

Duncan Wilson: Almost all here.

Duncan Wilson: to members of the audience just bear with us as the board.

Duncan Wilson: arrives.

Duncan Wilson: All right, Dr schoenfeld of the Board is here, and we are ready to go as soon as you're ready to take over and i've made you a Co host so you could run your slides.

Ryan Schoenfeld: Okay, if everyone would.

Ryan Schoenfeld: Wait while I connect.

Ryan Schoenfeld: for local live yes.

Matthew Bonney: We can't start video it says the hostess stop us.

Duncan Wilson: Okay i'll i'll i'll do that.

Matthew Bonney: I know, no one wants to see is but yeah.

Duncan Wilson: No, I know I need to start your videos I apologize.

Ryan Schoenfeld: Well, look as well.

just give me a second.

Duncan Wilson: Allow Okay, you should be allowed to start your video that's a new security feature zoom trumped me on that one I apologize.

Ryan Schoenfeld: And we are in the ardsley high school library i'm casting for local live we're also using the zoom feature.

Ryan Schoenfeld: i'll have the microphone so.

Ryan Schoenfeld: President bonnie whenever you're ready.

Matthew Bonney: To go I think they're returning the public session from executive.

Matthew Bonney: Our emergency exits it's up to you, except for Dr schoenfeld you should know your ears are a pledge of allegiance.

Matthew Bonney: I pledge allegiance to the flag of the United States until the Republic stands one nation under God indivisible with liberty and justice for all.

Matthew Bonney: Alright, our first motion is acceptance of minutes of our January 12 meeting.

Nicole Minore: So moved.

Pamela Epstein: Second.

Matthew Bonney: All in favor.

hi.

Matthew Bonney: Okay, our first is recognition of the audience and we have nothing to recognize the audience on the agenda there'll be a second recognition at the end of the meeting.

Matthew Bonney: Now for our superintendent Dr schoenfeld.

Ryan Schoenfeld: Thank you to the board and to everyone viewing tonight.

Ryan Schoenfeld: My superintendents report has five main topics of discussion i'm going to start with, for them, that.

Ryan Schoenfeld: i'll say they're more housekeeping or items that are hot topics that I feel it's important art for our learning Community to be aware of and to possibly understand a bit better.

Ryan Schoenfeld: And then the fifth one is the talking about the third 10 week period of registration.

Ryan Schoenfeld: So I purposely backloaded that, but the initial things I feel it's important for our Community to be aware, and then I can talk about this, some of the specifics involved with our model or enhanced enhanced model for the.

Ryan Schoenfeld: Third 10 week period of time for starters, before I even get into all of that it's been a really difficult year I don't say this often, but we all recognize that I want to thank everyone for your support and efforts throughout, especially to our children and families.

Ryan Schoenfeld: The recognition again of working with your children at home being employed.

Ryan Schoenfeld: Being a parents hard enough again being a teacher and educators hard enough, so I know it's a challenging time for all of us and I I.

Ryan Schoenfeld: I know it's not what we want either that we often have people that are concerned about things, including myself, and I much rather have all our students and.

Ryan Schoenfeld: that's one of the reasons why I went into education is to enjoy our children and families and communities i'm doing that in a different way, this year again.

Ryan Schoenfeld: And it's it's far less enjoyable than a typical year but I, I look forward to relishing in the opportunities that are ahead of us.

Ryan Schoenfeld: So there are decisions and factors outside of our control will continue to navigate through those and and again when we have opportunities.

Ryan Schoenfeld: such as today to come to school and not have a remote day you know I made that decision again consulting but I felt we could keep our streets clean and be safe and.

Ryan Schoenfeld: We made that decision, where some districts made different decisions so whenever we can i'm looking to optimize.

Ryan Schoenfeld: Those opportunities and will continue to support the learning community, so I think the board for your support, the administration.

Ryan Schoenfeld: All of our faculty and staff and our parents and the people in our Community, I also work closely with people in our businesses, as well as the the mayor and.

Ryan Schoenfeld: The village manager, the chief of police, fire department, there are a lot of people that help our Community, so I just want to start off to recognize that and thank those people.

Ryan Schoenfeld: The first topic, and you can bring this up the the main topics i'm going to talk about Dr Wilson.

Ryan Schoenfeld: is about.

Ryan Schoenfeld: items that I can speak to without the deck of slides.

Ryan Schoenfeld: The westchester county Department of Health has guidelines they're updated periodically, you should look at them as being a fluid document it helps to guide us in what we can do within our schools.

Ryan Schoenfeld: To again stay safe but also to to do what you're hearing from a lot of people we want our children in schools.

Ryan Schoenfeld: So we'll continue to do that, at times, these guidelines change and the first time this happened was probably a month ago, when you heard about the CDC came out and said quarantines instead of 14 days would be 10 days.

Ryan Schoenfeld: So people like myself and people that are involved with quarantines and education and contact tracing or you're a parent you learned about this.

Ryan Schoenfeld: The Department of Health at the State level, and then the local municipality the Westchester County Department of Health has to make decisions on that they have to adopt that.

Ryan Schoenfeld: It's great when we have research I'm a researcher as well in my doctorate and I continue to do work surrounding with research but.

Ryan Schoenfeld: Until that's approved by the Westchester County Department of Health we weren't going to quarantine or again contact our parents about their child quarantining and saying it's 10 days.

Ryan Schoenfeld: Until we receive notice that the Westchester County Department of Health accepted that.

Ryan Schoenfeld: So, so we transition there recently you've heard about guidelines and there were changes in guidelines recently the quarantines are going to happen less.

Ryan Schoenfeld: When we first had the guidelines we didn't know how COVID would be in schools, so we started in September.

Ryan Schoenfeld: Over time, we recognize that there really wasn't transfer and I've spoken to you about that data was again coming from.

Ryan Schoenfeld: Westchester County Department of Health and other larger and even nationally to say schools are safe when you're doing these.

Ryan Schoenfeld: Distancing and wearing masks recently these guidelines have changed and that's the change that I'm talking about with quarantining.

Ryan Schoenfeld: The first part of the guidelines I'll say at a secondary school meaning, you know middle school or high school if a positive case was within that room automatically.

Ryan Schoenfeld: Anyone in that room unless it was for only a minute or so come in to get someone and leave.

Ryan Schoenfeld: Everyone was quarantined that was it and it was a lot of work and we had 50 to 80 people who aren't in, even though they again might not have been around the person.

Ryan Schoenfeld: they've they've looked at these guidelines and they said there hasn't been transference we really don't need to quarantine everybody.

Ryan Schoenfeld: But if people are again within the six feet with their with them out a mass within a 24 hour period of time for 10 minutes.

Ryan Schoenfeld: We would quarantine that individual so you could have a positive person, it could be a staff person or a student in a class if they weren't around people, and we were separated, as we have.

Ryan Schoenfeld: Situated our classrooms I know at times elementary when we're now looking at there, we have to see the patterns was there a guided reading group, where there are other adults so we're doing that.

Ryan Schoenfeld: But basically we're applying these new guidelines, I wanted you to be aware that there is a change in that and i'll talk some about.

Ryan Schoenfeld: No impact as well, because I send these blasts out and initially people said what's no impact that was the same like the fields like temperature I said one time when it was too cold and people.

Ryan Schoenfeld: Again, it was below zero that we close school at that point again, so no impact, I said it was no health threat to the school district.

Ryan Schoenfeld: really what i'm saying when I say no impact, there was no quarantine that happened.

Ryan Schoenfeld: So this might happen different ways, but there was no quarantine due to a positive case that involved a staff person.

Ryan Schoenfeld: or a student and we don't get involved with reporting anything about parents, but we work with those families.

Ryan Schoenfeld: But basically, if we're not quarantining, and I say no impact it's because of positive case individual was not contagious while on campus.

Ryan Schoenfeld: really what we look at is when you test the positive, and this has always been the case, or when you have symptoms.

Ryan Schoenfeld: And you backup 48 hours if that child or staff person was not in school, and it was during recess or something.

Ryan Schoenfeld: there's no impact there's no quarantining it might happen within your household or if you had a friend over something, and you were close.

Ryan Schoenfeld: But that would not happen also if if the person was on campus like I talked about but they stayed away from people or again they're in a role that they're not with people or if they were it was brief, and they never had their mask off.

Ryan Schoenfeld: That wouldn't mess it necessitate us to to contact race.

Ryan Schoenfeld: So there are some people that will feel different ways about this that that's concerning or not, I think again they're looking at the science we're falling what the westchester county Department of Health says, and then we're moving forward on that.

Ryan Schoenfeld: So we look at every matter when we get the information and it happens all the time within the day or two that we process it and we're fully aware and we've been in touch with the Department of Health i'll announce that to you.

Ryan Schoenfeld: And if it says minimal impact that to me as a handful of people and I don't mean to offend anyone by that too.

Ryan Schoenfeld: it's an impact, and that means a lot for those five people when you're marketing when it's moderate it's more like a dozen or so.

Ryan Schoenfeld: If it's a major impact that's what we were talking about before we're talking double not at least double digits but most likely 20 or so.

Ryan Schoenfeld: At one point, it used to be more so, I just wanted to again sort of as a communication tool it's not like a lot of people ask, but I know this might clarify and it links well with the new guidelines.

Ryan Schoenfeld: For number two that a lot of information and I received a lot of emails across the spectrum.

Ryan Schoenfeld: Recently I received information from parents in an email about vaccines.

Ryan Schoenfeld: That are the teachers, you know vaccinated are they required to vaccinate when can we come back to school if they get back to it so there's a lot of it's good questions and good thoughts and.

Ryan Schoenfeld: I just want you to know, and this is me speaking as the superintendent and also as a fellow human being, you know, trying to combat coven.

Ryan Schoenfeld: You know, vaccines, I feel is a vital part of getting passed over you know, without those again, it will be a struggle, I was part of Rotary for a number of years.

Ryan Schoenfeld: And we look to eradicate polio and and the way you do that again, it takes a lot of years and when you're talking about the globe it's not easy so coven it will take a long time, but I think again vaccinations is is a direction that I can say will get us back together.

Ryan Schoenfeld: Employees are not mandated to do this i'm getting mine hopefully this Saturday I have an appointment so.

Ryan Schoenfeld: they're not mandated but we've we've worked closely and we support the efforts to provide opportunities for our faculty and staff to get vaccinated.

