we're no longer members.

574
01:32:03.960 --> 01:32:06.510
Jonathan Saltzberg: Did the board vote to drop out of that taking.

575
01:32:08.820 --> 01:32:10.200
Jonathan Saltzberg: In essence you've acted.

576
01:32:11.220 --> 01:32:25.770
Jonathan Saltzberg: Yes, you're against policy, but you could also act to
change the policy and then drop out, you know i'd almost be fine with
including it in the in the manual that goes to erie one and just doing it
wholesale and making all the changes at once.

577
01:32:26.940 --> 01:32:37.320
Jonathan Saltzberg: Our policies are obviously antiquated you know, most
of them are from 1999 so we have a lot of things that we may or may not
be compliant with.

578
01:32:37.800 --> 01:32:39.630
Jonathan Saltzberg: them or or have changed since then.

579
01:32:42.990 --> 01:32:45.810
Jonathan Saltzberg: But i'll i'll reach out i'll reach out to everyone,
and if.

580
01:32:45.810 --> 01:32:50.340
Jonathan Saltzberg: They want us to act now, then then i'll bring it back
to the board sooner than that okay.

581
01:32:50.400 --> 01:32:52.380
Kevin Hutton: thumbs up for this deletion.

582
01:32:53.970 --> 01:32:55.140
Jonathan Saltzberg: sleep, thank you.

583
01:32:56.850 --> 01:33:00.480
Jonathan Saltzberg: attendance by board meetings and conferences again district clerk.

584
01:33:02.250 --> 01:33:14.730
Jonathan Saltzberg: Dr kissel suggests entertain meetings to conferences and the final which caused them more discussion was about the need for the board to pass a resolution to attend conferences.

585
01:33:18.060 --> 01:33:24.090
Jonathan Saltzberg: If we keep the language, as is which we can do, and then it provides you the leeway to go in either direction.

586
01:33:24.570 --> 01:33:41.250
Jonathan Saltzberg: You could pass a resolution authorizing two Members to go to New York City for a conference or you can pass a resolution authorizing the board, President, to give permission to going to any number of conferences at any time.

587
01:33:43.710 --> 01:33:50.580
Jonathan Saltzberg: I don't know why I thought of it, but when rick and I were going over this my thought was if you have a board, that is.

588
01:33:52.950 --> 01:33:55.950
Jonathan Saltzberg: confrontational or not working very well together.

589
01:33:57.030 --> 01:34:03.000
Jonathan Saltzberg: It could create problems with this, but that it's, something that would have to be dealt with in any way.

590
01:34:04.230 --> 01:34:20.940
Jonathan Saltzberg: So you can leave the language, it is, as it is and make a decision at a future point just that at if you have not passed, the resolution to convey the power to the President, which I don't think you have you have to pass a resolution to authorize the attendance at the conferences.

591
01:34:22.680 --> 01:34:32.190
Kevin Hutton: So where were you thinking, there could be an issue with a conflicting board that they would not allow someone or they would go crazy going.

592
01:34:32.700 --> 01:34:38.100

Jonathan Saltzberg: Now the President would arbitrarily choose who got to go to conferences OK.

593
01:34:40.020 --> 01:34:53.520
Jonathan Saltzberg: And then, then that to me that would start creating problems or could be a problem wild the work is while you're trying to be collaborative but then I just realized right now that the other Members could band together and pass a resolution to take that away from.

594
01:34:57.480 --> 01:34:59.790
Jonathan Saltzberg: So thumbs up with leaving it, as is.

595
01:35:03.390 --> 01:35:03.810
Kevin Hutton: Gary.

596
01:35:10.320 --> 01:35:13.530
Jonathan Saltzberg: Compensation expenses, no other changes.

597
01:35:14.790 --> 01:35:17.460
Jonathan Saltzberg: As long as everybody's good with that that one's going to go forward.

598
01:35:18.180 --> 01:35:18.720
thumbs up.

