

8/12/20 - Regular Business Meeting Transcription

Present - Jim Grant, Patrick McCabe, Roxanne Rebmann, Mark Alexander, Doug Dailey, Caroline Kos, Todd Esposito, Joe Caprio, Steve Dimitroff, Timothy Dunham, Cynthia Tretter, Jim Grant, Erik Polkowski, Jody Brege, Heather Cayea, Robert Masse, Philip Kenline, Deborah Forrestel

Jim Grant- The first item actually on our agenda is presentation of the reopening plan for Akron Schools with the Director of Transportation, building principals, and Director of Special Education. I would like to turn it over to Mr. McCabe to start us.

Pat McCabe- As you recall at our last Board of Education meeting, I provided the Board with an update on the District's reopening plan and at the time I indicated to you all that the plan is constantly evolving. In the days and weeks that followed our last meeting, I did some revisions and I will not be going into every detail of those revisions, however I want to remind the Board and the community members that are watching that tonight's presentation is really a summary of portions of the reopening plan. It's not the reopening plan in its entirety. That can obviously be found on our website and will be updated again this week. As I shared with the Board and the community the last time, these are our guiding principles around reopening. As you can see we start with safety of all students, staff, and visitors as our primary responsibility as well as meeting the mandates specified in the Department of Health and New York State Department of Education guidelines. In addition, there are the governor's executive orders that come along. This is a slide that the Board and community may be familiar with as was shared at the last meeting. Again, I am very grateful to all of the members of our planning committee that are represented at this table. They worked with administrators in conjunction with teachers and parents, formulated aspects of the plan by these subgroups. I wanted to update the Board and the community just on some new information that I didn't share the last time. I did indicate to you that we were working on a parent survey. Very fortunate to have 587 families respond to the survey about the models of instruction, their access to technology, and their childcare needs. In total, those 587 families represent approximately 1000 of our 1300 children. So fairly good turnout on that information. Very interesting, exceedingly helpful, their comments really reveal about the impact that COVID-19 places on their family as it relates to childcare and their educational experiences and their aspirations for their children in this upcoming school year. That information was shared with all the administrators who read it and analyzed it and considered it when developing their plans for their building. I indicate that in the slide. As you know, parents forums are scheduled for August 14, 17, and 18. I anticipate I will have an opportunity in those forums to give parents additional information, some of which you've already seen. Then they will breakout into subgroups or additional breakout sessions. One for elementary, one for middle, one for high on each one of those dates. The building leaders will have the chance to make the reopening plan come alive. To give the Board some indication of representation across grade levels, this bar graph indicates the number of children at each grade level that are represented. To give you some comparison, the bar in blue represents the number of responses and the bar in red represents the number of students. For example, there are 67 kindergarteners, 60 of those children's parents responded. This pie chart has been exceedingly helpful and telling for us as we get to anticipate what can happen in the fall. The largest section of the pie graph representing approximately 68% or 685 children, the parents said my child will attend school in person, whether that's in a hybrid model or 100% in-person model. Again, approximately 68% of families. Following over to the red, that's the number of children whose parents wanted a remote learning model only. There are 148, approximately 14%. Let me talk more about that section of the slide in just a moment. The thinnest yellow, those are the 7 children whose parents indicated they will be homeschooling them. The section in green represents 31 children whose parents said their child is medically vulnerable and is at increased risk of COVID-19, therefore they would go with the remote model only. Finally, 143 children, their parents said they were unsure at the time of the survey, which actually closed last Friday. We ended up opening it up for Monday and Tuesday of this week. Some parents emailed and said they still wanted to submit, so we did get some additional submissions as recent as yesterday.

How does this compare to the earlier survey?

Pat McCabe- Approximately the same. When we had done the multi-district survey early on in the year, about 70% wanted in-person. We didn't break it down by the medically vulnerable, but fairly consistent.

Ok.

Pat McCabe- I want to talk about the red, which is the remote learning is preferred and the unsure. We really need to solidify that information for our planning purposes. We have a new survey that is essentially mandatory if you are seeking, you need to formally notify us. If you are seeking or wishing for your child to attend school remotely at your home five days a week then you need to submit this form. One form per child. We'll need your child's name, grade level, any particular accommodations, 504, IEP, things of that nature, ELL. Finally, it will notify the parents that they are making that commitment for the 1st marking period, which at our secondary level is November 6th, and at our elementary level November 13th. That has a huge impact on transportation. We can't have folks coming in and out of these models. We're looking at getting that survey out this week, reinforcing it throughout by parent forms to fill it out. By midweek next week we'll have a really crystalized sense of where folks are. I would anticipate that the section in blue will probably remain the same. I think that the section in red may possibly remain the same. It's the families that were unsure that will have a greater assessment of their decision. As I indicated at our last board meeting, it made sense to identify the families that are in need of childcare. You can see from the data with 475 children, parents reported they're not in need of childcare and 79 children whose families said they did. We didn't hear from everyone. My suspicion is it can be a larger number than that. I was in contact in the beginning of this week, I shared this information with two of our local childcare agencies. I was also able to be on the phone with PTA. The PTA is going to send out information to all families on childcare that's available within our community and outside it. I have a meeting early next week with the Childcare Coalition of Erie County to see what other childcare is available. We had an opportunity to ask questions in advance. My question for them to bring to us was what additional financial resources or support can you give to families who are in need for childcare. Families are now needing more childcare because more children are at home because of the remote learning models and hybrid models. They went from maybe after school care to full day childcare. So a further expense for families. So I'm hoping to gather information from those agencies to share with families. If there's no questions for me, go ahead Mr. Alexander with an update.

Mark Alexander - Good evening everybody. We have been working, Kathy and I and the team, trying to set up transportation with the information that we have. It's been changing day to day, sometimes multiple times per day, but we are planned up to now as best we can. We also sent out a survey for parents and Kathy's been a great help getting responses back. We are down to about 36 kids that we're missing information on and most of those are kids that are in that unsure category that parents are awaiting for additional information so they can decide what it is they're going to do. Transportation will definitely look different this year. Masks will be required at all times on the bus, at the bus stop, when they're getting on the bus, off the bus, going into school, things like that. The driver right now is also going to be required to wear a mask. Seating on the bus, our capacity will be one household per seat. On our large buses, that's 22 seats, up to 22 houses. Some seats may have one student. If there are siblings, siblings will be seated together with up to two kids into a seat, with a maximum capacity on each bus of 33. That's taking a little bit of planning and shuffling around to make this work with our hybrid groups. We planned for school to open at 100%, the A Group, the B Group, all the scenarios, so we have all the routes ready to go for whichever mode we're in at the time. Assigned seating will happen on each run in Traversa has actually been great on updating as we go along. They just implemented some seating charts that we can use and print out with our run sheets, so substitute drivers or anyone driving knows where they're supposed to be sitting at all times. There's also an attendance feature in Traversa that we're going to be using so that we know on any given morning run or afternoon run what students have ridden. The drivers will have to do that manually each day, for contact tracing anything like that that's needed down the road, we will have access to that as well. Student temperatures as of this week, we are purchasing thermal scan thermometers that will be mounted inside of the door of each bus. The DOT gave us approval to move forward with that. Those will be mounted so temperatures will be taken when students board the bus in the morning. That threshold is 100 degrees, based on the guidance that we have from CDC and State Ed. If the temperature exceeds 100 degrees, students will not be permitted to board the

bus. We will send them back inside, radio in, contact the parents. Right now, the bus will wait until that has happened, so we're working through the timing of that because on any given morning it could be nobody up to a few kids. We'll work through those kinks.

If there's three kids from the same family?