Ryan Schoenfeld: Again i've shared information timely I don't often do it, but I was in a zoom call and I received the latest information about the westchester county Center opening up and.

Ryan Schoenfeld: I don't do it often but I started emailing the Faculty and staff and ardsley to say hey you might want to get an appointment.

Ryan Schoenfeld: Because this just came out and I knew it would be flooded, so I shared information The night before that we're going to look to help support our faculty and staff we've created an agreement with our groups of.

Ryan Schoenfeld: Employees here that we're going to honor and support release time that we would allow teachers faculty staff again they're part of that one big group of educators.

Ryan Schoenfeld: That if there's a time and again, we can cooperate and work with our supervisors within the building they'll have up to two hours that they could go to the let's just say the county Center or somewhere and and if they can get a.

Ryan Schoenfeld: scheduled appointment, they can go and we'll we'll help through that.

Ryan Schoenfeld: it's going to help us as a community of more people are vaccinated so we're working again with our employees to create that it's not easy to get appointments so there's a couple other things we're looking at, but i'm one of them also was.

Ryan Schoenfeld: The question of like do you keep track of vaccinations we're also working to keep you know have individuals keep track of our employees.

Ryan Schoenfeld: And then give us numbers which could help communicate to the public, like I am right now i'd be able to say 20% of our faculty and staff were.

Ryan Schoenfeld: You know vaccinated I don't know what that number is i'd presume it's somewhere in that 15 to 20% now, but when we get higher up in numbers and there's more supply that's something that I talked to George latimer the other day, along with the superintendent's.

Ryan Schoenfeld: He had he had talked about at the county Center they distribute now and putting needles in people's arms in the sense of vaccines anywhere from 1000 to 1100 a day.

Ryan Schoenfeld: And they also have a clinic that they supply vaccines and that's anywhere from 300 to 350 a day.

Ryan Schoenfeld: So sometimes at the end of the day, they said, sometimes there's available vaccines and some people have been able to get in for those.

Ryan Schoenfeld: The one great opportunity brought up in part of the tracking or keeping track of individuals by number, not by name per se.

Ryan Schoenfeld: How many people in ours, they are not vaccinated who are employed here that would want to get a vaccine and if we knew that number was 112 were left.

Ryan Schoenfeld: I would get in touch with George Vladimir and if there's a supply line he said that we would be able to try to get bulk scheduled appointments during a day or two he would put vaccines aside.

Ryan Schoenfeld: And we would have our employees go there again, it might be a disruption to some extent, if it's during the school day, but if we could get that opportunity.

Ryan Schoenfeld: I know it's really challenging for some people trying to get scheduled appointments so we're trying to get a pulse on vaccines.

Ryan Schoenfeld: In the numbers of people who desire to and then support that when you talk about and i'll talk about different things tonight the opportunity to get back in schools.

Ryan Schoenfeld: Again I don't have anything from state ED or governor Cuomo saying at what level do we need vaccinations you've heard of herd immunity.

Ryan Schoenfeld: At some point, that will kick in, and that will be an advantageous thing, I think, also for people that are concerned about it, rightfully so.

Ryan Schoenfeld: If we have vaccines and I talked to a parent recently was probably the last night once people are vaccinated.

Ryan Schoenfeld: Again it's not perfect, but it will i'll say lower the temperature or the level of concern is probably a better way to say it.

Ryan Schoenfeld: So I appreciate everyone that's working with me to try to again put this together and.

Ryan Schoenfeld: George ladder mayor has been a really strength to our region in speaking to superintendents giving us direct access to doctors i've seen him at a number of functions and talk with them and I appreciate his leadership during this time.

Ryan Schoenfeld: Section three as i'm talking about health guidelines changing this happens, a lot you'll hear governor Cuomo or politicians say there's an executive order, and this is what we're doing.

Ryan Schoenfeld: That doesn't always mean there's a plan for that, but we're in agreement to that recently the Department of Health talked about releasing.

Ryan Schoenfeld: Interim guidance for covert 19 public emergency and then they also talked about in response to this guidance they're talking about high risk sports approval.

Ryan Schoenfeld: So governor Cuomo issued this not long ago a couple days ago schools can only participate in high risk sports if her approval is provided by local health authorities.

Ryan Schoenfeld: And that is the county Department of Health and westchester so he said, you can do this, and an example, might be basketball, you know that's one of the areas that we're looking at high risk in the winter sport.

Ryan Schoenfeld: As well as there's wrestling Ice Hockey competitive cheering there hasn't been a final decision on any one of those sports.

Ryan Schoenfeld: But the Department of Health is talking with section one and seeing are we able to do this and and what i've done in working with our athletic director.

Ryan Schoenfeld: Mike rampone we've been looking at in the fall, how can we have sports safely and we did that well and we lock step in the things we needed to do.

Ryan Schoenfeld: We need to as we ventured towards these opportunities again fans is something we're not talking about, and if it involves indoor again.

Ryan Schoenfeld: What are those parameters that would be in place, and then, what would the parameters be in place if there were to be acquiring team.

Ryan Schoenfeld: So some of these things that that again they might look at in fall season two, which would be march 1 would also involve football or volleyball we have many sports that are happening right now.

Ryan Schoenfeld: During this season, but some of these high risk sports and then again they're talking about boys lacrosse April 19.

Ryan Schoenfeld: That final decision wasn't made on those high risk sports we presume there will be some change over time.

Ryan Schoenfeld: In general, were supportive, as long as we can do that safely, but our superintendents are working with section one.

Ryan Schoenfeld: We, we also have worked very hard to keep our Community, safe and and again there might be other opportunities.

Ryan Schoenfeld: And we're talking, when we talk about sports the senior review is something that happens at the high school that they do.

Ryan Schoenfeld: Some arts and i'll say talented humor and it's sort of a tradition, there was a way we were looking at doing their art so when i'm talking about athletics and guidance.

Ryan Schoenfeld: There will be guidance, even when we move upon graduations and what does that look like at each school and what did we learn from last year.

Ryan Schoenfeld: So similar to athletics, the whole child and everything we offer in ours is important, this was just new information that I felt that was important.

Ryan Schoenfeld: Again, Mr rampone does a great job with his coaches and faculty and staff and our nurses support that as well there'll be informing you more of where we are and communicating to help move forward.

Ryan Schoenfeld: The last one of the basic updates was weather conditions, I really don't want to talk very much about this, but I did want to talk about it being winter here, and you saw that today.

Ryan Schoenfeld: I also know that safety to and from school is is really integral in what we're doing here in ardsley if it be during winter weather or anytime.

Ryan Schoenfeld: Safety of our students and faculty and staff is important, a couple of factors that are considered here is the projected forecast, we have a meteorologist that we literally talked to.

Ryan Schoenfeld: And we can phone in and talk to that person we talked with other superintendents we have allowed we looked at.

Ryan Schoenfeld: there's also timing of one whether it's going to hit that that's a fact there as well as nowadays conditions such as electricity and technology and that ability when we're in a remote or virtual environment can we connect with our children.

Ryan Schoenfeld: So earlier this year we meaning in the winter we closed, we had what the kids would call or Some people even adults would call it a snow day.

Ryan Schoenfeld: It was because we had great concern over the mountainous know that was falling for your own personal property.

Ryan Schoenfeld: And for the connectivity with electricity and heavy power lines you know recorded and wins, that was a time we were not going to go remote and.

Ryan Schoenfeld: The other time, we could go remote, which some people did today was if there's a chance that, yes, it's going to snow.

Ryan Schoenfeld: But it might be icy or not we don't want to take a risk we have enough time to let people now.

Ryan Schoenfeld: So that we can plan for this we've we've told people in advance, be aware, so i'll tell you always it's winter, be aware that, in the morning, there could be a change depending on weather patterns, we would always want to come on campus as long as we could do it safe.

Ryan Schoenfeld: There could be a change that we would pivot to remote and if we pivoted to remote, that would be when we have advanced warning and the conditions are again.

Ryan Schoenfeld: Concerning but not severe so Those are just some general things but I suggest, our parents and faculty like have a plan have a plan as we move forward it's winter i'd have to have a plan to come to work like and and again if i'm a parent, you have to have a plan for that.

Ryan Schoenfeld: There was a concept, also, that was brought up at times, I just want to clear this up.

Ryan Schoenfeld: Even in a day like today, some districts considered why don't we just switch the FLEX day with Tuesday and that works, we have a lot of people that come to us from other service providers, they come to us on Wednesday or Tuesday if we switch those days, our services aren't there.

Ryan Schoenfeld: We have a lot of again some factors that you shouldn't know about as a parent, but when we look closely at that it becomes more cumbersome and when we talk with transportation this, this will be a non factor moving forward at least but i'm not looking at ever switching the FLEX day.

Ryan Schoenfeld: To be like oh we'll just do this if there's a time that we need to do it for another purpose and a real rationale.

Ryan Schoenfeld: I recognize that it looks like a simple solution but i've looked at it in different ways, a couple times and it's not advantageous to us, so I just wanted to get you know, let you be aware of that.

Ryan Schoenfeld: And just to talk a little bit to to to advance the the last, the one that I have many people potentially tuning in.

Ryan Schoenfeld: We did this third week for the 10 weeks, the third 10 week period time registration really begin inside and i'll call it like raw data we wanted to know that comfort level, knowing that again we had capacity and.

Ryan Schoenfeld: Opportunities potentially we we knew we had this trajectory and i'm not going to get into my crazy charts and things i'll spare you have that today.

Ryan Schoenfeld: But on this trajectory we were looking from our bottom to day on campus all the way up to four days a week.

Ryan Schoenfeld: Again, we will get there at some point I highlighted a that's the FLEX day every other week.

Ryan Schoenfeld: And that's what I shared with you already that that's the direction we're going it's viable, and it was again something that people supported i'll talk more about that.

Ryan Schoenfeld: Do you could notice is a little higher up on the trajectory that would be bring in all learners in pods.

Ryan Schoenfeld: Three days a week, and crossing cohorts when I receive feedback from various people employees.

Ryan Schoenfeld: There was some concern of that crossing over of cohorts with masks on and everything I told you about in distance.

Ryan Schoenfeld: i'm not as concerned about that, right now, we have a small level of crossover with so much support system and students that again.

Ryan Schoenfeld: have additional support so they're coming in four days a week for programming, but that crossover we we people wanted to do that that was about 25% more of our hybrid students coming in, on a day.