599
01:35:20.280 --> 01:35:28.470
Jonathan Saltzberg: thumbs up great and then the board self evaluation, the main comment with this was should we add a timeline for completion.

600
01:35:30.360 --> 01:35:41.910
Jonathan Saltzberg: wording aside, you know, the idea was to add that, after the budget vote and I then I added the just so it looks like we're planning for the following year, making it more of.

601
01:35:42.510 --> 01:35:51.810
Jonathan Saltzberg: An action, but it can be whatever wording you think of or, if you want a different time frame or no time frame whatsoever that's up to up to you guys.

602
01:35:53.580 --> 01:36:05.100
Kevin Hutton: So I recommended the after the the budget vote less than the budget vote in more of it would give them the opportunity for the newly elected.

603
01:36:06.780 --> 01:36:16.620
Kevin Hutton: board members and the former board board members to participate in that conversation, and since I wrote that I thought well that could be problematic to if it's a.

604
01:36:16.920 --> 01:36:27.750
Kevin Hutton: If there's conflict between those people are and how it goes, but I thought it might be a good idea to have it later in the season so we're planning for next year, we need to write that, though.

605
01:36:30.660 --> 01:36:31.650
Kevin Hutton: Any feelings on that.

606
01:36:35.070 --> 01:36:36.840
Gary Bracken: I don't think we need a timeline.

607
01:36:40.830 --> 01:36:45.780
Kevin Hutton: Okay we're okay with leaving the timeline out thumbs up no timeline.

608
01:36:47.880 --> 01:36:48.330
Jonathan Saltzberg: Okay.

609
01:36:50.010 --> 01:36:51.210
Jonathan Saltzberg: No problem, no timeline.

610
01:36:52.230 --> 01:36:56.460
Jonathan Saltzberg: So that was it, you know, so I don't know how.

611
01:36:58.050 --> 01:37:11.160
Jonathan Saltzberg: This went for everyone, with respect to reviewing the policies the Opera ability of the one note the way the documents were set up i'm open to suggestions, if you want to change processes.

612
01:37:12.090 --> 01:37:24.090
Jonathan Saltzberg: Our next round of i'm not even sure what are the number of our next round of policies are going to be, but we're going to try and work on those and get those to you as well, if you have ideas, please let me know.

613
01:37:25.110 --> 01:37:42.150

Kevin Hutton: So, the one thing Jonathan and i'm a pain and marcy ends up doing extra work for this i'm a MAC user and the red lines didn't come through so so, is it possible to put a PDF of that.

614
01:37:43.650 --> 01:37:48.420
Kevin Hutton: That comparison documents or I can actually see red and blue and the modifications.

615
01:37:49.410 --> 01:37:51.900
Jonathan Saltzberg: yeah I think we can handle that that's not a problem okay.

616
01:37:52.800 --> 01:37:56.250
Kevin Hutton: So it did the next thing is.

617
01:37:57.960 --> 01:38:06.150
Kevin Hutton: We did have a week and a half, but I think as the order we get into the the larger sections of 3000 4000.

618
01:38:07.980 --> 01:38:15.390
Kevin Hutton: More time or identify we're going to go the first 15 or the first 10 of a certain section I think would be helpful.

619
01:38:16.950 --> 01:38:23.640
Kevin Hutton: Rather than saying here's 25 policies that we need reviewed by two weeks from today.

620
01:38:26.040 --> 01:38:31.320
Jonathan Saltzberg: Well, at that point, then we may want to discuss again the idea of breaking off into pairs or teams.

621
01:38:31.620 --> 01:38:45.210
Jonathan Saltzberg: To look at them to limit the total number of policies that any group is is has to is required to review for that, because then it does become unreasonable to try and do that all from one board meeting okay.

622
01:38:45.390 --> 01:38:53.130
Kevin Hutton: So, so I know the timeline is in the one note, what are we talking about for the next series that's going to be ready for us.