Mark Alexander- The whole family has to stay. We will notify parents. Right now, the way I'm thinking about it, and again because it all came about this week, this change, similar to what we do in the afternoon, third grade and up is dropped off without a parent present. The children will go back in. We'll make sure they're confirmed in the house, make contact with the parents and notify them because we do have families that wait at the end of the driveway, the bus turns onto their road, they pull out, kids get on. There will be things that need to be worked out, but we'll communicate that with the parents as well so they know what to expect. When we arrive at school in the morning, we will unload our bus one at a time, so that process will look a little bit different. Typically, we let off all the breakfast kids, high school students, and then we hold everyone until 8:00am when elementary and middle school kids are allowed to depart. Now the bus will unload front to back, one at a time, starting right around 7:55am, so it will be a staggered process using the entrances that we identified in the plan. Cleaning and disinfecting will happen after each run. The drivers will be responsible for their own bus, wiping down seats, handrails, all those high-touch surfaces both morning, afternoon, and mid-day if they have an additional run. Alcohol-based hand sanitizer is not permitted on the bus because of the flammable nature. We know that a lot of students have those little clip-on bottles, they've been coming all along. In theory, they are not supposed to be on the bus, we won't be supplying them. We will monitor what they bring with them. We're asking all parents to reinforce the bus safety rule. They will be in the newsletter when they come out, just as a reminder for everyone and to start practicing mask-wearing with their children. The bus ride isn't necessarily long, but it's important for them to have their mask on the entire time they're on the bus. We will have them available, each driver will, if there's a student that's out for the bus that does not have one, but we will have a mask if they're ready to ride the bus. One of the other big changes is going to be time to process any transportation changes. Typically, we do them the same day or the next day. Due to just capacity and seating, it may take a couple of days in order to make changes for people. It's also going to impact any daily bus notes. The elementary school has a lot of notes on a daily basis, kids going to friend's home or birthday parties on Fridays, things like that are not going to be able to be accommodated this year, just because of the sheer restriction on capacity on each bus. Again, that we will communicate to parents as well, so they're aware of it ahead of time. Any questions related to transportation for me?

How are the drivers, are you going to have issues hiring backup drivers, with all the extra work as well.

Mark Alexander- Right now, we've only heard from one driver that is not returning. The driver retired previously, came back to work, and now has decided retirement looks better. He will not be returning. Outside of that, right now everyone is planning to return. We still have the same two substitutes. We're waiting to hear from some of our out-of-district placements because that's going to impact the number of routes we have this year. Our number of routes may maybe down a little bit based on that information, but right now with what we have we should be able to cover all of our routes.

Bob Masse - What is their instruction as to enforcing mask-wearing?

Mark Alexander- The school's?

Bob Masse- No, the bus driver's because there's no monitor on the bus. They have to drive the bus, they have a lot.

Mark Alexander- Essentially, it is going to be one additional rule. You have to remind the kids to stay in their seats, stay in one seat, keep your hands to yourself, all the typical behavioral things they have to do, so masks is one more of those things. We know that there are going to be kids that will take them off or refuse to wear them altogether, and that's

where we'll partner with the principals as far as discipline in that regard. It'll just be firm and fair as far as reminding them to keep them on. Other questions? Alright, thank you.

Doug Dailey- One of the problems that we faced March thru June at the end of last year and we'll continue to face as we move into 20-21 is this digital equity gap that we have with about 20% of our student population. We did a survey during that March to June period, and as part of the recent survey that went out to parents, we did ask them about their internet access and how stable and reliable it was at their homes. Currently identified approximately 230 students, representing approximately 110 homes where they had either limited or no internet access. About half of those students reside within the reservation boundaries. The remaining 50% really reside as you move north out of the district toward Tonawanda Creek, Wolcottsville, the signal drops off fairly rapidly. It's really the primary barrier facing all of these people is an infrastructure issue. There's nothing there for students' homes and families to connect to. There's no landlines running on telephone poles or in the ground from Spectrum or Verizon or anybody like that. There's no cell phone towers located nearby with the signal strength strong enough to get to our Chromebooks. We are looking into some options. We are looking at Wi-Fi hotspots for those places where the signal strength was at least coming through. Some of the Wi-Fi hotspots have better antennas than are built into the Chromebooks. We can put one Wi-Fi hotspot in a house and allow multiple Chromebooks to connect to it. We are also looking at potentially transporting students that don't have internet or reliable internet either here to the school, families may choose to go to other common areas where there are other reliable connections, such as community building, library, or into the school parking lot. Teachers do have the ability to do pre-recorded lessons as opposed to live streaming. Live-streaming requires much stronger internet connection and much larger bandwidth. If teachers pre-record their lessons, students in A-B model in the hybrid structure, when the students come to school on their A day, they can download what they need to watch on their B day and do it offline. That's one of the reasons we bought the particular model of Chromebook that we did. Last but not least, students do have the ability if they have a landline phone in the house, they can use a dial up method to any of those Google Meets or Google Classroom sessions. It is going to continue to be an issue as we move into the 20-21 school year. Anybody have any questions?

We have to take attendance every day?

Doug Dailey- Yes.

How is that going to impact these kiddos?

Doug Dailey- Possibly using the Parent Portal as my kid was here kind of thing. Schoology has a parent portal also. Steve and Joe Caprio are looking into opening up a Schoology parent portal as well and that can be used to take attendance also.

Pat McCabe- The purpose is of children in a remote-learning environment, even at the secondary level, attendance taking is required per day. Our preference would be per period to ensure they're attending all of their sessions. However, the requirement is per day.

Doug Dailey- Any other questions? Otherwise, I'll turn it over to Caroline to talk about our hybrid models and Todd.

Caroline Kos - Hi everybody. In the hybrid model as Doug just stated and Pat just stated, we are required and legally obligated to provide quality instruction every single day, no matter if students are home or present in school. On the days that they are home, there will always be a live lesson or a teacher-developed pre-recorded lesson for students to watch and follow up activities for students to engage in to check their understanding on the content that's in those videos or live lessons. We are also required, as you asked, to do daily attendance. I know that looks different in all three buildings, and we'll be outlining how we will be doing that, but we do have procedures for doing the daily attendance at every grade level and every day for those students. Individual students may need to come every single day, except for the Wednesday hybrid, which is a virtual planning day for our teachers. We are obligated to provide instruction on that

day and I'll go over that in a little bit, but there are some students based on reliable internet needs, their learning needs, special education students, and individual program needs where students would need to come four days a week as opposed to two days a week. We're currently developing online video tutorials for parents so that they can assist their child in the learning at home. We heard a lot in the elementary, that the parents felt that if they had video tutorials, it would make things a lot easier for them. We already had some developed from the spring and we are continuously working on developing those tutorials for parents. We also are working on various teams to figure out how to have our children engage in music, phys ed, art, and instrumental lessons. The difficulty with that, the state requires a 12 foot distance for singing and physical activity for phys ed, so we're all working on different ideas on overcoming that obstacle, but we are working together on engaging our students in those specials. Sports, I'm sure Steve can speak to this better than I can, but sports has been delayed for the time being and an abbreviated season will hopefully happen September 21st or pushed to January and then shortened seasons from there. The parents will be surveyed again, as Pat stated, to indicate whether or not their child will be engaging in a fully remote learning model. The hybrid model that I had referenced before that we decided on as an administrative team, but it's been collectively from teachers input. They were all surveyed on what model they felt would be most effective. Together we collaboratively came to this decision, that the students would be in cohorts both A & B as opposed to two cohort days in a row. The Wednesday day is still an instructional day for students, but all students are at home, so they're all engaging virtually in some way. Obviously, the students without Wi-Fi, we will have plans for them, but it is a day for planning for instruction as well. Teachers will work in collaborative teams without students those days and engage in the planning for both virtual and in-person instruction. That will happen on Wednesdays. The students that are in the C group are students that I have mentioned before, who would have special considerations and various needs that would require them to come in for four days a week as opposed to two. The D students as you see on that graph there are the students who are fully remote, 100% all the time. Any questions about the hybrid model?