Ryan Schoenfeld: When we looked at this data, we were unable to do that safely So when I talked about the guidelines.

Ryan Schoenfeld: We could get to 50% that's what we do now, a little under 50 coming in gold day or blue day.

Ryan Schoenfeld: We have remote students, you know and we respect that, but we do have kids that come in, if we were to cross cohorts and bringing over another pod we were unable to do that in all three schools.

Ryan Schoenfeld: So it was people call that voting, it may have been the most popular in something you would want to commit to and it's very consistent I really liked it too.

Ryan Schoenfeld: But we cannot, at this point with the measurement guidelines of six feet do that if they were to reduce that over time and the CDC I know in the American pediatrics came out to say a lower distance is safe.

Ryan Schoenfeld: If the New York State Department of Health and our westchester county Department of Health accepts that I can see that scaling back, and it would allow us to do a program or a hybrid model, like the.

Ryan Schoenfeld: In in the FLEX and if he wanted advanced Dr Wilson.

Ryan Schoenfeld: That was the second most committed to opportunity or scenario to come in, so I announced that we're moving in that direction, as early as February.

Ryan Schoenfeld: 3 February 1 will be the third 10 week period starts, you can see it on the calendar.

Ryan Schoenfeld: So I took the third day people were asking the gold was always first you know I get that i'd say that if I was a goal student why aren't we coming in, because the gold is coming in.

Ryan Schoenfeld: Tomorrow, you know there it's a it's a it's an a day on the schedule for the high school and middle school, so the teachers teach certain kids or they consider that, in a day.

Ryan Schoenfeld: So we we always In my conversations when a FLEX day was going to switch that a day would be for gold and the B Day, which is blue and on Wednesday, the third, it would be the blue group would come in.

Ryan Schoenfeld: So that just from the number of days, and the way we had an A and a B day if lines at the middle school in high school that's always been the direction we were going.

Ryan Schoenfeld: And, and again be be day be blue group again it was just a byproduct that's it made sense, you can see that, following week the 10th is when that gold group comes in that additional day.

Ryan Schoenfeld: And I know some people say it's a shortened day i'll talk to you a little bit about the scheduling.

Ryan Schoenfeld: i've always said in ardsley again, and this has happened, for a number of years we've always valued professional development.

Ryan Schoenfeld: At the middle school and concord road they had an additional hour built into every week schedule.

Ryan Schoenfeld: For years, that was for professional development, the high school was on Friday and they come in a little later and start later on Friday that has always been here.

Ryan Schoenfeld: Due to coven we did a lot of PD professional development, to get ready for the hybrid model, so we invested in June we invested over the summer, the first couple days.

Ryan Schoenfeld: of September to help our teachers to prepare and and i'm glad we did that and and i'm really proud of what they've been able to do.

Ryan Schoenfeld: Again this isn't perfect we know it and it's challenging, especially for educators that want to do their very best.

Ryan Schoenfeld: But when we're talking about professional development or collaboration, or even for administration to meet.

Ryan Schoenfeld: we're holding on to the two hours, so we have this one additional hour on Wednesdays we're still having a lot of instructional time and we're treating it like a traditional day.

Ryan Schoenfeld: And you'll see that in the schedules, so if you advance the slide Dr Wilson you already know what this is, I just wanted to walk through this.

Ryan Schoenfeld: The buildings will take the lead in some of the specificity and the teachers will be a part of that as well, but.

Ryan Schoenfeld: At the concord road, this is approximate timing, but a lot of this coordinates with busing and transportation.

Ryan Schoenfeld: And you may have different thoughts about it, there was rationale of why we had to do certain things, and some of it was again to make sure that we were able to support our students and also create opportunities for again.

Ryan Schoenfeld: Our professional time that day as well, and not have people teaching for three hours straight, we have to have some sort of separation.

Ryan Schoenfeld: With our faculty and staff as well, and I wanted to respect that, so the area or the arrival window again this you'll hear it at concord road they sort of have a window of come 912.

Ryan Schoenfeld: bn by 922 will start instruction at 939 22 is really our our point that we're trying to have our buses on campus at concord road.

Ryan Schoenfeld: So that delayed start there is a delayed, but you'll see it goes longer into the afternoon at 130 that might be beneficial for some people, it might not be as beneficial, but there was it was there for a rationale.

Ryan Schoenfeld: We would start instruction at 930 and I was a good thing about this that i'll make clear to you at present, we have our specials on Monday, Tuesday Thursday, Friday that means art music, you know we have physically attached during recess time those specials.

Ryan Schoenfeld: We have library, we have those times science, we have that built in during those four days.

Ryan Schoenfeld: On this day Wednesday we don't have that scheduled, so we have i'll say from a teacher standpoint and maybe from a parent or student standpoint, we have a lot of instructional time.

Ryan Schoenfeld: With not as many interruptions so some people say like can't we do that a different way, we have two and a half hours I looked at every grade level.

Ryan Schoenfeld: And we looked at numbers and we have two hours and 30 minutes throughout that entire day.

Ryan Schoenfeld: So we're starting at 912 starting instruction 930 we go to 130 so we have some nice time there.

Ryan Schoenfeld: Where we're not transporting another group of kids in if that was the case, we would have kids come in potentially earlier they'd be out at 1130 or 12 their their instructional contact time would be.

Ryan Schoenfeld: Far less than two and a half hours i'd argue that might be one hour and 45 minutes.

Ryan Schoenfeld: So when you are concerned that this is a lower amount of time this is more time it's about 20% more time that our students will be getting in each of our schools, could you advance to the next one back to us in.

Ryan Schoenfeld: The Middle school to and you would have seen, can you back up just a second so people if they didn't look at that will also post this on our website.

Ryan Schoenfeld: The dismissal lunch and recess will be part of the schedule for conquered road, as I mentioned a concord road, we do have fears ED happening really as part of recess so it's structured and we appreciate our.

Ryan Schoenfeld: Teachers doing that that's an important part of keeping our students active The dismissal window again there's a window at the elementary one o'clock to 122 when the buses would be there and loaded and by 133 the busing would depart from campus Now you can proceed Thank you.

Ryan Schoenfeld: For ATMs, this is the same arrival time, so we wanted to keep it consistent 745 was starting instruction at 750.

Ryan Schoenfeld: Because we have classes at the secondary level the approximation, I think it was 28.4 minutes on average.

Ryan Schoenfeld: Mr horror lacquer if you're out there that's I think correct I was going to round it up, but I went to 28 minutes of class.

Ryan Schoenfeld: That includes I think lunch as well, so lunch was about 12 minutes we're working with food service we're considering a grabbing go.

Ryan Schoenfeld: That might be easier for students to do and get some of their recess time in and also get nutritious meals.

Ryan Schoenfeld: And it could be something that you take with you, knowing it's a shorter day dismissal at 1230 so you could see when I was talking about concord road at 130 that we make up time there and the buses would depart at 1230.

Ryan Schoenfeld: You can advance Dr Wilson.

Ryan Schoenfeld: At the high school, this is something we've talked about, and it just sort of worked out and I thought it made sense high schoolers coming in a little bit later 810 on this day.

Ryan Schoenfeld: That would be their arrival with the start time at 815 so so that is a difference, the 30 minute classes is approximate.

Ryan Schoenfeld: But we would also still have a lunch so it's not 22 minutes we're talking 2830 minutes and two and a half hour blocks.

Ryan Schoenfeld: Again, as an educator I think we have some substantial contact time with our learners we're still in a remote model as well that we do have the other portion of students at home so we're able to connect with them and have some.

Ryan Schoenfeld: You know, quality instruction lunch would happen, also at the high school having that conversation about grabbing go or opportunities.

Ryan Schoenfeld: Sometimes people bring their own lunches but it's an opportunity that parents might have their students just grab something.

Ryan Schoenfeld: In the afternoon, I talked to someone today and they said oh my my son's at school and they get to eat a couple times a day just due to the timing and the ability of having lunch in the way the schedule works.

Ryan Schoenfeld: dismissal about 1232 so we're looking at that similar timing, to the middle school and also buses, leaving.

Ryan Schoenfeld: This is something that historically happens we're trying to find solutions here we have a small population of students that bus.

Ryan Schoenfeld: So we route, the middle school students and then we come back to the remaining high school students will have some supervision typically they'll hang out in the common safely or somewhere.

Ryan Schoenfeld: So we're doing that and the buses would leave it to have sex, but basically students would leave campus at 1232 that's after their eighth period course and that's how the high schools laid out, and those are the main things I wanted to talk about today.

Ryan Schoenfeld: We will have our students at each principles at each school talking directly with parents and sharing additional information.

Ryan Schoenfeld: But this FLEX schedule is the most viable, as I said to be on campus more it's also part of what I talked about, we have a footprint of our campuses.

Ryan Schoenfeld: i'll say we're bulging at concord road for sure, in the middle school, we have a little space at the high school, but the way the schedule is in class sizes are so different.

Ryan Schoenfeld: And you can't be so specific, there are some capacity issues with six feet of distancing plus the modeling that we were trying to offer so there's some opportunities that are limited, but there are.

Ryan Schoenfeld: Some commitments that we're continuing to work and find ways to do.

Ryan Schoenfeld: Better for ardsley I continued to say that, so I know it might appear that there's simple decisions out there.

Ryan Schoenfeld: i'm doing some things that i've done before that i'm starting to hold some open ended meetings with groups, I have a meeting tomorrow with some of our employees.

Ryan Schoenfeld: i'll be at in faculty meeting on Monday or two and then i'm opening it up to have some meetings with parents as well.

Ryan Schoenfeld: again at what we're currently doing and I know a lot of people might prefer certain things and we have some capacity some constraints here, and some of them are assumed constraints.

Ryan Schoenfeld: What what i'm trying to have conversations about is to listen and understand and then look at ways that we can find opportunities.

Ryan Schoenfeld: and find some solutions you know I do get a lot of emails and there's few few that i'll say our solutions to a problem.

Ryan Schoenfeld: But I love to have conversation gain more insight to well how do we do that, while providing the type of education, we should, for all at ardsley.

Ryan Schoenfeld: And and that's the balance and I think I will be holding these meetings and I looked forward to it, I haven't been able to interface, or even see many of you in a long time, so I miss you.

Ryan Schoenfeld: And for those people I don't know I always appreciate people willing to write the email, to ask the question to contact me or to stop me and talk to me.