623
01:38:53.850 --> 01:38:55.590
Jonathan Saltzberg: i'm pulling it up right now.

624
01:39:00.480 --> 01:39:01.350
Jonathan Saltzberg: So the next.

625
01:39:02.430 --> 01:39:13.800
Jonathan Saltzberg: Well, actually on the revised timeline we had all February for the 2000 series based on our conversation tonight we don't need to have that again at the next meeting.

626
01:39:14.490 --> 01:39:27.390
Jonathan Saltzberg: So, within a week or two i'll be giving you policies from the 4000 series the 4000 series 123456 has seven policies in it.

627
01:39:27.780 --> 01:39:28.350
Okay it's.

628
01:39:29.910 --> 01:39:38.430
Jonathan Saltzberg: Mostly it's really administrative regarding the administrators and the superintendent of schools, so they shouldn't be too difficult.

629
01:39:40.680 --> 01:39:54.480
Jonathan Saltzberg: So I will have a look at those and probably go through my changes with rick and then we'll get that out to you again in the one note form, so that you can review them and then bring that back again at a future board meeting in March.

630
01:39:56.550 --> 01:39:56.880
Kevin Hutton: perfect.

631
01:39:58.320 --> 01:40:00.240
Jonathan Saltzberg: All right, thank you very much, everyone.

632
01:40:00.540 --> 01:40:01.980
Jonathan Saltzberg: Thank you, Jonathan you're welcome.

633
01:40:04.500 --> 01:40:07.260
Pamela Kissel : And next up, we have rick with a budget update.

634
01:40:09.210 --> 01:40:23.190
Rick Wood : Thanks Dr kissel maybe before we get started, one I just want to thank Jonathan This is very time consuming and the board as well, I know how time consuming this is Jonathan I spent close to an hour just going through those.

635
01:40:24.300 --> 01:40:31.050
Rick Wood : The 2000 series so so I get it, and second, is you guys been
sitting for a long time does anybody need to get up and stretch.

636
01:40:33.210 --> 01:40:35.430
Rick Wood : Now you guys just want me to get on with us yeah.

637
01:40:37.080 --> 01:40:39.090
Rick Wood : Alright, so let's see if I can share the screen here.

638
01:40:47.670 --> 01:40:49.140
Kevin Hutton: you're saying was much better to me.

639
01:40:50.580 --> 01:40:52.920
Rick Wood : I got a story about that, but I won't share it now.

640
01:41:07.740 --> 01:41:12.360
Rick Wood : All right, you guys saying just the slides versus the
presentation mode.

641
01:41:14.400 --> 01:41:17.010
Kevin Hutton: we're seeing this slide next slide.

642
01:41:27.390 --> 01:41:28.170
Rick Wood : about that.

643
01:41:31.710 --> 01:41:32.130
All right.

644
01:41:41.190 --> 01:41:41.490
Rick Wood : No.

645
01:41:42.750 --> 01:41:44.160
Rick Wood : i'm getting some technical assistance.

646
01:42:37.980 --> 01:42:38.370
Kevin Hutton: This slide.

647
01:42:40.770 --> 01:42:42.150
Rick Wood : i'll see what I want to sign oh.

648
01:42:51.420 --> 01:42:54.240
Rick Wood : i'm just gonna roll with it, like the budget focus group
meeting so.

649
01:42:58.110 --> 01:43:00.150
Rick Wood : Okay, so we're just going to review.

650
01:43:01.770 --> 01:43:08.790
Rick Wood : That will work with the budget update just we're going to
talk about revenues tonight, as you know, the governor came out with the.

651
01:43:09.360 --> 01:43:20.820
Rick Wood : governor's budget, which is a large part of our revenue
obviously also had an opportunity to look at our property tax CAP so
we're just going to go through some of this for you tonight.

652
01:43:23.100 --> 01:43:24.570
Rick Wood : So, from a.