Jody Brege- Could we ask parents, I'm in the office one day home the other days, could we ask parents, how are we grouping these kids? How do we know what kids are coming on Monday, Thursday? Have we asked these parents is there a day that works better for your kids to be home? Have we taken that into consideration or no?

Pat McCabe- The short answer to your question, no we have not. Managing that would be exceedingly challenging for us. What was done through Dr. Farrar's office with the input of the building principals, is group children according to families, making sure that all families were attending on the same day. Looking at an equal distribution. The information was gathered from our students with disabilities in particular to those particular subgroups, we had to place in different groups. Also a matter of course selections and scheduling. I know Dr. Farrar has been working with the building administrators and counselors on that. If we opened up that further window of parents choice, it might simply not be manageable with that additional variable. I will tell you though, your question is a good one because it was asked on the survey, particularly for child care/transportation. I want to make sure that my child is attending on the same day as my neighbor's child or the opposite because we don't care for one another. Unfortunately, that is a variable that the district is really limited on at this stage of the game. As the year progresses and we get out of this particular model, and I hope that we do, I imagine that there would be some work done at the building level for that. This slide, I think Mr. Esposito can explain it, these are what we'll see in our plan. These are the hyperlinks to the building-specific plans. This evening, our building administrators and departmental leaders are giving us an overview.

Todd Esposito - Ok the first thing I want to say is everybody is I encourage you to ask questions along the way. If you need any clarification whatsoever, please ask us along the way. We just think it would be easier. I also want to start out by saying that the three buildings have been working together to try and create as much consistency as we possibly can amongst three buildings. I think that's important, especially in this model. You already brought up the concern about students, something as simple as making sure all families attend on the same day. I think it's important. Four things, we're going to take a slightly different approach. Everybody here can read the chart that's up there. What we wanted to do was kind of model for you what an in-person day looks like for the student and teacher, and what a remote teacher and remote student day looks like. It's kind of summarizing what's up there, but we wanted to go about this

that way. Common overarching umbrella items. We made sure all grade levels are common planning. That means that what's going on in one classroom in grade 5 is the same thing that's going on in another classroom. May not be 100% perfectly in line, but the planning is going to be common planning. We think that's vital. We think when that occurs, it's going to allow us to assist students whether they're in a remote model or whether they're in person in school here. We think that's going to be a big plus, a big assistance in making this work. Another item that I want to touch on that I think is important, we all know what virtual learning looked like from March to June last year. I think the important aspect of being able to at least do the hybrid model is that for the majority of the students, they're going to be here for two days. To have that connection with the teacher is vital. That wasn't present. The connection wasn't always as frequent as it could be or should be, so I think that's vital. What I'm going to do first, is I'm going to turn it over to Caroline. She's going to talk you through what it looks like for an in-person teacher and in-person student.

Caroline Kos- In-person teacher would have essentially four instructional days with those A & B groups where they would provide instruction, potentially new instruction, we're hoping new instruction to students who are there. Again, developing relationships with them, following up with the students because they will be alternating days, to follow up on anything they need clarification on and also guiding them on anything they need to do at home. It's our expectation that all teachers will present their instruction to the students on the days that they're in person and then review anything the students may need, any clarification on any items and preview any items that's expected for them on the days that they're home so there's no gray area.

Todd Esposito- On the remote learning days, the distance learning days, it's a little bit more complicated for that particular teacher. Caroline already alluded to the fact that one of the teachers at each grade level would become the virtual teacher. That virtual teacher's day would look something like this: they would meet with the three or four kids that are home, they're the in-person kids that are home on the two days they're not in session at school, they would meet with each one of those groups for about 15 minutes in a morning meeting. What will take place in that meeting, obviously, they would take attendance as required by the state. They would do something that in most of the elementary classrooms, there's carpet time they have, we call it a morning meeting. In that morning meeting there's sometimes a mindfulness activity or something of that nature. Some encouraging activity for the students, they would do that. They would also review the expectations for that student for the day. Because of the common planning piece that I spoke of earlier, the students would be reminded of what are your expectations for the day. What does your day look like. If they have any questions, they can ask any questions at that time. After doing that, either three or four times, depending on the grade level because some grade levels have three, some grade levels have four, they would actually then meet with the remote kids and the remote students day, these are the full-time remote kids now. A remote student's day would look something like this: they would do a morning meeting also with them. Same thing, take attendance, do some of the same things they did with other classrooms. Then they would do approximately a 45 minute ELA period, followed by a short break, 10-15 minutes. Snack break if you will. Then they would do a 45 minute math lesson. Once again, followed by a short break. At that time there is some flexibility on what can be done because we can have them participate in a virtual special. We're going to have virtual specials in areas of music, art, all the specials. After that they would do either social studies or science for 30 minutes. An approximate day for those students possibly is somewhere between two, two and a half hours. We would also highly, highly encourage them the opportunity to do dear time, some reading on their own. Obviously, some of that is dependent largely on the age of the students, what their ability levels are. I will say this and this is just being perfectly honest about everything. Remote-learning for the youngest kids is definitely more difficult than it is for our 4th and 5th grade age students, our 3rd grade age students. It is a challenge. Teachers have to adjust instruction because of the design and the way things are set up. That's a big challenge. It's something that our teachers are certainly up to, but it's definitely something that we have to do a lot of modifications from what may normally be done if they were here in person.

Caroline Kos- One thing that Todd mentioned about the schedule, we kind of wrap up with social studies and science, then we have the afternoon more for intervention services to take place. We have a gap that happens in grade-levels that will need more intervention. We've got that afternoon for some flexibility that can be scheduled for in-group

therapy, AIS teachers and also counseling can take place. We decided to leave the afternoon a little bit more open so they have time.

Todd Esposito- Some items that are umbrella statements have the elementary building. We're fortunate at the elementary that we already cohort to some degree because kids stay in the same classroom the majority of the day. It also will include lunches, it will also include specials. Cohorting for us is not as difficult as it is at the middle and high school, but that umbrella will be over the elementary that we will do everything in our power to keep that in place throughout the course of the day.

Caroline Kos- Students will have access to their lockers in a controlled manner. We will be distancing. We are fortunate in the elementary to have a lot of lockers, so we are going to be distancing them. Teachers will have a schedule, just like anything else, sending their students out into their lockers to store their personal items. Also because we have less desks because we are anticipating to remove some of those desks in the hybrid model because we will have less students at a time, they can store their personal items in their locker for those days that they're not in person.

Todd Esposito- As it relates to classrooms and one of the reasons why we wanted to share this with you, it kind of gives you a sense on what the class size would look like in the hybrid model in the elementary at each grade level. We've had a few teachers come in and mess around with the setups in the room. Obviously, what normally is 20-22 desks in a classroom, that is probably going to be reduced to 10-12 desks in a classroom so that we can allow for not just 6 foot social distancing but in some cases in some classrooms it would allow for a little bit more than that. I don't know if we talked about our desk barriers yet, but all students will have desk barriers around their area. I think it's important, there's a lot of different designs, but we were gonna bring a couple pictures of classrooms teachers have been in and have been set up, but in some cases teachers are going to have to remove furniture from their classroom. At this point in the hybrid model with the number of students, we think we can keep carpets in the classroom. We also have to be very cognizant of how we use those carpets. It would probably be a particular spot for a student and it would be that student's spot if they were to use the carpets. We are waiting on a little bit more guidance on that, we haven't heard exactly what the final word is on those types of items.