Ryan Schoenfeld: Whatever, that is, I again I relish an opportunity to to better serve our Community, so I will be scheduling those and we'll be sharing that information out with you.

Ryan Schoenfeld: And that ends, my report.

Nicole Minore: That was shown any.

Nicole Minore: Question yes i'm just with regard to the model and moving forward with kind of where we are, we had the as you put it, the vote of people who kind of you know.

Nicole Minore: mentioned their preferred model because we are keeping this cohort specific with regard to the Wednesday alternating.

Nicole Minore: I just want to make it clear for everybody if they didn't necessarily vote for option A their child is still welcome to come in with their cohort as we would have expected correct.

Ryan Schoenfeld: Correct we we talked about this and and really the idea and.

Ryan Schoenfeld: Understanding the way the registration happen, and some people looked at it as survey, some people said I thought you could only select one or do if you selected remote you didn't have an option to select FLEX you know.

Ryan Schoenfeld: coming in, on FLEX day scenario, so we have this opportunity right now to say.

Ryan Schoenfeld: Our gold and blue can easily come in, there were some extenuating circumstances that I knew a parent said I do to our family structure, I cannot, on that day.

Ryan Schoenfeld: You know so that's slightly different in some people didn't commit for reason like that, but to me this is that opportunity that we can come in 20% more.

Ryan Schoenfeld: And again, that that breeds us getting back to ardsley like I I speak to Mr horror laughter it's always encouraging when I hear him say like.

Ryan Schoenfeld: I was in the classes and we had a lot of kids and they're doing this and he's talking about what's happening so.

Ryan Schoenfeld: When our kids are coming in more kids come in and if they're not and that's why I did this registration, I was.

Ryan Schoenfeld: Not the typical doctor sharp I was pretty you have to commit and I was saying we can't do what we were doing so.

Ryan Schoenfeld: Really, the even for attendance keeping state aid and things we need our students in and on campus so that's a very good clarifying question and.

Ryan Schoenfeld: You know the The one thing you should be doing, and I can communicate with certain groups of people, but the email like parents, because we have their emails.

Ryan Schoenfeld: On that that blue day the blue group should commend basically you know and and those committed it's it's a definite um you know, but in the following week on the time.

Nicole Minore: You would just obviously there won't be any penalty if a student can't come in for some reason, like you said, if it doesn't work for a family or it's just not an option for them there's obviously no penalty for that.

Ryan Schoenfeld: yeah that's where they.

Nicole Minore: Learn remotely if that's best for them yeah.

Ryan Schoenfeld: That should be communicated with the the building, so that they can clarify that I think we were again we recognize thanksgiving on.

Ryan Schoenfeld: And we we basically said if you're coming in, or not, and then we sort of justified and got back to course correcting and, and now it was we need you to commit, and this is what we're doing, and now we can come in so that's The next step that we do want to.

Ryan Schoenfeld: And that will help us move forward and again get back to it's hard to say get back to normal, but move towards where we want to be an after all this will be better than where we were mark my words we will in ardsley.

Frank Hariton: or just a question I don't know if it was possible.

Frank Hariton: Or if any thought was given to it, and it may be totally impossible, but it is possible to put concord rogan the high school my high school is the last to start.

Ryan Schoenfeld: we've talked about that that's a bigger decisions we're talking about.

Ryan Schoenfeld: We in part of our strategic plan, we were looking at scheduling so there's been work at the high school that i'll say a lot of that work pause.

Ryan Schoenfeld: So it in the future, that is something we we we again like I said for the FLEX day we we started them a little later that could be totally swapped we haven't gotten to that point yet.

Ryan Schoenfeld: As a district, but this opens up any opportunity right when you deal with coven you're looking at everything differently, and maybe now isn't to consider that not at the exact moment, but I think again, we can that's a very good point just the heritage, thank you.

Teresa Quackenbush: Dr Sean for that two questions um well, which was the Harrison said regarding the your recent update.

Teresa Quackenbush: more insight on how you're going to increase more time for the younger learners you reference that can you give.

Teresa Quackenbush: Any more insight, specifically, and the reason i'm asking that is I I got the point of a stable model district wide when this was rolled out and we talked about an August, but now that we have a little bit of stable footing is there discussion about adapting the model, even for K in one.

Ryan Schoenfeld: yeah so we're looking at spaces, a conquer road but we're we're specifically to looking at the.

Ryan Schoenfeld: The respondents for the registration, which is all of them, and looking at the exact numbers in capacity, if we have two classrooms that are a little larger and we we can bring in some students on one of those scenarios that would be something we would do.

Ryan Schoenfeld: we're looking at again those counts and then is that possible, the difference that happens is again when we talk capacity and six feet.

Ryan Schoenfeld: And I didn't state this earlier, most of our classrooms we can probably have 12 students, maybe 14 in a classroom at one time six feet away.

Ryan Schoenfeld: So, in order to bring in our younger some classes are lower, so we can do that, we are focusing hyper focused on.

Ryan Schoenfeld: The K and or the first grade and and again, some of our at risk kids that we might not be able to do D meaning as a scenario and implement that but we might be able to do some version of bringing in certain groups or students.

Ryan Schoenfeld: It we do have people gravitate towards consistency, but that might not be possible that it could be one of the models like scenario be that would be every three weeks and some more he come in a little bit more, but.

Ryan Schoenfeld: We are looking at that and and the capacity, if six feet, especially with younger smaller learners we do have adults and building or classrooms sometimes three adults or more it all depends on the Program.

Ryan Schoenfeld: Like, we have to just make those considerations and that that's where it's not as simple and we're not a school district that has.

Ryan Schoenfeld: Other space or low enrollment ours has continued to go up some you know where others have gone down drastically.

Ryan Schoenfeld: So, and we need our gymnasiums for again different reasons, so we're not able to do what some districts do, but we are looking at that i've said that a long time.

Ryan Schoenfeld: And, and I can offer you, you have 20% more time right now that you didn't have like we're doing that, and then the next step was how can we also and, yes, other people are getting it, how can we do more and i'm working with again the administrators at Packard route.

Ryan Schoenfeld: Both of our principles thereof have rolled up their sleeves and we're trying to be creative, while also being safe and within the footprint and capacity issues.

Teresa Quackenbush: Okay yeah that's why I guess that because I know it has been discussed for quite a while and being looked at so i'm just thinking if there's any more definitive of.

Teresa Quackenbush: How achievable or the clearer timeline but um and regarding the 20% so the the The dismissal times that you showed in the slides earlier so her concord road, for example.

Teresa Quackenbush: The traditional to 20 dismissal was that, because of.

Teresa Quackenbush: Is that for the traditional.

Ryan Schoenfeld: ones that.

Teresa Quackenbush: yeah so because we're talking integrating back into Wednesdays, and is there a reason and you may have explained this and I didn't grasp it why can't we, why is that this missile at 139 to 20 why can't we recapture the traditional dismissal time up to 20.

Ryan Schoenfeld: Because we're not doing the professional development that I respect that and said we're doing two hours to to coven two hours isn't enough for our educators, again, you could talk to any of them and they're probably listening right now.

Ryan Schoenfeld: Two hours.

Teresa Quackenbush: See, they are.

Ryan Schoenfeld: And, and again there, there might be other ways we could go about that, but I I try to be true to my word as much as I can, and.

Ryan Schoenfeld: i've respected them as professionals and I think it's mutual overall and and we tried to work together and that's something that i've.

Ryan Schoenfeld: From the very beginning i've always said i'm not giving that up at some point, we might as we get further along and then.

Ryan Schoenfeld: Again, where we have students in our classrooms so we don't need that the same way, we might have to recalibrate to get back to.

Ryan Schoenfeld: That traditional sense of teaching just kids in front of you are students in front of you so that's why that we're not far off right from a full day we're starting a little later, though, but I am respecting that professional time, not just for teachers, but for everyone.

Teresa Quackenbush: No, I understand the I know there I see their names and I asked it anyway, so I was just curious if there's ever going to be conversation to get that back, but, but thank you.

Ryan Schoenfeld: yeah it would be limited, if any, like the one hour we've already always done so that's not changing again, we could slightly alter it but that's in the future.

Ryan Schoenfeld: That ends mine and I know we'll have other questions to that, I believe, relate to this afterwards, if you want to proceed trust a.

Matthew Bonney: know the question from the board on this.

Matthew Bonney: Okay next report to the board President.

Matthew Bonney: Now most from the board's presidency um other than thanking everyone for again, you know their hard work and thoughtfulness.

Matthew Bonney: committees.

Matthew Bonney: This week the.

Matthew Bonney: Contract committees meeting to review contracts that are ending or potentially ending at the end of the school year and as to set up for next year and and next year's budget and next week, the.

Matthew Bonney: Finance Committee is going to meet to start their work for the budget for next school year which starts in July 1 is not far away and to prepare us for the February 9 meeting, where we discussed the tax levy limit, which will be the amount of taxes, we can raise or not raise our budget.

Matthew Bonney: Do the varying.

Matthew Bonney: factors.

Matthew Bonney: That number will be the next meeting.

Matthew Bonney: Does anyone else have a committee report.

Nicole Minore: Dr Wilson, did you want to say anything about curriculum.

Duncan Wilson: Today, the curriculum committee has has met.

Duncan Wilson: In fairness, we, the principles were somewhat sidelined, as we were working on developing the FLEX day plans but we're still working on some data sets there's a question about data tonight that we can answer.

Duncan Wilson: And we hope to meet late this week early next week, so we should have a more robust update for some of the more work coming out of data book.

Duncan Wilson: As we go into the as we go into the rest of the year.

Matthew Bonney: And you word items anyone would like to discuss.

Nicole Minore: i'm, just as the kind of community Community liaison role was our surrounding municipalities, which wasn't necessarily starting with a municipality, but.

Nicole Minore: i'll put it as a friendly little burden the Community, let me know that there is some potential development happening.

Nicole Minore: On the core, which is within the school district, so one of the things that we always do, and for people who.

Nicole Minore: may have come to the district in the last couple years and didn't live through the Jefferson effort and so forth, but we do try to keep an eye on Dr schoenfeld is very involved with this as well, typically.

Nicole Minore: You know, with regard to additional buildings and developments in the district, so we can also keep an eye on how that affects our enrollment and capacity for the district and.

Nicole Minore: This seems to be a small project, I have been in touch with the contacts at the town of greenberg and they did share that it seems to be.