653
01:43:25.770 --> 01:43:26.970
Rick Wood : You guys seen anything move.

654
01:43:29.820 --> 01:43:30.600
Kevin Hutton: nothing's moving.

655
01:43:33.750 --> 01:43:34.710
Rick Wood : sorry about this.

656
01:43:58.080 --> 01:43:58.500
Rick Wood : Okay.

657
01:43:59.880 --> 01:44:03.480
Rick Wood : big picture summary wise, you can see that we've had.

658
01:44:04.620 --> 01:44:15.450
Rick Wood : The total is at 4.5 million it's about 2 million more than
where we were at i've highlighted that one line item because right now
i'm not including.

659
01:44:17.550 --> 01:44:19.770
Rick Wood : Any use of reserves or fund balance.

660
01:44:28.080 --> 01:44:37.800
Rick Wood : This is similar information just in graphic form again, you can just see as a percent change year over year of our revenues.

661
01:44:42.360 --> 01:44:49.020
Rick Wood : So specifically local resources, I just wanted to highlight, you can see i've made two downward adjustments.

662
01:44:49.050 --> 01:44:52.740
Rick Wood : The first being the other tax items that's based on our payments.

663
01:44:52.830 --> 01:44:58.980
Rick Wood : or pilot schedule and the other is the use of money and property that relates to the interest income.

664
01:45:00.960 --> 01:45:10.170
Rick Wood : I do want to share that i've made no change to the to the larger revenue components under local resource that would be the the sales tax.

665
01:45:10.770 --> 01:45:20.940
Rick Wood : And then under miscellaneous is the bosses prior year refunds so even with this projection I just really need to share with you that this assumes that we're back to normal.

666
01:45:22.800 --> 01:45:27.660
Rick Wood : You know if if if we're not event, these are going to get changed somewhat.

667
01:45:32.010 --> 01:45:43.290
Rick Wood : So I don't know how much you've heard from the governor's budget but he's he's shared that it was built on two scenarios, the first being 6 billion.

668
01:45:44.070 --> 01:45:53.220
Rick Wood : The second on a 15 billion of an additional unapproved federal stimulus money what I mean by that that's what's going through Congress in the Senate right now.

669
01:45:54.630 --> 01:46:05.790

Rick Wood : So is it reasonable to assume that if those don't pass will there be additional cuts to the state aid that he's proposed, the answer is maybe we just don't know yet.

670
01:46:08.100 --> 01:46:14.190
Rick Wood : So big picture items what we spoke about what he addressed in his presentation was foundation a distinct flat.

671
01:46:16.320 --> 01:46:26.700
Rick Wood : he's going to combine or consolidate 11 expense based aids into what they call a block grant and, within that it may need there may be an additional.

672
01:46:27.990 --> 01:46:29.640
Rick Wood : What they call service aid reduction.

673
01:46:32.310 --> 01:46:33.840
Rick Wood : He is actually supplementing.

674
01:46:35.070 --> 01:46:40.860
Rick Wood : Some of the state aid and replacing that with a one shot federal revenue, called the cr RSA.

675
01:46:43.470 --> 01:46:54.180
Rick Wood : This is probably the one that's caused me and many business officials in the state we're not sure why he's including a star it's never been included before.

676
01:46:54.810 --> 01:47:13.260
Rick Wood : Although the star does come from the state it's not really an aid, in my opinion, I just don't know what the ramifications are that I think, as I learned more it's really going to be incumbent upon us to really work with lynette to identify what the implication of that is.

677
01:47:15.330 --> 01:47:20.490
Rick Wood : And lastly, he's identified what he's calling a local district funding adjustment.

678
01:47:21.540 --> 01:47:36.060
Rick Wood : Last year it was the pandemic adjustment, the year before that was the gap elimination adjustment, the year before that was the deficit reduction assessment long and short of it is uses different terms to pull money from the state and then replenish it be a federal fun.