Caroline Kos- We are currently working on our specials schedule. Obviously, it looks different because we only have students in person for two days essentially in a cohort of A or B. Each student will have phys ed every single week, no matter what. The other specials will be rotated in a mix of in-person and virtual. They would still see their specials teacher or engage in some sort of specials activity, but it might not be in person. It would likely for those other three virtual days be virtual as well. We are going to have some of our phys ed kids in the cafeteria because of the 12 foot requirement with any aerobic activity. We need that extra space to hold gym classes in both the cafeteria and the gym. Currently, when we do gym we have two classes at a time. We currently have to spread them out between the cafeteria and the gym. We're hoping to just use the gym, but when we start school it is the plan to use both spaces.

Would students be in classrooms, how will teachers have lunch?

Todd Esposito- The classrooms will be covered by aids and our current lunch monitors. They're going to be pulled from what they normally do at that time. It's the best we can do for it. As far as continued services, I know Caroline already alluded to a little bit earlier. Academic intervention services will continue for students but it may look different. What used to be maybe a reading group that pulled kids from a couple different classrooms and there might have been 4 or 5, now they are only going to pull them from that particular classroom so the students stay cohorted. They will be able to go down to the reading classroom, so they will be separate. The reading teachers or math teachers or AIS teachers will wipe down the area before another group goes in there. That will be slightly different, but we will provide as much service as we can provide those kids that need that extra help. As far as social emotional support goes, that's a huge piece to everything we're doing at the elementary. This was a year that we were just going to begin introducing a new curriculum and counseling and social-emotional understanding for kids at their grade level. It's a program called Second

Step. We are still going to utilize the program, it's just gonna be utilized on a more subdued basis compared to what it would have been if we were in a full time situation. Obviously, our counselors, our psychologists, our social workers, we're encouraging them to be as frequent as possible in classrooms, sitting down, observing some of the behaviors, working with students that may be struggling, having difficulty in some manner. Those are all things that we're going to encourage. It's part of what we're going to be doing during the day also. We're going to be in and out of classrooms making kids feel as comfortable as they possibly can.

Caroline Kos- Breakfast and lunch, as we said, will be in their classroom. Breakfast will be a grab 'n go type style. There will be no sitting down in the cafeteria at one of the tables because our phys ed classes will be in there, but they will be going to their classroom and beginning their cohort day in their classroom. Lunch will also be in the classroom. Currently, we do have the coverage for it with pulling aides and also utilizing and maximizing the time that our current lunch monitors have.

Todd Esposito- We're encouraging every classroom to provide recess to the students in some manner throughout the course of the day. Now that may be a bit difficult on bad weather days because we don't necessarily have a recess spot in the building to use indoors throughout the day. We're hopeful that we'll have the nice weather that we had all summer continue. Who knows? We're encouraging teachers to take walks outside with their kids to go outside and teach a lesson outside. We are working with both Joey and Steve at the middle school and high school to kind of allocate areas outside. There's an area that would be more geared to where the elementary would go, a place where the middle school would go, a place where the high school would go. We're fortunate, we have unbelievable grounds here at Akron and wide open spaces. Hopefully, that will assist us in doing some of those things. As far as mask breaks, we know how difficult it's going to be. It's difficult for adults, let alone think about kindergarten, first grade kids with masks. We will be working with the teachers so that they understand and students can when they have to wear masks. Like right now, if a student is at their desk with a desk barrier around them, they can have their mask down. They'll be 6 feet socially distant. When a student's coming into school, when a student's leaving school, any time they leave the classroom, they will have to wear their mask. If they get up in the classroom to use the bathroom, they have to wear their mask and parents can address the multiple times a day they will have to hand wash or use hand sanitizer.

Caroline Kos- In the guidance document there's actually 10 areas where students are highly recommended to wash their hands. As you can imagine, that's a huge chunk of time, especially in the elementary building where students don't have a lot of time and they might be a little bit slow washing their hands. We have built it into the teacher's regular schedule. They are aware of it. We know that arrival and dismissal will take longer and hand washing will take a longer time, but it's a priority for us to keep everybody safe. That will be something that teachers will model from the first day, as will we. In addition to that, utilizing the hand sanitizer upon entering into their classroom and before exiting their classroom.

Todd Esposito- The arrival at the school, the dismissal at the school, the amount of time it will take for them to do some things they're maybe not accustomed to, like handwashing. We will learn. We will get better at it. It's going to be a challenge. There is no question about it. One of the last things we are looking at and all three buildings are looking at getting social distancing dots that will be displayed throughout the building because we all know that everybody's probably seen them, including kindergarten aged kids, but do they really know what it is? If there's a visual, it will help them. We will have arrows throughout the hallways that kind of gives directions in hallways in which way student flow can go. Any questions?

Bob Masse- Are the virtual days shorter than in-school days?

Todd Esposito- As far as the amount of time the student will be on task in subject area matters?

Bob Masse- Yeah.

Todd Esposito- It's not for the teacher, it would be for the students. It all depends on the student situation at home and the level of work they have, but we're trying to be as reasonable as we can and as effective as we can also. We're sure we're going to have to make adjustments as we go. We're not naive enough to think things are going to work just perfectly. We know that there's going to be bumps in the road, but we have a great staff and we're willing to adjust with what we need to. Any other questions?

Joe Caprio - Like Mr. Esposito said, if you guys have any questions throughout please ask. We'd rather you ask more questions and know than not ask questions and not know. Our hybrid plan is very similar to the elementary. We are going to go on an A, B schedule. Essentially, half of our students will be in school in A group on Monday. They would have live instruction and lunches just as they would on a normal day. On the off days, students in the B group will be off. Those students will receive work, the teachers will download a lesson, they'll record a lesson and download it. Those students will complete the lesson. That lesson should check for understanding of the instruction for what they did that day. On Wednesdays, everyone will be distance learning. It's very important we set a schedule for distance learning. Like Mr. Esposito said, last year we had a situation where we handed out work and we really didn't have the opportunity to check for understanding. It's so important. If this is going to work, we will have to check for the understanding of our students' work. What we're going to do is all teachers will download a lesson for the day, students will log in, and they'll complete the lesson. That way teachers can get instant feedback. We're going to use either Schoology or Google Classroom where parents can get online and check in what's handed in as well. Then Thursday, A group will be back, Friday B group will be back. However, secondary, which is 6-12, we have another layer. It's really a layer of complexity. Our schedule, secondary, really has to be a A, B, C, D, E, F day. The reason that is, is some of our students need labs, some need music lessons. There are electives you don't receive every day or every other day. In order for us to guarantee our kids can get the lessons they need we have to use the A-F cycle. Where it becomes complex is that if I'm a student in A group, I'm in school on Monday, I'm off on Tuesday, everyone is off on Wednesday, then I'll return on Thursday. Where it gets tricky is Monday will be an A day, Tuesday will be a B day, Wednesday will be a C day, which means we have to take attendance, Thursday will be D, E, F, etc. So an A, B schedule alone is not a lot of help. For example, if I'm in A group I'm in school Monday, Tuesday which is B day I'm off, Wednesday which is C day, everyone is off, so I return not to a B day, but to a D day. What we're going to have to do, Mr. Dimitroff and I are working on, we're gonna have two schedules. On every student's schedule it will say two things. It will say A or B, it will also say A-F. That will keep our teachers and our students coordinated with exactly where they're supposed to be. The other reason why that is important, take someone like Mrs. Borden, for example. Mrs. Borden is part-time. On A days she arrives at school early. On B days she will arrive at school late. If we don't take that schedule for a person like her who's not full time, then she will not be in school on particular days. That's the complexity to our schedule. Other than the A-F complexity, we're very similar to the elementary. Lockers. Lockers we're going to try to stagger 6th grade, 7th grade, 8th grade, an empty locker, 6th grade, 7th grade, 8th grade, an empty locker again. In middle school we are going to try to have three bells every period. The reason for that is to try to limit the amount of students that will be in the hallway at once. For example, at 11:04 one bell would ring. That'll be the 6th grade bell. 90 seconds later another bell would ring, that would be the 7th grade bell. 90 seconds later another bell will ring, that will be the 8th grade bell. Theoretically, we're reducing the number of students we'll have in the hall at one time. The other side to that, the negative side, is we're losing basically 6 minutes of instruction. We're going to start out trying that, and if teachers say you know what, we're losing too much instruction, then we may do away with it. We wanted to start out safe better than sorry regarding the bell schedule. Lunches. What we had to do, we had to remove the cafeteria tables from the cafeteria. We put student desks. When it's lunchtime, students go into the cafeteria, they'll sit down at the desks. The desks are all 6 feet apart. From there the adult will call kids up to get their lunch. On the lunch lines they'll have the little dots that Mr. Esposito was talking about. Paw prints. Ours are actually orange and black tiger style. They will have them every six foot so the kids will know appropriate social distancing. Music. If you are in chorus or band, you have to maintain a 12 foot distance. That creates a challenge for us. Typically, we would put 60-70 kids in a band room and they would perform. Our music lessons are going to look totally different. Basically, this year we're going to have to break it down into small ensembles instead of a large orchestra or large band. That will be a little different. Phys Ed just like