Nicole Minore: Total acre of you know of acreage so it's it seems small, it seems to be single family residential.

Nicole Minore: and not a significant impact on the district, so if it does anyone is worried about it or concerned about it, we do have our eyeballs on it, and we are keeping track of it with greenberg just to make sure.

Ryan Schoenfeld: To us, and I see us the quackenbush closer and race, thank you.

Teresa Quackenbush: That was from the previous questions but.

Ryan Schoenfeld: yeah.

Teresa Quackenbush: i'll chime in if I have any questions thanks.

Ryan Schoenfeld: Apologies no.

worries.

Matthew Bonney: anyone else, just the hiring him.

Matthew Bonney: Thank I was expecting to have something okay so we'll move on to our consent agenda now.

Matthew Bonney: We have items 12 day be 13 ABC.

Matthew Bonney: We have a lot of first meetings of policies and i'll go through them really quickly.

Matthew Bonney: A policy for appointment designations by the Board of ED it's a revised one, these are all revisions appointment of duties of the claims order.

Matthew Bonney: Management of records.

Matthew Bonney: Information security breach notification.

Matthew Bonney: privacy and security and student data and teacher and principal data.

Matthew Bonney: The use a net sources in a district.

Matthew Bonney: extraordinary circumstances and rework remote working, which is a new policy i'll just say, maybe somebody from the policy committee wants to.

Matthew Bonney: chime in one these policies go in a cycle, and right now the policy writers in the state or updating, but a lot of these policies are adjusted for our coven situation and online learning and, to be frank, just updating to the year 2021.

Pamela Epstein: yeah just to add um.

Pamela Epstein: With cove ID and remote learning it's a decision that the district has to follow through there is no mandate that.

Pamela Epstein: Teachers or professionals can teach remotely so that's a new policy.

Matthew Bonney: I didn't mention it 14 A and B.

Matthew Bonney: 14 be is a grant I thought it would be important, we have to set \$3,000 grant from the Italian American Committee on Education to Michelle Jennifer purchase of materials that Italian programs are the high school for this year.

Matthew Bonney: And then, our budget will be increased by that.

Matthew Bonney: do I have any other questions on the consent agenda.

Frank Hariton: I just wanted, there was a comment and, unfortunately, the agenda is not up on the screen, but it dealt with.

Frank Hariton: Teachers and principals and I just wondered why.

Frank Hariton: You know I get these these policies are written by a service but.

Frank Hariton: It seemed that it should be more general administrators not principles.

Frank Hariton: And I wondered if anything was considered about that, on the policy committee or even assistant principals.

Frank Hariton: When they made the categories against your principal.

Ryan Schoenfeld: I know the both yeah you want to go no.

Teresa Quackenbush: Go you can go first operational.

Ryan Schoenfeld: The boat both sees also has some suggestions and I think when it talks about principles, just like myself, I might have a designated.

Ryan Schoenfeld: But i'm not responsible as a superintendent so it might be a hierarchy in the sense of it's the principal's ultimate responsibility for that building that week again, this is a first reading so we'll gladly take a closer look at that time.

Matthew Bonney: It.

Matthew Bonney: was clearly defined as a building principal so we probably should go back and look at that and and see if there's any changes that is not a.

Matthew Bonney: That shouldn't hold it up, we can discuss anything together.

Matthew Bonney: um does anyone have any other comments that they would like to make it this time.

Matthew Bonney: Okay, so.

Matthew Bonney: matt ocean.

Frank Hariton: So moved.

Teresa Quackenbush: Second.

Matthew Bonney: All in favor.

I.

Matthew Bonney: Great so again on our next meeting is February 9 um.

Matthew Bonney: it's listed as in the high school library, for now, it will be zoom but it's always hopeful that things could change and we'd be back to the way we were once and that will be the first public but budget workshop on the maximum allowable tax levy women.

Matthew Bonney: um our next order is the recognition of the audience.

Pamela Epstein: Can I just say one thing before we move to the audience, I would just like to say that it's almost a year since our very tragic accident.

Pamela Epstein: Oh, our Community and ardsley and is it Okay, if we take a moment of silence to remember the victims and our Community members impacted.

Matthew Bonney: Yes, Pam Thank you, I thought of that the other day and I didn't put my one on one the other, to say something.

Duncan Wilson: If it would help I can signal to the board a minute of silence with that help trust you bonnie.

Yes.

Duncan Wilson: Alright, just give me one second to get that ready.

Duncan Wilson: Okay let's begin now.

Donna Accurso: To unmute.

Duncan Wilson: Thank you.

Matthew Bonney: Thank you.

Matthew Bonney: Yes, it has been a tough year in.

Matthew Bonney: Recognition of the audience.

Donna Accurso: Okay, the first question comes from June and Steven Ashley.

Donna Accurso: Following up on last week spiel a meeting and the CRS data on the numbers of students performing at or above standard level we understood that the school was comparing to national data.

Donna Accurso: We would like to know how CRS is performing presently against neighboring school districts and this data be provided.

Donna Accurso: The next question comes from Jennifer mar tucci good.

Duncan Wilson: which we do that, that question on its.

Donna Accurso: own.

Nicole Minore: Okay Nancy let's let's pause after each.

Donna Accurso: OK.

Duncan Wilson: So the quick answer is no, the school districts don't share data at that level for us to do a direct district to district comparison.

Duncan Wilson: But by way of clarification, we were comparing our where we are relative to ourselves, and we noticed that there is a difference, but then, when we compare ourselves to the national we're doing.

Duncan Wilson: we're doing well, the tests are normed to a national level, so something like the ftp test is never normed to local districts.

Duncan Wilson: But we are working with districts and we've actually done had some benchmark conversations and we're finding that comparable districts.

Duncan Wilson: In westchester are noticing the similar patterns, we saw where for many kids especially older students their performances are on par that the the the gap.

Duncan Wilson: of six six weeks or so or eight weeks of gap tends to be strongest in the in the youngest students and then all of us are also noticing that we have small pockets of of.

Duncan Wilson: of our of our community who are more adversely affected by the effects of hybrid and we're and again we're making individual strides.

Duncan Wilson: To to support them, whether that's increased course failure rates or kids who are falling behind in other ways, so I guess, I can say that the one place, we have done a local district comparison is we've i've been involved in some.

Duncan Wilson: Partner conversations that that shares that so we're on par with them.

Teresa Quackenbush: And I just add something to that doctor.

Teresa Quackenbush: doctor yeah this is done, not as important, well, I guess, as a board member, but there is um to answer the audience question.

Teresa Quackenbush: There is West Chester does have nate nice said New York State Department education does have data public.

Teresa Quackenbush: That you can look up all school districts and, obviously, including across westchester county Obviously there are numbers missing from last year because of the State test not being shown.

Teresa Quackenbush: And also that it provides one lens I think everyone agrees, you don't put everything invested in one piece of data, but that is there as a resource to the Community it's just.

Teresa Quackenbush: nyse D calm under westchester county you can look at trends over the last few years, so that is available to the public.

Thank you.

Donna Accurso: OK, the next question comes from Jennifer more tucci Good afternoon, my name is Jennifer de Benedetto actually.

Donna Accurso: And I have a kindergartener and second grader at CRS my children are suffering, socially and academically I see it, firsthand as i'm sure other parents do as well.

Donna Accurso: I appreciate the careful planning, but time is moving along the school year and changes needs to be implemented now.

Donna Accurso: I thank you in advance for your response to these questions and putting actions in place quickly, I wholeheartedly believe ardently can be creative and offer a viable solution to getting our little one back in school more.

Donna Accurso: One, what is the plan to increase on campus time for our youngest learners, especially the kindergarteners and timeline for implementation.

Donna Accurso: To if on campus is low at the middle school and high school, they can space it these facilities be used to get our youngest learners back on campus has this been considered.

Donna Accurso: If not, why not.

Ryan Schoenfeld: And you if there's multiple questions i'm not seeing them The first one is we're starting on February 3 to bring in students, so our youngest learners will be coming in more.

Ryan Schoenfeld: As I answered earlier we're looking at closely at those primary grades, to see what other opportunities we have within the footprint.

Ryan Schoenfeld: I think the second question was talking about the high school, we do have limited space, we also have things such as lunch, you know special area classes.

Ryan Schoenfeld: Some of those things that we do with support services appear to have students at the high school, which we have limited room right now you're missing young children with older children.

Ryan Schoenfeld: you're you're not able to support them in the way so we're looking primarily to keep.

Ryan Schoenfeld: Our systems, the same at the very beginning, when the task force looked at this and there were considerations we weren't looking at what another district does, and they do, which is.

Ryan Schoenfeld: Well, the high school won't come in at all, because they can handle it, and then we we shift people and try to teach from room to room.

Ryan Schoenfeld: We still have a capacity issue in our district, and the opportunity again within the footprint of optimizing what we can do.

Ryan Schoenfeld: So, now that we're moving forward and some attention could be refocused after we have.

Ryan Schoenfeld: The additional 20% of time you're asking for where we're going to try to optimize that to more time and there is a focus, I think I hear different people sharing it, we all agree, we want exactly what you want it's about how do we do that, so the other questions might lead to some potential.

Ryan Schoenfeld: Solutions So if you want to read the second or third.

Donna Accurso: So her third question is that science data is reporting students and children can be safely in school buildings three feet apart this increases capacity, why are we not following this.

Ryan Schoenfeld: I explain that it's guidelines and I looked my theory is go down a foot, a month and watch their data closely.

Ryan Schoenfeld: And let the westchester Department of Health make that decision and let's monitor it that's something again as parents, you can talk to and lobby in some my.

Ryan Schoenfeld: Again you're a citizen in New York state and a resident of westchester county as I am.

Ryan Schoenfeld: So that is something that's out there, like I said before, with the CDC we need the state, you know Department of Health and our local.

Ryan Schoenfeld: municipality and and Department of Health and westchester which is they've been great working with they would need to change their guidelines to follow that.

Donna Accurso: OK, the next question comes from Elizabeth Elizabeth and Daniel Miller, we are grateful, you are able to offer the wednesday's in person to the hybrid students every other week.

Donna Accurso: In the superintendent's address on Saturday, Dr schoenfeld mentioned that you were looking into more in person time for certain groups.

Donna Accurso: We are interested in your plans and specific timetable for the kindergarteners once again we are desperate to get our five year olds off of extended gym time and into the classroom more with their wonderful teachers.