679

01:47:39.210 --> 01:47:46.920
Rick Wood : So I really liked this presentation, it was put on by the Council of New York school superintendents.

680
01:47:48.600 --> 01:47:57.330
Rick Wood : And this just highlights a little bit better for you what the governor proposed, and this is specific to us so again, you can see foundation eight is flat.

681
01:47:58.110 --> 01:48:10.410
Rick Wood : The services aid, you can see in the blue those are the aids that he's consolidating into one, and you can see, the current year, for us, and then what he's projecting.

682
01:48:11.010 --> 01:48:18.780
Rick Wood : The reason you're seeing a little bit of a decrease in textbook and what I call instructional material is because of our student enrollment has decreased.

683
01:48:23.490 --> 01:48:34.410
Rick Wood : I mentioned to you as well, the supplement of the federal stimulus again the current year he use what was called a pandemic adjustment now he's calling the federal code 19 supplemental amount.

684
01:48:37.230 --> 01:48:52.440
Rick Wood : And again, you can see our star number in the current year, we received from the state little over 5.1 million how he estimated our next year's amount is beyond me we really don't know that, until we start completing the tax levy.

685
01:48:53.790 --> 01:48:59.250
Rick Wood : paperwork to determine what the towns need to collect from our from the Community.

686
01:49:02.040 --> 01:49:12.630
Rick Wood : And again there's the reduction of the local district funding adjustment and you can see that we have an equal offset under the federal code and 19 supplemental.

687
01:49:13.740 --> 01:49:17.910
Rick Wood : Any questions as it relates to what the governor is proposing.

688
01:49:22.050 --> 01:49:39.840

Rick Wood : So this slide really is sharing with you what my projection is because our projections are proposed budget is going to be different than what the governor is doing and i'll share why so you can see first off foundation aid our foundation aid is a little over 21 million.

689
01:49:41.370 --> 01:49:58.290
Rick Wood : i'm reducing that slightly because of what they call a local deduct so for now, in other words, if we have students who are incarcerated or are being tutored by another district, and they stack those students that's a deduct so I tried to include that.

690
01:50:00.930 --> 01:50:08.490
Rick Wood : The next two items are two of the larger items as it relates to the expense based AIDS or what he's now calling the services aid.

691
01:50:09.540 --> 01:50:18.390
Rick Wood : You can see that he's proposed for transportation 3.7 and for both sees a little over three.

692
01:50:18.870 --> 01:50:36.750
Rick Wood : For transportation i'm dropping it down to 3.4 a little bit closer to what our output report is for this year and for both sees dropping it to 2.8, the reason I do, that is when they prepare and project, the governor's RON they're basing it on information that we provide to.

693
01:50:38.190 --> 01:50:45.000
Rick Wood : You are stating your own financial reports, and those are based on our budget numbers.

694
01:50:45.450 --> 01:51:00.750
Rick Wood : What i'm doing is really reflecting what I think we're actually going to spend typically if we spend probably 93 to 95% of our transportation budget and, similarly, for both sees so i've reflected that that change.

695
01:51:03.150 --> 01:51:06.390
Rick Wood : Again you're seeing the the reduction of the.

696
01:51:07.440 --> 01:51:12.600
Rick Wood : 3.4 million and then he's we account for that, through a federal fund.

697
01:51:15.210 --> 01:51:21.570

Rick Wood : Building aid, the reason that's a little bit more than the governor is in working with our financial advisors.

698
01:51:22.710 --> 01:51:36.540
Rick Wood : we're trying to capture the 2018 capital project if everything works correctly, we should receive a little bit more, in addition, our bcs was do so you do get a little bit of aid for that process.

699
01:51:38.910 --> 01:51:39.720
Rick Wood : high cost.

700
01:51:41.040 --> 01:51:42.690
Rick Wood : For both public and private.

701
01:51:43.830 --> 01:51:54.090
Rick Wood : You can see there's quite a difference here, at least for the public access costs, the way the governor determines that amount is he takes the last two full years whatever amount is higher.