elementary and like high school, we will maintain a 12 foot distance. We're not supposed to share equipment, but if students use surgical gloves they can share a ball between a pair of students. After the class the ball needs to be sanitized. We will teach kids proper hygiene practices, washing hands, keeping their distance, how to use their mask, things of that nature. Like I said, the importance of the distance learning days, every student will log in to their regular schedule for that and they will complete their lesson for every single class. That will give the teacher instant feedback. Any questions for me?

Jody Brege- How many kids do you think you'll have in the middle school building on a given day?

Joe Caprio- 150 - 170

Jody Brege- How many can go in the cafeteria at once?

Joe Caprio- 65. So we should be ok there. If we have overflow we have extra desks. Any other questions?

Steve Dimitroff - I'd first like to say thank you to the Board for this opportunity. It's tremendous. We have a great team. To work with them every day, our two other principals in the district, it's a tough time for everybody. I'm doing multiple jobs now, but I wouldn't want to do it anywhere else. Thank you and you won't be disappointed, I'll tell you that. High school is pretty similar to the middle school. Secondary level is very complex, like Todd and Joe had said earlier. Where we have teachers teaching multiple sections. We have different levels of courses, AP courses, Honors courses, Regents courses. It's very hard for us to be consistent and stay consistent in terms of the hybrid and the in-person models. What we're trying to do though is to have teachers to either have asynchronous or synchronous learning going on every day of the week. What that means is in-person for synchronous. They can tape a lesson or they can actually have a lesson be recorded, so a person at home can either watch the lesson live or watch it at a later time. One of the things that the regulations state is that if a kid is at home we have to allow some flexibility for that student for either babysitting siblings or work for the family. We can't necessarily take attendance period by period for a kid with remote. What we're going to do in terms of attendance, is we're going to take a daily attendance and we're going to give the kids either from period one to period eight to check in at some point. We're working on Schoology, like Doug had said earlier, to try to come up with a way to take that daily attendance for remote. If a kid's in school, it's going to be pretty much the same it always is. They're going to go to their scheduled classes. The bell will be the same. We expect about 200 kids or so to be in the building at the same time. In terms of social distancing, pretty similar to the middle school. One of the things we're working on this year is obviously kids need to have new learning. In talking with a couple of the AP teachers, new learning is going to occur every day. So whether you're in school or out, they're going to be providing new learning for kids. It presents a challenge for us. We're already behind instruction in AP courses as opposed to other parts of the United States or the world. We still are taking those exams at the end of the year. Regents exams are still happening here. Even though we need to pair down curriculum and really work on our standards and get together to try to work on and produce for you. It's going to be challenging to cover that content. For a teacher it's extremely important before we start the year, really take a look at the curriculum and pair it down and just teach what kids really need to know. That necessarily hasn't been done in the past, but that's something we have to do, it's absolutely necessary for us to do that. One of the other contents that we talked a little bit about is the social and emotional learning, which is huge. Our kids need connection. Our kids need a connection with their teachers. We're going to work with our teachers to really bring school alive and make a kid get connected and feel connected. I have two kids at home in high school. I know they miss school. They want to be at school. We're going to try to do everything we can to make it as normal as possible. It may look a lot different. The social emotional piece is huge, the relationship piece is huge. If it's not there, kids are not going to be engaged whether they're in school or out. In terms of a typical day, pretty much similar to the middle school. Cafeteria is, all the tables are going to be taken out and can probably fit about 100 desks in the cafeteria. We're also going to be having three lunch periods as opposed to two. We typically have Harkness students come in at 11:00am. We have PM Harkness. They're coming in around 5th period and if we have any kids in study hall they're allowed to eat in 5th period as well. That will free up our 6th early and 6th late

lunches. Will hopefully be able to man all the kids in lunch during those periods. If we can't, gym 2 will be available. Supervision in gym 2 for kids to go down. Also kids go down to the Native American office to eat sometimes. They may also go to student services to see Mrs. Bowen and Mrs. Lucenti. We feel we should be able to man this cafeteria for the amount of kids that we'll have those days. The only difference with the middle school is 9th period, what I'd like to see is to have teachers use it as office hours with kids. Be able to check, to connect. They can go over any individual questions they may have with students. They can email or they can go on live feed through Google Chat, Google Jag, Google Meet and use that time during 9th period. We will not have 9th periods to start the year. All kids will be going home after 8th at 2:40pm. Teachers will have that 9th period to check and connect with students, to be able to reinforce or re-loop some things they're having concerns with. You all pretty much know about sports in terms of starting. September 21st as of now. Not sure what's going to go from here. We really can't do anything with our kids, our coaches can't do anything live on campus with our kids. I'm not hopeful right now that anything's going to happen. I just don't see it in terms of contact and the social distancing we're required to have in school, I just don't see football going on. School's going to look different. I actually had a meeting with our student council members today, and we're working on a back to school video. Typically, our freshman orientation, we have upperclassmen come in and talk to the kids about the life of a high schooler. We're going to have high school kids really taking kids through the school and reinforcing all the new procedures that we have and talk to them about things that we maybe didn't talk about before in terms of stress management. How do you structure yourself if you're in remote learning? What are some of the things you can do to help yourself learn some more technology, up to speed with what we're using? The student council's going to be coming in next week and creating short videos. We'll push out a short video at the end of September 2nd. Anybody can view it. It's a back to school video and I think our student council is excited to be a part of that, to get back in school and really create an atmosphere that kids belong here, we want them here. We'll do whatever we can to make it come alive. Any questions?

Do the high school kids have the same mask breaks in classes?

Steve Dimitroff- Yes. We have the 6 feet social distancing. We have the plexiglass dividers. I think students will be allowed to take their mask off as long as that is taking place. We'll be cognizant of that. This hallway has 4 classrooms, 3 of them 31 desks. We're going to use those classrooms to bring desks in here. There'll be 100 desks, so we'll be able to spread out more. We may not be able to do that for all classes, so teachers will have to be spacing kids out. Maybe alternating where they're sitting each period if they have 3 or 4 consecutive periods, alternate where kids are sitting. It's a challenge. It's going to be a challenge for us.