I spoke to.

Ryan Schoenfeld: The timeline would be starting tomorrow looking again at the data at the spaces and the opportunity we also didn't have full registration, we had 97% in.

Ryan Schoenfeld: Again, so we were following up with families and we're pretty much 100% of what the data so having those exact numbers will tell us what we can and can't do I know the distance creates a big obstacle, but we're going to be looking at it this week.

Ryan Schoenfeld: And going forward so within the next couple weeks i'll have some sense, even for those younger parents to say we looked at the data and we do have this opportunity or.

Ryan Schoenfeld: Again let's have a meeting and talk about what realistically, we can do and what you can do as a citizen, you know of our state to try to help in some other way.

Ryan Schoenfeld: Again i'm willing to cooperate, it just I hear a lot of these asks, and I agree with you it's just there's no it's not as simple as we can just do this because we have no capacity.

Ryan Schoenfeld: But I wanted to optimize it if we hadn't more remote kids it makes it easier, but without the remote kids that opportunity even throughout all schools.

Ryan Schoenfeld: turned into the FLEX Day, which is 20% more.

Ryan Schoenfeld: You can proceed Thank you.

Donna Accurso: Okay Danielle and John Lee right hello, and thank you in advance for addressing our below questions and concerns.

Donna Accurso: One, we are glad to hear the small kindergarten class sizes could present an opportunity for maximizing on campus time for the honest learners.

Donna Accurso: were asking, again, is it possible to have all kindergarten hybrid learners safely come into school four to five days per week.

Donna Accurso: What came of the additional research on numbers in space, specifically in the kindergarten classrooms.

Donna Accurso: Number two we appreciate the abundance of time and effort that kindergarten team has put into their planning, but our child.

Donna Accurso: Along with many others, does not enjoy learning for work boards and we see firsthand that our daughter is not reaching her potential learning in this way.

Donna Accurso: Is it possible to phase out the use of work boards during on campus time it seems this needs to be an administrative decision.

Donna Accurso: Number three we're asking again about plans to optimize the use of outdoor space in the spring.

Donna Accurso: When weather permits may students spend time outside reading, writing doing projects, the outdoors can certainly lend itself to be a productive workspace for students, it may just take some creativity.

Donna Accurso: And number four is there going to be a spot opening on the Ardsley Board of ED what is the process for finding a new, qualified candidate and is the Community involved in making the decision, thank you for your time.

Ryan Schoenfeld: I'm trying to go back to the first one that's why reading for them, makes it tougher, but what was the first one.

Donna Accurso: We will play small kindergarten class sizes, because it present an.

opportunity.

Ryan Schoenfeld: Okay, you can stop just we will we were not sharing numbers now we're again looking at the spaces and opportunities.

Ryan Schoenfeld: So, like I said before, within the next couple weeks we'll have a better sense of above and beyond the FLEX day that we're implementing.

Ryan Schoenfeld: As an on campus day we're going to look at that and we'll be able to share back within the next two weeks, and like I said i'm going to have some opportunities, where, again we appreciate the conversations here.

Ryan Schoenfeld: that's associated with board meetings.

Ryan Schoenfeld: But I think some more conversations with small groups can be more beneficial to help move forward.

Ryan Schoenfeld: As for the program at the school that should be something you would talk with the teacher and with the principles in the building, so I don't know the specificity of the exact thing that you like or don't like in what's occurring.

Ryan Schoenfeld: And again, I always say in my role in any of my roles it's you know who should you talk about the teacher For starters, if something's not working, for your child speak with the teacher.

Ryan Schoenfeld: that's where the rubber meets the route and then again if there's some sort of disagreement or misunderstanding or something that you think might be better for your particular job.

Ryan Schoenfeld: You might raise that to a building principal or administrator and can help navigate through there, Dr Wilson sits at a higher level in his curriculum role.

Ryan Schoenfeld: And then i'm at a different role as well, so the board of education supervisors and they're part of a curriculum committee, however, your question should be starting at the beginning of this cycle.

Duncan Wilson: I would just add I mean, I made a note of that work board seem to be a point of contention, for those who aren't familiar with the concept there an organizing principle both to help the teacher and the student agency and choice so.

Duncan Wilson: little bit loss as to why that looks as to be a targeted issue.

Duncan Wilson: So so but that's something we can definitely look into we are keeping the kids in school and the kids at home.

Duncan Wilson: synchronize to some degree, and the more we D synchronize that to focus on the kids at school, the less the kids at home will have on an instructional day, every day, so.

Duncan Wilson: it's a balancing act, but I have been in kindergartens, this week, and I see a lot of kids doing very active work and our end or engaged, so it is something I can look into and i'll take up with them with the Christian the specific piece about work boards and choice sports.

Ryan Schoenfeld: and

Duncan Wilson: I guess I would throw one other thing and.

Duncan Wilson: You know I want kids outside in the warmer weather as well.

Duncan Wilson: I just want to give you my 20 years of history in elementary school there's a reason why we don't try to teach kids to read and write outside that much, it is very hard for them to focus in that setting.

Duncan Wilson: There are some times when when i've seen teachers do journaling activities and things like that, but for us to wholeheartedly plan again with northeast weather in the spring.

Duncan Wilson: That that outside space increases our teaching capacity is is just a is something I think it's unrealistic.

Duncan Wilson: We know teachers will get outside we know they did that in the fall, but to sort of suggests that we're not planning, something that we could be planning.

Duncan Wilson: it's not that it's a failure on creativity, our teachers are very creative and and helpful that way, but they also know.

Duncan Wilson: How kids focus and learn, so I guess if you follow the research and Finland, we should be taking more breaks to go outside but that's so we can come back into learn, so we can continue to look at those movement breaks and other things that can enhance focus as we, as we go forward.

Ryan Schoenfeld: So.

Teresa Quackenbush: One quick comment.

Teresa Quackenbush: And then, in response to that question and i'm I know i'm not the most popular board member tonight, but it's okay i'll be right home.

Teresa Quackenbush: So I did want to say it typical climate, yes I I see going through the teacher and the building level.

Teresa Quackenbush: And I, and I do hear from a lot of Community Members that they do do that, but this is a little bit different because it was it's co, but it was a district wide model.

Teresa Quackenbush: So I did want to recognize that, and I say this, and I know we're all trying to do this together so i'd say that, in the spirit of unity.

Teresa Quackenbush: But this is a little bit different when you go to the tech classroom teacher, because the teachers will you know, this is a model, they were given to work with.

Teresa Quackenbush: So I just wanted to put that out there was another lens to look at this through when that question but and Dr Wilson I I respect you, but I do not think work towards a great for five year olds really don't so just wanted to go on record and say that.

Ryan Schoenfeld: Sorry, are you just trying to say that they should talk to the building principal or to a board.

Teresa Quackenbush: No, I, I think, from what I hear is I think many people have already done that, and.

Teresa Quackenbush: it's a district wide model, right now, so they're they're reaching out to the board into the administration to help guide this a little bit better that's my understanding from the questions that have been asked, but I could be misunderstanding them.

Ryan Schoenfeld: The work bored i'm hearing of it for the first time, so for it to be asked here is OK, Dr Wilson, did you hear someone bring this up to your attention yet.

Ryan Schoenfeld: About work points.

Duncan Wilson: And I that's why I.

Duncan Wilson: bring it in the other direction to to miss darling and will will work to understand what the concern is.

Ryan Schoenfeld: yeah so that's where i'm saying that I don't know if that's even happen you're saying it did, but it is for us to be talking about it here I just don't understand it as much we have you could ask any question you want.

Teresa Quackenbush: yeah no I apologize I wasn't referring to the whiteboard that's why I said, the first comment i'm just saying in general, the questions about the learning model I think they're coming to the administration and the board consistently.

Teresa Quackenbush: Because it's not a typical climate where you can just go to the classroom teacher, the principal that puts them in an uncomfortable situation because the administration made the call on this so i'm just trying to present that lens from the Community.

Teresa Quackenbush: And I think it's a fair it's fair to say that.

Ryan Schoenfeld: I was talking about the academics, of the workforce, not about.

Ryan Schoenfeld: All these questions, and some people asked me directly, I had an awesome conversation for 45 minutes last night to about 10 to 15 with a parent with the younger child.

Ryan Schoenfeld: With some potential solutions, and you know that there was contact and an email, and we had conversation so again there's opportunities all say that.

Ryan Schoenfeld: we're happy to talk I said we'll have opportunity to have meetings, one on one so again we're holding a board meeting there's some questions here we're doing business, and we have our Community that's watching this you know we're running a meeting.

Ryan Schoenfeld: And and i'm happy to answer questions, but our goal is to run our business meeting as a board of education right now.

Teresa Quackenbush: yeah that's what I think we're doing yeah.

Nicole Minore: So.

Ryan Schoenfeld: If you would the other question about the board.

Matthew Bonney: Right i'll take that one i'll take the board question.

Matthew Bonney: Unfortunately, each year, when we do open house and concord road a board member comes by and and up until this year well a trustee quackenbush would have gotten a concord road.

Matthew Bonney: We go and we speak to the parents, the new parents and we explain the board and basically the board of is made up of five elected officials you run for public office.

Matthew Bonney: The.

Matthew Bonney: forms to fill out and apply to run come out sometime in March, and they have to be in an April 15.

Matthew Bonney: And during the public vote in May 18 this year a board member any board members spots that are open, are on the ballot with the budget i'm just a caveat on that that didn't happen that way last year.

Matthew Bonney: Because the coven, but we still had an election, so that might change keep an eye on it.

Matthew Bonney: or our board spots come up to two and one this year, one person term is up.

Matthew Bonney: And if you really thinking about doing this, I think you should go to the New York state school board association.

Matthew Bonney: that's a website has a lot of information about being a board member what's involved what education, you have to have and and that's that's once you're elected i'm again, there is one one spot up, and it is my spot.

Nicole Minore: But it just add that terms or three years and.

Nicole Minore: Another good resource, if anyone is interested is the westchester Putnam school board association they actually have a wonderful training program and overview and kind of a if you're thinking about being a board member.

Nicole Minore: recap, so you can kind of understand what the commitment is like and so forth, and honestly if someone wants to ask about it reach out to one of us.

Nicole Minore: And we will tell you what.

Nicole Minore: What the what it involves, so please do.