702
01:51:55.020 --> 01:52:11.610
Rick Wood : In actuality that aid is actually dependent upon current enrollment so, in other words we're going to receive a 2122 based on the 2021 enrollment that enrollment is very different than the prior two years in working with Nicole PO our district treasure and with Andrea.

703
01:52:13.440 --> 01:52:23.340
Rick Wood : We use a report by quest star we update that and that's to me a more reflective number for those two eight categories.

704
01:52:25.350 --> 01:52:31.260
Rick Wood : urban, suburban aid another one that's very difficult to gauge, you can see that.

705
01:52:32.760 --> 01:52:37.590
Rick Wood : In the current year, I had projected 467,000 based on what I thought the formula would.

706
01:52:38.100 --> 01:52:44.610
Rick Wood : provide you actually ended up with 740 Thank goodness we did, because you can see, at the end, and what I shared out.

707
01:52:45.000 --> 01:52:59.700

Rick Wood : At our last board meeting is overall state aid for us is actually going to be less than what we projected by about 75,000 so right now that's sort of a saving grace I kept that flat moving forward into the 2122 year.

708
01:53:03.750 --> 01:53:08.970
Rick Wood : Any questions on the governor's runner local sources before I get into some of the property tax CAP.

709
01:53:11.970 --> 01:53:12.930
Rick Wood : Okay, so.

710
01:53:14.730 --> 01:53:23.040
Rick Wood : I just showed showing you graphically what our historical property tax levies have been you can see that been increasing.

711
01:53:23.610 --> 01:53:37.920
Rick Wood : over each year, many times we're coming right to the allowable levy allow maximum allowable levy limit and you can see that i'm proposing for the next year, based on our tax CAP about 40.5 million.

712
01:53:39.180 --> 01:53:43.650
Rick Wood : want to share with you how I got to that number, this is the tax CAP formula.

713
01:53:44.670 --> 01:53:53.460
Rick Wood : i'm not going to explain it in detail you'll get that at our next meeting when I get a head nod I just want to make sure that all the numbers stay the same.

714
01:53:54.780 --> 01:54:01.200
Rick Wood : But I think what's important is again working with forecast five unable to.

715
01:54:02.250 --> 01:54:05.970
Rick Wood : make some assumptions and provide sort of a long range.

716
01:54:08.670 --> 01:54:20.700
Rick Wood : analysis of what our tax CAP is going to be so I think i'm going to if you go down to the tax levy limit percent you can see that right now we're looking at a 3.39% increase.

717
01:54:21.780 --> 01:54:26.820

Rick Wood : The following year, based on certain the shop assumptions it's at 2.39.

718
01:54:27.900 --> 01:54:34.590
Rick Wood : After that it goes to 1.87 it bumps back up to 2.65 and then two so on average it's about a 2%.

719
01:54:35.820 --> 01:54:36.510
Rick Wood : increase.

720
01:54:37.530 --> 01:54:52.980
Rick Wood : it's very difficult to project this in the future, this is all dependent upon our debt service payments and our pilots our pilots, again I don't have much control over our debt service, we have a little bit more control over again, working with our.

721
01:54:54.450 --> 01:55:02.820
Rick Wood : Financial advisor to structure those payments to help maximize our tax CAP is going to be critical, as we move forward.

722
01:55:06.540 --> 01:55:10.500
Rick Wood : And I mentioned there's the pilots and the capital levy exclusions.

723
01:55:13.320 --> 01:55:19.860
Rick Wood : So, as we turn determine what our think our tax rate, maybe obviously tax rate is based on lovey divided by assessment.

724
01:55:20.880 --> 01:55:32.940
Rick Wood : This is historically what our change percentage change and assessments of, then you can see they've changed pretty dramatically that the two larger increases our when towns go out and do a reevaluation.