Bob Masse- Regarding sports, I know the 21st is the day that they decided. Are the coaches, I know they can't do anything, are they in contact, are the athletes talking with them at all?

Steve Dimitroff- Nobody's been Board approved, so we directly don't have any coaches, but I work with some of the summer camps and other house leagues that are going on in the county and state.

Bob Masse- They're not Board approved, didn't we talk about this?

Pat McCabe- We have a Board meeting on September 2nd. We've been waiting for guidance from NYSPHSAA to tell us whether or not we're going to have a season.

Bob Masse- So they won't get Board approved until then. When do we discuss when the pay starts? Does that start at the Board approval?

Pat McCabe- Yeah.

Jody Brege- My concern with that is, and I get it, but I know the coach's not Board approved. But if I was a coach, even if I wasn't Board approved, I'd at least reach out to my athletes with an email or something saying what is happening in

your sport, like we'll start the 21st. I guess I feel like there's a lot of kids that have no idea what's happening and that's adding to the mental situation.

Bob Masse- Are you mandating that coaches can't talk to kids?

Pat McCabe- I'm not mandating anything. We haven't approved any coaches of this date. We don't know if we have a season.

Steve Dimitroff- I know kids are having captain's practices, if you will and doing things that kids do all summer. It makes it hard because we have quite a bit of athletes working out typically in the summer in the morning, and we didn't have it this year and I know gyms across the area are still closed. The deconditioning that athletes have gone through is going to be a problem. We'll have a lot more injuries this year if we have sports. From being out six months to going full blow, it's going to be a challenge. It really is. Again, September 21st we'll have sports. If that doesn't happen then we go to the only other model that was presented and approved, which is the three-season, 24 week abbreviated starting in January. It was a model set out that people were upset with because there was a lot of overlapping and it removes the opportunity for coaches to coach multiple sports and players. But that's very flexible. They recognize that. The section chair recognizes that. Throughout the state that they're going to work with those timelines if it is a January start season. It's almost like an ebb and flow. They will make sure kids aren't restricted and that coaches can coach multiple sports. That is going to be a challenge, but I know they're definitely looking into it and they're making sure that all the kids have the opportunity they would have had if they had a normal season.

I have a question. I assume most of the testing and assessments will be done on the days that kids go into school. For those fully virtual students, do you anticipate any problems testing those students?

Steve Dimitroff- There's always problems testing remotely. We're going to do our best with kids who are full remote. We're going to have to be creative with how we test them. There's programs out there that I'm aware of, but I'm not sure we can get here because of the 2D Compliance and some of the restrictions that we have. It's going to be a challenge. It really is. Questions? Thank you.

Tim Dunham- Good evening. We're looking right now with Special Education, we're taking a look at prioritizing our highest needs kids at this point. In-district at this point, we identified all of our 12-1-1 and 15-1 students K-12 to be coming in on a daily basis. That hybrid that Caroline talked about, those C kids, those are the priority kids at this point. I've spoken to every parent K-12 in those classrooms. They're aware of it. We're working with Mark to make sure that is consistent and working with the teachers for those students. Out of district at this point, we work with approximately 12 different schools. At this point we have everybody back but three I think. The majority of them are going hybrid. We have three that are going daily, 5 days a week. Transportation, Mark and I, are back and forth hourly trying to figure out what to do and update with the plans as they come through. When we come back in September special ed teachers are going to be diving right in and identifying what skills students have lost, what skills students have gained, and exactly where their needs are. We will be progress monitoring them every week to identify if the hybrid is working or not. If it's not, we need to come together to determine if some of those students need to be moved to a C schedule to maintain progress and maintain growth. At this point my plan is to be working with the Akron Parents of Special Needs Students to come up with monthly forums, especially working with the out of district families who are struggling with respites and being able to identify resources in the communities for respite and working with the parent network to try to support them and OPWDD. At this point we will be looking at class lists monthly as we have done in the past to make sure that students are being maintained in the least restrictive environment and we're not isolating students with disabilities that should not be. Any questions special ed-wise?

Pat McCabe - To kind of highlight the Board and any community members that are with me on my screen, these are the dates of the parent forums information sessions. I think it's really important, like I indicated earlier, we have a large group of folks that are undecided for their children. Hopefully, they're able to attend these sessions and listen to the

building principals and department leaders and get a greater sense of clarity as to what school will look like in September. I think and I hope that the Board got a better picture of what children will encounter when they return. I hope that the Board feels some level and sentiment that we did everything that we could think of, quite frankly, to keep our school safe for students and staff. Board members, you're certainly welcome to join on these forums. They are all listed on our website. I want to thank all our building administrators and department leaders for being here and for sharing all the hard work they've been doing.

Jim Grant - I echo that on behalf of the Board. Thank you for all your efforts and thanks for coming in tonight to detail your plans and give us a preview of what you're seeing and what you're going to share with the parents at the meetings. I know there's a lot of uncertainty and questions out there in the community. So thank you. We're going to skip Hearing of Individuals and Delegations because there are no questions for the Board. Item #4 Superintendent's Report.

Pat McCabe- Thank you very much. I believe we covered the opening information in detail. There is only one other additional item I wanted to make the Board aware of. That is that we are required to post certain sections of our reopening plan individually on our website. Those were identified by the Governor, in particular the remote learning plan, which you heard a little of today. That will be full extracted from our wider plan and posted separately, as will our COVID-19 testing and our plan for contact tracing for individuals that may have been exposed to someone that tested positive for COVID-19. All the information we've been working on diligently since meeting with the Erie County Department of Health earlier this week and that is ready to go. It's a long presentation. I won't give it to you this evening. I just wanted to let you know that it is available. It will be part of my parent forum. I go into detail in particular about COVID testing and contact tracing and how the District will respond in the event that a child or a staff member or visitor is symptomatic or tests positive for COVID-19. I wanted to just briefly give the Board a bit of an update on our Capital Improvement Project. I know if you've had an opportunity to tour the exterior of the campus or the interior, a lot has happened. Our renovations of the Business Suite are complete, space is occupied by district staff members. They report that the layout is working exceedingly well, much more conducive to office efficiency and professional collaboration. Fifteen of our elementary school restrooms have been renovated. New toilets, flooring, plumbing. It's still a construction zone and Mr. Esposito's eyeballing me over there. We are concerned about getting our contractors out and maintenance and cleaning staff in so our teachers can occupy those spaces. They tell me we can do it. I'm hopeful. The Elementary Office and Nurses' Station are coming along nicely. Mr. Polkowski and I took a tour on the Friday of last week. He assured me they'll be done in time. It did look like a construction zone to me, but he may know more than I do in that area. I want to just note, you heard our building administrators talk about staff flow, talk about safety, the renovations to the Nurses' Suite and the Elementary Office are really going to work well to enhance safety and prepare visitors coming in. They don't need to come in deeply to the interior of the elementary school as they did when it was around the corner. The Performance Gym restrooms should be completed by September. The OT/PT room is essentially completed. The exterior site work, walls, retaining walls are all on schedule to be completed this summer. We were talking earlier this evening about the roof. 65% of the roof has been repaired and resurfaced. 35% is still under warranty, so we should be at a really reliable roofing system for many years to come. Parts of the project that haven't been addressed. Yes, go ahead.

Bob Masse- Maybe you were about to say, just that you were talking about the retaining wall. Where did we land with the other side that we were going to finish?