Donna Accurso: Definitely Okay, thank you.

Donna Accurso: Okay, the next is from Melanie and Jason herrick, thank you for addressing the following questions and would you be able to answer these questions, one, at a time, so it can be sure to fully grasp the responses.

Donna Accurso: So the first one is if a CRS classroom is not at full capacity to to uneven cohort designation, why can children from the other cohort attend in person on the days, where the classroom is not a capacity.

Ryan Schoenfeld: that's what we're currently closer at so part of the registration was to better understand that and then again if there are opportunities.

Ryan Schoenfeld: There may be ways that we can optimize again there has to be some consistency and rationale to it, so, as I said, we're looking at data's.

Ryan Schoenfeld: Data the data sets were talking about with registration it's 2300 registrations sorted multiple ways so we're looking at grade level, and I did that purposely.

Ryan Schoenfeld: When we did the survey we we had you put in put in your.

Ryan Schoenfeld: homework students teacher so, especially at the elementary level, we could sort by teacher it's not that simple, because you all say Mr or Mrs and you spell the names, maybe differently.

Ryan Schoenfeld: So we can't just sort them, we have to restart them but we're doing all of that that's The next step to get the exact numbers and then look at color coatings.

Ryan Schoenfeld: We had done this prior to the registration to gain a sense and and again now we're doing it more without call actually now that we have registration almost 100% complete.

Donna Accurso: Set differently my son's class has four children on gold days and eight on blue days, this is not the only sarah's question like this.

Donna Accurso: If the classroom is safe, with a Children why wouldn't We look to have blue kids at 10 on gold days to get as many children on campus each day as safely as possible.

Ryan Schoenfeld: There could be a couple of classrooms depending on remote that they depending on the adults are the size of the room, if you talk about eight and for being together that gets through our cost of.

Ryan Schoenfeld: I don't know the exact classroom, but I do know there's a couple within a group of eight to 10 teachers depending eight or nine teachers at a grade level so some of those are outliers i'll say.

Ryan Schoenfeld: that's not common so we'll be talking more about that as an opportunity and again is that something we can offer one particular class in our district.

Ryan Schoenfeld: Initially we weren't doing that and again the numbers were different initially that we had more learners and and there were pivots the remote.

Ryan Schoenfeld: So, now that we're getting back to the real numbers of registration and commitments we that's exactly what I talked about what we're looking at.

Ryan Schoenfeld: Again i'm not promising anything but we're looking at opportunities exactly like that, so what you're thinking is what we're thinking as as a potential solution and opportunity.

Donna Accurso: Okay, what creative alternatives were looked at for CRS younger grades to increase on campus time and why would they rejected.

Ryan Schoenfeld: Capacity looking at other spaces and rooms and the ability that with the six feet and masks and some classrooms with multiple adults.

Ryan Schoenfeld: We literally through numbers like I said before, we cannot only in the outliers that we have that opportunity.

Ryan Schoenfeld: We as, as you may or may not know the numbers, we have it conquered road in the number of remote learners there's not as many remote learners so we have a high rate of.

Ryan Schoenfeld: Parents and students that want to be in school and teachers are not getting in the way of this they want the kids and they love having the kids to.

Ryan Schoenfeld: So the crossroads, again, is the capacity in the space, so we have looked at those when we're serving lunch and we're we're taking over the gymnasium.

Ryan Schoenfeld: there's very few bigger areas, and we have multiple educators in rooms sharing rooms, where, in the past they have individual rooms so.

Ryan Schoenfeld: we're going to continue, especially looking at the numbers and looking at the capacity and if that distancing changes and it's safe enough, we can follow those guidelines and then act accordingly.

Donna Accurso: Your kindergarten first grade teachers want their students on campus more.

Ryan Schoenfeld: I just said that yes.

Donna Accurso: Do you think it's fair that older children who can work independently or on campus as often as younger students who can't read, write or work independently.

Ryan Schoenfeld: Yes, I actually have some concerns about our oldest learners because they're really in a social vacuum, too, and when you're thinking about people being isolated.

Ryan Schoenfeld: I talked to my counselors and again hear messages from them they're really concerned for their students.

Ryan Schoenfeld: i'm concerned for students adults parents included, this is a challenging time.

Ryan Schoenfeld: And to again isolate our kids that are part of a rich tradition, who are competing to go to either an Ivy school or West Chester community to excel and do their very best or go into the workforce.

Ryan Schoenfeld: By by again taken away for one for another early on in this process, we were not doing that, so I do have great concern for all of our students.

Ryan Schoenfeld: And you understand middle school as a challenging time I could I could say anybody at any school could lobby, just as it sounds like you are in your questions for the youngest learners I care for my own children who are in college and extremely independent.

Ryan Schoenfeld: it's real we live this all of us, so I join you in that, and I feel bad for the situation it's not not cool.

Donna Accurso: Okay, there has been a lot in the news about unions rejecting more in person schooling due to safety concerns where does our Union stand.

Ryan Schoenfeld: Is Stan ardsley strong they're amazing they've been working with us and i'm really proud of them.

Donna Accurso: Given the virus is not going to magically disappear, what is being done now to create more space to enable full in person schooling, what are we doing to prevent being in the same situation next year.

Ryan Schoenfeld: Oh we're doing some long term planning that we're looking at which, again we don't want to overtax our you know again community, but we are looking at space in ardsley from long term and again we don't have some of our.

Ryan Schoenfeld: Debt coming off for a handful of years but we're looking at ways to optimize our school district when you're talking about you know capacity we have limitations and and again it's hard to create space when we don't have it and and again as we're getting vaccinated and we are getting.

Ryan Schoenfeld: Again health guidance, that is more favorable to bring students back in.

Ryan Schoenfeld: We may be wearing masks style, but I think we'll have opportunities in the fall that we've never seen this year.

Ryan Schoenfeld: So i'm more optimistic that it's not renting a trailer or trying to purchase a building in ardsley.

Ryan Schoenfeld: Or take over the high school and make them go remote I think part of it is us getting vaccinated and and again working with our health department.

Ryan Schoenfeld: And being safe as a community like we do have outbreaks, you can control it as much as you can I just ask you to be vigilant and thoughtful of our learning Community here because, again, we need to get covert under control, along with the world but it starts with us.

Donna Accurso: Okay, thank you morning pink our rights Good morning, I understand the plan is to modify the remote FLEX day to in person for alternating golden blue days starting February 3.

Donna Accurso: This only provides approximately two additional days a month on campus i'd like to understand the following number one, what is the opportunity you mentioned in the video to get the early learners on campus what is the timing and that can be done earlier than the fourth quarter.

Ryan Schoenfeld: Already.

Donna Accurso: Number two as a potential solution can some of the young learners be temporarily moved to either the middle school or the high school if they have more space, the young learners must be a priority in our district.

Ryan Schoenfeld: it's like I said it's not something we're doing right now, it doesn't seem viable or appropriate.

Donna Accurso: Okay, this next question is from Michelle hartman greetings here my questions for tonight's board meeting.

Donna Accurso: Having just gotten off the discussion with George latimer and the latest instruction from Cuomo it's clear the districts are in charge of their own approaches.

Donna Accurso: Why do we keep defaulting to the outdated county Department of Health guidelines when those are in place for the red zones, not us.

Donna Accurso: As provided to this forum, three times now, we now know the the Harvard School of public safety that we can get kids back safe in safely, with three feet masks and good ventilation, why does this continue to not be digested and action immediately.

Ryan Schoenfeld: respectfully I already didn't say this word following the guidelines, I am I have to follow the guidelines of the westchester county Department of Health.

Ryan Schoenfeld: Everything you shared I spoke about, but respectfully I explained that we have limitations, we can't just do whatever we want i'm not going to.

Ryan Schoenfeld: i'm fully responsible for myself my career and the entire district, and our safety, so when that time comes, we're going to open up and I can't wait.

Ryan Schoenfeld: But we're not there yet and we're working really hard to get there, and will continue to do that so.

Nicole Minore: I might just add on that point of excuse me, and as a curse oh just one, second, but just also Dr schonfeld brought up an incredibly good point and it's.

Nicole Minore: Something that I do on occasion and just to remind our community that guidelines and so forth, and encouragement, we do have you know.

Nicole Minore: An opportunity to reach out to our county and state leadership for.

Nicole Minore: advocacy and I certainly am going to be continuing to do that, especially in the light of how things have evolved with our younger students and how.

Nicole Minore: There isn't a lot of spread in schools, that we should you know feel comfortable to give us without penalty some some more flexibility, and so I might encourage the entire audience.

Nicole Minore: That reaching out to those representatives on the state and local level is also very helpful in terms of you know, moving this message to where we all want to go, which is everybody in school, as much as humanly possible.

Pamela Epstein: Can I also just add that interestingly, we are in the same situation as all the neighboring districts I just ran into a board member of a neighboring district.

Pamela Epstein: Who rolled his eyes and basically said, we can do no right, so I just really want to thank our administration, because I think that you have worked.

Pamela Epstein: tirelessly with great effort and great transparency and i've never really seen administrators go to the lengths that you have I mean Dr schoenfeld for you to actually try to create vaccination opportunities for our educators, to try to make everyone comfortable moving forward and.

Pamela Epstein: You know more rapidly, when the time comes, getting back into the classrooms full time I just really want to applaud you and thank you for all of your work.

Pamela Epstein: And same with you.

Pamela Epstein: For all our administrators, I think I really think that this has been quite a challenge and I really do hope that the Community keeps in mind that it's a challenge for every school district, hopefully, will come out stronger, with more knowledge and will be like benefit students.

Donna Accurso: Okay number two last meeting the data book was reviewed, however, the Community was unable to say any of the data when will we get a clear picture of where we really stand, we would prefer not to pursue a route via the Freedom of Information Act.

Duncan Wilson: Just just a clarity the data is individual student data that that is not for local state data is available, and we did the data book that we did because we didn't have any State data so.

Duncan Wilson: I think that that's an empty threat and I apologize, I feel badly that that's what you're there we're not holding information from you.

Duncan Wilson: you'll get into individual information about your children at the next reporting period which isn't a matter of days and weeks, for the second quarter to come to an end and then we'll we'll move forward, so the suggestion that we're not giving a clear situation of work children ours.

Duncan Wilson: I think an inaccurate statement.

Donna Accurso: My children's teachers are getting vaccinated now what's the plan to get the kids back full time upon completion of vaccinations When will that be.