725
01:55:36.420 --> 01:55:47.640
Rick Wood : Both Parma and the town of ogden we're looking to do that in the current year, but due to Cobra they did not so you're going to see the impact of that in a few slides.

726
01:55:49.830 --> 01:55:52.770
Rick Wood : So again, historically, this is where we are.

727
01:55:54.180 --> 01:56:00.150
Rick Wood : From a tax rate per thousand and what the percent change was for each of those fiscal years.

728
01:56:02.940 --> 01:56:11.580
Rick Wood : But the numbers I shared with you are based on what they call a true value tax rate, this is really it's a cautionary tale and it's something I shared with the budget focus group.

729
01:56:12.540 --> 01:56:20.430
Rick Wood : Because what you're seeing is, if you look at the town of IBM in the town of Parma under the column of equalization eq rate.

730
01:56:22.740 --> 01:56:28.650
Rick Wood : What that's indicating is that their houses are being sold for much more than what their assessed value is.

731
01:56:29.460 --> 01:56:39.330
Rick Wood : and in doing so it really changes, what happens to the market value, so the true value tax rate that I shared with you a few slides ago is based on what they call the.

732
01:56:39.990 --> 01:56:48.720
Rick Wood : market value this is what's actually happen if you look to the fire right if we go out with a maximum allowable levy limit of 40.5 million.

733
01:56:52.170 --> 01:57:01.410
Rick Wood : The town of ogden based on their equalization rate, they could have a change of 4.43% town of Parma could be 3.2.

734
01:57:01.920 --> 01:57:12.300
Rick Wood : And yet you're seeing for the gates in Greece, their tax rate would actually go down, so this is obviously something that we need to consider as we move forward in our budget development.

735
01:57:15.090 --> 01:57:23.460
Rick Wood : So really what's next you know the athletic theme this year is rise up I think that's what we're going to have to do.

736
01:57:24.630 --> 01:57:30.450
Rick Wood : Because right now, if you take what we had as a base budget of just about 88 million.

737
01:57:31.170 --> 01:57:45.210
Rick Wood : Revenue update with what I shared with you tonight, not using fund balancer reserves there's a gap of about three $4.4 million, and I

will share with you, based on what i've seen so far we've done much of
the budget, but not all of it.

738
01:57:46.890 --> 01:57:50.640
Rick Wood : we're not that far off our base budget right now so.

739
01:57:51.660 --> 01:58:01.500
Rick Wood : Again, will help continue to have these conversations I think
we're going to probably provide more budget updates for you, through our.

740
01:58:02.670 --> 01:58:09.300
Rick Wood : You know our meetings, just because I think it's going to be
a much more difficult budget year than what we've been accustomed to.

741
01:58:10.530 --> 01:58:13.230
Rick Wood : So i'm going to stop the share.

742
01:58:16.650 --> 01:58:16.980
Rick Wood : and

743
01:58:18.420 --> 01:58:23.880
Kevin Hutton: Final number you just had their that that's not using any
fund balances that's just straight out.

744
01:58:24.600 --> 01:58:25.350
Rick Wood : that's correct.

745
01:58:26.100 --> 01:58:36.810
Rick Wood : So again, you know what I shared with you at the last for the
month end of December, at our last meeting for the financial report what
I shared was.

746
01:58:38.760 --> 01:58:56.010
Rick Wood : Overall, from a revenue perspective it's less than what we
have projected even with a savings of I think 1.5 or 1.9 million we're
still running into a deficit so what's that is indicating is that we are
actually going to dip into our reserves.

747
01:58:57.480 --> 01:58:59.910
Rick Wood : For the first time that i've been in this role.

748
01:59:01.320 --> 01:59:18.870

Rick Wood : So again, we have to manage that there's still a lot to do in this year there's a lot i've been hearing that they are going to reimburse districts for the 20% that was held that was withheld in the prior year if that's the case, then our revenue picture looks a little better.

749
01:59:20.790 --> 01:59:24.810
Rick Wood : But it's you know we continue to measure that each month.