Pat McCabe- Sure. I'm glad you brought that up. I have not received the final fiscal impact of that portion. I believe it's going to be around \$32k. I have given them the go-ahead to do that and that work should commence possibly very soon. But as for the retaining wall, during our tour of the facility last Friday we noted that there is a logical need for an extension of the retaining wall by the track. It is currently completed as was designed by the architect and engineer. However, as you go out there, it appears to end rather abruptly and a logical flow would be to extend it to the left as you're facing it to the drainage ditch and would put some appropriate landscaping behind it. It was built to spec,

but again once something's built and you take a look, you say wow. Just like the drive. I have asked Campus to work with the construction company and the engineer to work up a quote for that. I will share that information once I have it with the Board. The other area that we identified is there is some restoration of the surface concrete on the steps going up to the Performance Gym. They're pitted. Apparently, there's a new product, some kind of an epoxy, a concrete sealant that they can apply rather than tear out the step or recommending that we try this product. Likewise, at the Middle School, the handicap accessible ramp, particularly the wall next to it and other portions are pitted. The concrete has been subject to water damage, I think they call that popcorning. We're going to ask for when they're pouring and doing additional concrete from the renovation if they'll stop and give us an estimate. Really have that whole entryway look fresh and clean and new. Frankly, preserve the concrete for years to come. Those are areas that we identified and I intend to have addressed all within the scope of the work and within the budget allocated by the taxpayers. This is not everything, but areas that are going to be addressed either next summer or during breaks in the upcoming school year include the security camera upgrades, the elementary and middle school kitchen air conditioning, some of the elementary building unit ventilators, the fresh air exchangers, high school heat pump, high school boiler work, and the pool water heater, the domestic hot water heater, and all of our door access and controls. There is some thought that we might get the pool hot water heater and domestic hot water heater done this current year rather than pushing it off to next summer. There's a possibility, depending on timelines. Questions about Capital Project beyond those? The other thing that I wanted to bring to the Board's attention and really open up a bit of a forum, is Mr. Polkowski's going to be sharing some information as will Mrs. Tretter, Real Property Tax Law 487. As you recall, last school year the Board opted out of RPL 487. I have been contacted by a member of the village board asking the Board to reconsider its position. In addition, one of the project developers, Jesse Robinson from Borrego Solar has been contacting and been in communication with Mrs. Tretter and I about the Board considering taking a different position on RPL 487. With that, I think I better leave it up to the fiscal experts and individuals that know most about our solar project. Mrs. Rebmann, if you can unmute Mrs. Tretter.

Cindy Tretter- I've spoken with Tina McQuillen, who is the Town of Newstead Assessor. She shared with me that the current assessment on the property in question is at about \$95k. It currently has an agricultural ordinance associated with it. The taxable portion would yield tax revenue to the District if nothing were built and it stayed agricultural of about \$800. The project is a 5 megawatt project valued at about \$400k per megawatt, which would yield a \$2 million dollar valuation. School tax on that valuation, should Borrego decide to proceed with the project, would bring in about \$27k-\$28k in tax revenue to the District at the rates you're going to approve tonight. The Town Assessor has indicated that Borrego, through them, has implied that they can't pay our full tax rate and the highest they could pay per megawatt is \$5000. That would yield a \$25k kind of payment in lieu of tax, or pilot arrangement that would be spread between the three municipalities, the county, the town, and the school district. Our share of the \$25k would be \$17,250. The difference is about \$10k. They have offered to prepay us a net present value of a 15 year pilot arrangement and that would yield about \$184k to the District. However, I would smartly suggest that we not embark in a net present value arranged pilot. It gets a little complex with our tax calculation and how we would account for that. They provided to me late in the day, around 6pm, copies of their pilot-proposed agreement, which I suggest the Board may want to vet through their attorney before agreeing to anything. They also provided proposed language for an employee contribution arrangement where they would do the net present value. With that, I've spoken with Erik who is so well-versed in this area. He and I are really on the same page and I was hoping that he could maybe fill in some of the gaps as it relates to the Genesee County Project that's been pursued.

Erik Polkowski- Basically, there's a similar project with the same company, Borrego. Borrego has entered into 5 different programs or projects that are going on in Genesee County. Genesee County Economic Development Corp engaged them with all 5 projects and initiated the organization and negotiation for pilot programs for all 5 of them, all with Borrego. Here's the same sort of project, same protocols, similar in size because there's another project that is within our district. It is over on the corner of Remsen Road and Knapp Road. It will be a 10 megawatt project, so it's twice the size of that, but it's literally two miles away from where this 5 megawatt project is. Genesee County in negotiating 5

different plans had gone through with the same valuations and that made clearer what the recommendations are for the taxations are for pilot programs they identified as an asset and it's a good way without totally opting out, giving them the opportunity to make the project viable, but at the same point make it economically good for the community. They assessed it at the \$500 megawatt charge to the program. Both the valuations on those it's roughly around just under \$500k per project. Number one, with Borrego coming into Newstead, Erie County Economic IDA did not involve themselves in any way, shape, or form. They didn't give the leadership that Genesee County kind of saw. As a result, they kind of left the Town of Newstead hanging and the school district hanging in regards to having any sort of leadership or formality. It's basically kind of leaving up all the ante to the consumer, to Borrego, to come in and negotiate whatever their terms and conditions are in that regard. With that being said, even to the point that Cindy said, was we didn't even have a copy of the proposed Pilot Program until 6pm tonight. Even with talking with Cindy, the idea too would be if there's further questions in regards to the program or to try and weed through two different proposals, be there a lump sum, which I agree I don't think is the way to go. The appropriate time for legalese to kind of look at it and review it and also get our heads around it a little bit better, I think it's something that needs to be considered. If you want more information, even to the point of possibly having Borrego come in and present to explain what the project is and what have you. Other than that it's been kind of piecemealed in regards to the town, how the town has been approached separately from the school. It should have been a sit down from the get go in regards to having a representative from school, the county, and the town to work this out altogether, in my opinion. It's kind of with it being piecemealed, I think there should be a little bit more review and clarification as to exactly what everything is going on prior to us agreeing to one thing or the other.

Bob Masse- Shouldn't we have an expert on our side working with us that knows, really what do we know about this?

Pat McCabe- You're absolutely correct. They haven't provided us, Mr. Polkowski said, until 6pm this evening, with anything, actually after months of dialogue back and forth with Mrs. Rebmann to Phil to my office, Mrs. Tretter's office even though I had my conversations with the town. I've spoken to the village attorney and said I understand that the district is part of this package, we've heard nothing from Borrego. More recently, some communication started getting back to us, it's on BoardDocs this evening. It wasn't until this evening they sent us a more complex proposal.

Erik Polkowski- They actually gave us the information of us opting out before they gave us the proposal.

Pat McCabe- They gave us more resolution than anything. They didn't give us much information to file.

Bob Masse- I'd feel more comfortable if we had a person working for us that said here you go, this is what we recommend you do. I'm not an expert.

Jody Brege- Why do they want us to opt out?

Erik Polkowski- Two things. First off, I think Pat's using the village and town interchangeably. It's the town, not the village. One of the things is that towns and schools, NY State is trying to do an all renewable goal by 2035, I believe that's what it is or 2030. There's a very high profile in trying to go with solar projects or wind projects of renewable energy. With that being said, they basically made a law that everybody's exempt. However, you can go online and find out that there are numerous towns, villages, and school districts that have leapt and are anticipating collecting some sort of either tax or pilot. And the pilot is a good program and I fully would support something of that nature because it does make a project like this viable. It is in the best interest, but the other aspect of it too, the reason the town is involved is because they can't do anything until we sign off. We've already put forward that we had opted out of the exemption. They need us to complete the deal, is basically where it comes down. Push comes to shove, they're trying to get the deal done so they can start the project and yet we've had no interaction with the actual contractor in any point and time to get to this point. The biggest thing with this though too, is this will be the second solar project in the town. To your point Bob, my concern is number one, Genesee County took the bull by the horns, approached it, negotiated it, and they're very knowledgeable and understanding as to how everything went, which shows the fact that

they did 5 deals in one time period. They're very knowledgeable. They're very pragmatic in how they came up with knowing what the laws are, what makes something viable, what doesn't. With that being said, we know that one was assessed at \$5500 per megawatt, and now we're being offered \$5000 a megawatt. Not that necessarily, one way or another, but this is going to set a precedent, whether you like it or not. It's going to be with, again, the governor's plan, trying to go more renewable. Plus the potential for some additional ones. I know of one other solar project that's going to be coming up in the next couple of months potentially. Small-scale for direct use, but again, we need to set the dynamic so that it's typical all the way across. Whatever we do here, Genesee County's already kind of set the bar and I'd like us to maintain that bar in that regard.