Ryan Schoenfeld: Like I said I I presume we we can by mid spring have the people that want to be vaccinated vaccinated at the supply chain goes as as presumed.

Ryan Schoenfeld: As for when the Department of Health and say at a ninth time just trying to be funny but serious like the westchester county Department of Health would have to give us.

Ryan Schoenfeld: What What would we need as a district in order to do things differently so until that guidance happens we're awaiting that guidance that's what's going to change things.

Ryan Schoenfeld: We are doing like with trust the Epstein said we're supporting our you know faculty and staff to get shots where we're being again.

Ryan Schoenfeld: supportive in that role, and again if we can get to that place sooner it positions us better presuming like this question presuming that will be able to bring us together sooner I don't have a crystal ball of when that happens.

Ryan Schoenfeld: I also don't know that we're waiting like children being vaccinated at some point, you know, and I know that that might not be until even 2022 I haven't heard much about it.

Ryan Schoenfeld: So with That being said, to staff can be vaccinated but will have children in schools, so to me i'm still concerned as a superintendent.

Ryan Schoenfeld: To what extent are we going to bring students close together vaccinated or not, and so.

Ryan Schoenfeld: there's so many it's not a house of cards, but it's that all these factors will come together and there'll be guidelines that change it's fluid and it will allow certain things so.

Ryan Schoenfeld: it's hard for me to project if someone in the medical community wants to reach out that has a better answer but I don't know when the projection would be to allow people again to gather in a way that's different and.

Ryan Schoenfeld: I know, Dr Wilson knows a little bit about the herd immunity and potential of what percent that might be, but how it all unfolds again it's to be determined.

Duncan Wilson: If i'd only add things it's just where the national headlines are, I think, if anything, the last 10 days of settles back.

Duncan Wilson: As the as the federal response comes into focus and we realize we're not where we thought we would be with with vaccinations so.

Duncan Wilson: Until that process gets underway and gives clarity to states and two counties it's going to be very hard for us to know to know that date i'm certainly disappointed, I thought we'd be in wished, maybe wish we'd be as we come to the end of January in a with a different picture, but it.

Duncan Wilson: does not seem to be playing out that way.

Duncan Wilson: And we have to follow federal and state and county guidelines.

Donna Accurso: Okay, what were the capacities that each building from the survey if the high school and middle school continue to not show up despite commitments, how will you increase time on campus will you prioritize getting.

Donna Accurso: CRS students in front of their teachers, whether at CRS or one of the other buildings, if not, why not.

Ryan Schoenfeld: I think I spoke to it, and after this point, I have to see viable real numbers so i'm not going to make you know.

Ryan Schoenfeld: Again, any statements of what we will or won't do, but I don't project us doing that I don't see the numbers, following that way.

Ryan Schoenfeld: And again, we have at risk, students, that at the high school should be in school, some of them are even declining to come in, when there's additional opportunities so.

Ryan Schoenfeld: There are many factors we're looking at it's not a simple answer at this point, but we'll look we'll look at that I know that I registered people with.

Ryan Schoenfeld: The intent that you're going to be committed and you're being considered for our Community so again i'm not asking people I plan for people to follow through.

Ryan Schoenfeld: Again we're a community and we care for one another, so having our students on campus as what we want and that's what I really expect and i'm, hopefully, you can follow my lead.

Donna Accurso: Okay, and lastly, my children have access to a ton of online video games and much, much more online, thanks to their chromebooks.

Donna Accurso: It is getting out of hand and yet we're hearing Internet access can only be limited on a site by site basis and YouTube cannot be removed.

Donna Accurso: Please look into what else can be done what they have access to today is inappropriate and what they have been exposed to already frankly, is a dangerous liability will you look into this immediately, please, thank you.

Ryan Schoenfeld: I think, Dr listen if we like to Sabrina rich who does amazing technology I don't know if you're talking about panther link and maybe the links that are set up there.

Ryan Schoenfeld: Again, we have.

Duncan Wilson: also look into whether or not we there's an opportunity for parent training or two.

Duncan Wilson: To help with those with those use of controls and parent controls and choices.

Duncan Wilson: We certainly don't require or chromebooks to be on 24 seven, and we know approximately at each age level how much work is going home each night, so they can certainly be shut off and charged.

Duncan Wilson: Out of bedrooms and places like that, so there are possible behavioral changes, we can help some families make that would that would limit that whenever whenever possible.

Ryan Schoenfeld: And I think just an add on I i've been appreciative of of our PTA and many of our groups and clubs here, but our PTA has been responsive to that when you talked about.

Ryan Schoenfeld: ways that they could help and potentially about concerns about technology, I believe it's the middle school to they were looking at doing some type of.

Ryan Schoenfeld: parent training with technology as well, and the PTA has been really supportive of some of the speaker series things in person presentations so.

Ryan Schoenfeld: I know I know my day was busy as most but.

Ryan Schoenfeld: I had conversation I believe at the middle school about a program that the PTA PTA was sponsoring so that we might be able to expand that opportunity to the younger level, as well as our high schoolers.

Ryan Schoenfeld: Because again we've had a lot of programs, and sometimes there's limited people and there might be a lot of people, but if we can support any individual parent.

Ryan Schoenfeld: or people in our learning community that can benefit from it, I know I would be happy to see some things like that and have some takeaways for myself and or my loved ones that I could share information.

Duncan Wilson: Let me just add to that i'm actually tomorrow schoenfeld there is a there is an assembly other two assemblies running on digital citizenship and online safety.

Duncan Wilson: To middle schoolers we also look at screen time and use of screen as part of our social emotional work, so I can bring it up with guidance counselors as well, so that we're building.

Duncan Wilson: You know, we talked we talked about screen health and we talked about sleep hygiene as being important parts of general health and so if we need to increase those or read or re reset some of those expectations in our curriculum, we can do that as well.

Donna Accurso: Okay, great the next submission is from Arabic Donna.

Donna Accurso: Good afternoon, I just wanted to add my voice to any others before the board meeting who might be hoping for more in person time for K in one grade children at CRS.

Donna Accurso: I am thrilled that every other Wednesday is being put into place of my K and first grader would benefit from more time in class.

Donna Accurso: And if there's any way that some of our youngest learners can get any more in class time any sooner, I know they would benefit immensely.

Donna Accurso: I will watch this school board meeting tonight and look forward to any other insights as to when more on campus time can be established for the littles who struggle so much with that home learning, thank you.

Ryan Schoenfeld: As I.

Donna Accurso: Shared a lot of.

Ryan Schoenfeld: reiterate within the next couple of weeks we'll have some answers and the potential for opportunities, and I welcome a meeting, I think, with the younger.

Ryan Schoenfeld: Students their parents guardians and again select administration others to have a discussion about what are some solutions, above and beyond what we come up with.

Ryan Schoenfeld: Because again there might be some viable solutions and there might be some things that we're not aware of.

Ryan Schoenfeld: oftentimes to diverse thinking and diverse and different perspectives, there can be some positive things that can outcomes I don't know again to what degree, it is for what you're asking for, but I think it's worth taking up the time to do that.

Donna Accurso: Okay, and the last submission is from gina and Gary Goldstein dear Board of education, we are parents have to CRS students and we would like to know the following.

Donna Accurso: Number one in last week's report, Dr schoenfeld mentioned that the district is specifically looking to get the youngest learners back in school for more days, please expand on this plan.

Donna Accurso: Or the youngest learners are priority, and when can we expect more days, besides a few our increase a FLEX Wednesday to be implemented.

Donna Accurso: If the high school continues to be at a voluntarily low attendance, are you considering using some of the high school space for CRS.

Donna Accurso: Clearly, given the capacity issues at CRS parents know that the best and healthiest place for the young ones is to be at school and often basis, not only for academics, but for their mental and social well being.

Donna Accurso: Did you wonder.

Donna Accurso: Okay.

Ryan Schoenfeld: I already.

Ryan Schoenfeld: Have the number time so i'll just say thank you for your question.

Donna Accurso: Okay number two can the district provide updates on the percentage of teachers and staff that have been vaccinated and how will teach a vaccination rate affects the plan to bring back more students on campus for more days.

Ryan Schoenfeld: There were attempting to get a pulse on what that percentage is like I gave you a ballpark before but.

Ryan Schoenfeld: It will be cooperating with our employees to gain that information and like I said it's not a name as much as a number.

Ryan Schoenfeld: And it helps me to communicate more with the Community, and then it also helps me for this opportunity to get all of our ring individuals who are one big hand in that category is educators and have them vaccinated and help them to do that.

Donna Accurso: Okay, and their last question is lastly we're almost in February and just now we're adding two shorter days a month back on the schedule.

Donna Accurso: What other criteria and markers is the Bo a waiting for to execute one of the other options presented in the survey.

Donna Accurso: Since Cuomo and latimer both have stated that the district store in charge of their own approach when will ardently act on the data of three feet distance and good ventilation, to get our kids back in school, thank you.

Ryan Schoenfeld: I think I spoke all that again it's not within my control, whatever the politicians are saying I think you're misunderstanding, yes, we can do models, but we can't go above and beyond the law which right now is the westchester county department now.

Ryan Schoenfeld: it's reckless I wouldn't do it.

Ryan Schoenfeld: But I do want to get there and we'll get there together.

Donna Accurso: Okay, and that wraps up recognition of the audience.

Ryan Schoenfeld: Thank you Thank you everyone for your questions.

Matthew Bonney: Just one point on the PTA program you mentioned, Dr schoenfeld the Ms version is tomorrow um I don't know when it is tomorrow, but that would be on the Ms website so tomorrow's the M s version of the the Internet.

Ryan Schoenfeld: I know that there's a.

Duncan Wilson: morning Assembly for seventh and eighth grade and an afternoon Assembly for fifth and sixth it's the same speaker, I believe the the by dividing the age groups up, it is very age, specific and it's.

Duncan Wilson: it's quite an exciting Program.

Ryan Schoenfeld: Thank you.

Matthew Bonney: Okay um we needed an executive session.

No.

Matthew Bonney: Okay.

Matthew Bonney: Thank you everyone again we'll See you in two weeks I have a motion to adjourn the meeting.

Nicole Minore: So moved.

Teresa Quackenbush: Second.

Matthew Bonney: All in favor Aye Aye Thank you have a good night.

Nicole Minore: Thank you everyone.

Nicole Minore: Have a great night.