750
01:59:28.530 --> 01:59:31.230
Rick Wood : I again a caution the board.

751
01:59:32.310 --> 01:59:36.810
Rick Wood : In being coming to relying on our fund balancers.

752
01:59:38.070 --> 01:59:39.390
Rick Wood : Right now, in my opinion.

753
01:59:40.470 --> 01:59:47.550
Rick Wood : i'm not sure we have a balanced budget, so I say that, just because I think it's going to be very difficult year based on what i'm saying.

754
01:59:54.630 --> 01:59:57.990
Kevin Hutton: Any other questions any cheery Louise flourish.

755
01:59:59.160 --> 02:00:02.880
Rick Wood : You approved for us to move forward on a 30 $500 pilot.

756
02:00:04.920 --> 02:00:05.880
Rick Wood : that's my cheerios.

757
02:00:06.660 --> 02:00:07.740
whoo.

758
02:00:13.260 --> 02:00:16.410
Kevin Hutton: Okay, with no further questions, thank you rick.

759
02:00:18.780 --> 02:00:20.430
Kevin Hutton: We look forward to the next session.

760
02:00:24.330 --> 02:00:27.060

Pamela Kissel : So that concludes the superintendent's reports.

761
02:00:30.330 --> 02:00:34.530
Kevin Hutton: And meeting evaluation anything good bad.

762
02:00:36.060 --> 02:00:36.690
Kevin Hutton: indifferent.

763
02:00:39.480 --> 02:00:45.090
Kevin Hutton: So we're definitely off with our estimates of time, but I
think that the sessions that we went to.

764
02:00:46.770 --> 02:00:49.170
Kevin Hutton: Pre K was definitely worth the extra time.

765
02:00:52.380 --> 02:00:53.520
Kevin Hutton: Any other governments.

766
02:00:56.940 --> 02:00:57.600
Kevin Hutton: Okay.

767
02:00:58.680 --> 02:01:00.060
Kevin Hutton: worry, can I have emotion.

768
02:01:00.330 --> 02:01:07.260
Lori Stone: yep I make a motion that we add to our executive session for
the purpose of discussing in place of a particular person.

769
02:01:08.490 --> 02:01:10.470
Gary Bracken: Second, second, Mr.

770
02:01:10.500 --> 02:01:15.930
Kevin Hutton: wrecking all in favor seven oh so she should all have a.

771
02:01:19.110 --> 02:01:23.820
Kevin Hutton: Okay, we returned from executive session at 812.

772
02:01:24.900 --> 02:01:26.550
Kevin Hutton: Thank you all for coming back.

773
02:01:28.710 --> 02:01:31.260

Kevin Hutton: lori do you have a motion for.

774
02:01:31.710 --> 02:01:42.870
Lori Stone: You i'd like to make a motion that the board approves a
written agreement between the interim superintendent of schools and an
employee of the district executed by the employee on February 5 2021.

775
02:01:44.670 --> 02:01:46.470
Kevin Hutton: You do have a second.

776
02:01:48.360 --> 02:01:49.350
Kevin Hutton: Mr masoli.

777
02:01:51.120 --> 02:01:52.260
Kevin Hutton: All in favor.

778
02:01:53.790 --> 02:02:07.380
Kevin Hutton: seven oh tire are you doing our note taker someone else or
so laurie Mike seven no motion to adjourn.

779
02:02:08.190 --> 02:02:09.060
Gary Bracken: motion to adjourn.

780
02:02:09.600 --> 02:02:17.970
Kevin Hutton: Mary Kate all in favor seven oh it's a journey at 812 in a
minute.

781
02:02:19.290 --> 02:02:20.220
Kevin Hutton: Thank you, everybody.

782
02:02:20.490 --> 02:02:21.480
Pamela Kissel : Thank you, oh.

783
02:02:21.630 --> 02:02:23.280
Pamela Kissel : I have a good evening.