Jim Grant- I agree that we need to have a legal review of the Pilot Program and a comparison to what Genesee County negotiated with the same company before we act.

Phil Kenline- The one thing that got to me was them alluding to the fact that you guys don't have to do this, we expect to get a few projects. It's like if you guys don't give us what we want, we're going to walk away. That's the impression that I got. It leaves a bad taste in my mouth and just looking at the numbers, they want us to settle for less than half of what we could potentially have gotten over the life of this project. It's an upfront payment and that's big. The numbers just don't make sense, just bottom line dollars and cents, it doesn't make sense.

We know the town has tried to contact the county?

Erik Polkowski- I don't know to what extent Erie County has been involved at all. Even that, the whole premise is that when a company comes in and wants to do a project, usually some agency will take the lead on it. In the case of Genesee County, they took the lead. Granted, Pembroke is designed a little bit different. They don't necessarily have town contacts, so they fall under the county's kind of guidance in some of their things. That's part of the reason Genesee County took such an active role. Still, it's kind of surprising that that's the case. That also brings up a good point. The other problem that we have as a district, or that we need to be aware of, is the fact that we have seven municipalities that our district covers. What the Town of Newstead does and the Town of Pembroke does and the Town of Royalton does all the way down the line, everybody's a little bit different, so we have to deal with those seven local municipalities and four counties because we delve into the other counties as well. With that being said, there's too much leeway there for independence, so the whole opting out of the exemption doesn't make sense because everybody could be totally different. This way, at least by staying in or opting out of the exemption, we can review a project, negotiate a pilot, do whatever we need to do on a project by project basis. Again, it just kind of leads the point that we need to be a little bit more looking at the long-term goals of this and being one of the first projects that we're actually looking at and negotiating. It needs to kind of set the tone as to what's there. Plus, we don't need to reinvent the wheel. They've already negotiated in the next county over and we can utilize that as a comparison and a model.

Pat McCabe- What I'm hearing from the Board is the legal review of the first proposal that we just received, requesting some comparison numbers, at least as it relates to the dollar value per megawatt, which is \$5000 vs \$5500. I don't know what else is in the language of the pilot, obviously. Potentially a presentation from Borrego or no?

Jim Grant- I don't know if we necessarily want a presentation from Borrego, we want a presentation from our inside personnel, whether it's just Mrs. Tretter or Mrs. Tretter and legal counsel as to the financials in the language.

Bob Masse- What's best for us?

Jim Masse- What's best for us.

Pat McCabe- I don't know if Mrs. Tretter wants to speak to that now. If I have her speak to it, she will be in a large echo. Mrs. Tretter, can you hear us?

Cindy Tretter- Yep, I can hear you. My suggestion would be let's vet the pilot agreement. My take away from the Board is that we're not interested in opting back into RPL 487. My understanding is we're not interested in taking an upfront discounted payment from Borrego. My understanding is we would like to vet the proposed draft pilot with our attorneys to ensure that we're covering all aspects and do an internal comparison if possible between what they're proposing to us versus what they settled with in Genesee County. Then to come back to the Board, myself and our attorney with summary and recommendations. Is that accurate?

Jim Grant- Agreed.

Cindy Tretter- Ok.

Erik Polkowski- One last point to Mr. Kenline and Mrs. Brege comment. The project has already gone through all the governmental procedures. It's been approved by the planning board and the Town of Newstead town board. Basically, it's ready to go. This is the last thing that will have to be done. Even that, it's not something that the project is not going to happen, it has some other caveat to run through, it's run through those things. I know this would be the only thing that's left. They're just trying to dot their i's and cross their t's before they can shovel at it.

Jim Grant- Any other questions on that point? Thank you very much, Mr. Polkowski. I really do appreciate you spending the time to understand this. Anything else Mr. McCabe?

Pat McCabe- No, I just want to echo that sentiment. It's been a very complex process. Your knowledge and expertise, as well as Mrs. Tretter's, has been very, very helpful to the Board.

Jim Grant- Thank you. Item #5 Minutes. Our recommended action is that the Akron Central School Board of Education, accept the minutes of the July 29, 2020 Regular Business Meeting as submitted by District Clerk, Roxanne Rebmann.

Jody Brege- Moved.

Heather Cayea- Second.

Jim Grant- Any questions or comments?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- Thank you. Item #6 is Personnel Instructional. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve instructional items, consent #6A-6C.

Bob Masse- Moved.

Debbie Forrestel- Second.

Jim Grant- Any questions or comments on those items?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- Item #7, Personnel Non-Instructional. Our recommendation is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve non-instructional items, consent #7A-7C.

Phil Kenline- Moved.

Erik Polkowski- Second.

Jim Grant- Any questions or comments on these items?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- Item #8, District Items. Our recommendation is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve district items, consent #8A-8G.

Bob Masse - Moved.

Jody Brege- Second.

Jim Grant- Any questions or comments?

Roxanne Rebmann- All in favor, motion carried.

Jim - Thank you. Item #9 District Item. This is an individual item on the tax warrant. Our recommendation is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the 2020-2021 tax warrant in the amount of \$10,067,709. The rates consist among our seven towns. I'm going to read the rates. Newstead \$13.469583, Clarence \$14.640851, Alden \$16.506841, Royalton \$16.775474, Lockport \$14.762418, Alabama \$15.539387, Pembroke \$16.046106. All of those rates are per thousand of the assessed value.

Heather Cayea- Moved.

Debbie Forrestel- Second.

Jim Grant- Any questions or comments?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- We do need to individually sign the tax warrant, so Mrs. Rebmann, if you could pass those around and sign those as they come around. Item #10 Special Education. Our recommendation is that the Akron Central School Board of Education approve the classifications and placements as per list received as recommended by the Committee on Preschool Special Education and the Committee on Special Education. These recommendations are for the least restricted environment at this time.

Phil Kenline- Moved.

Debbie Forrestel- Second.

Jim Grant- Any questions or comments?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- Item #11 our upcoming dates. Wednesday, September 2nd is the Board of Education Workshop Business Meeting at 7 o'clock here in the cafeteria. Tuesday thru Thursday, September 1st-3rd, Superintendent Conference Days. No students, but teachers and staff will be here getting ready to open school Friday, September 4th thru Monday September 7th, no school for the Labor Day Holiday. Tuesday, September 8th is our first day of student attendance. I wish you all good luck and congratulations. Item #12 Hearing of Individuals and Delegations on non-agenda items. Anything from anybody present that they would like to add at this point? Board members, anything else you'd like to add? Item #13 Executive Session. We do have a need to go into Executive Session tonight to discuss some negotiations and employment history of a particular person.

Phil Kenline- Moved.

Debbie Forrestel- Second.

Jim Grant- Questions or comments?

Roxanne Rebmann- All in favor, motion carried.

Jim Grant- Alright, we are in executive session at 8:47pm. We do not anticipate conducting any business when we come out of executive session. Thank you everybody again.