

7/29/20 - Regular Business Meeting Transcription

Present - Patrick McCabe, Roxanne Rebmann, Tracy Martin, Heather Mann-Everett, Susan Myers, Katie Welnowski, Taweepon Farrar, James Grant, Robert Masse, Phillip Kenline, Heather Cayea, Erik Polkowski, Jody Brege

Jim - Good evening everyone, it's 7pm. I'd like to call the meeting to order if you could rise and join me in the Pledge to the Flag. This evening we have a presentation from the Guidance Department on the Guidance Plan for the District. Welcome, thanks for joining us tonight.

Tracy - First of all, thank you for having us. My name is Tracy Martin and for those who don't know me, I am the elementary school counselor. I am starting my 21st year here at Akron. I'm joined by our other district counselors, Heather Mann-Everett from the middle school and Susan Myers and Katie Welnowski from the high school. We have a couple things we want to cover with you tonight. First of all and probably most important because we want to show you about and talk to you about the updated regulations put out by the State regarding school counseling and guidance plan, we want to let you know about what those changes are going to entail for the different grade levels and schools in the District. We'll touch a little bit on the multi-tiered systems of supports that we're hoping to put into place and expand on in the District. For those of you who don't necessarily know what that means, the multi-tiered system of supports is essentially a continuum of services that we provide for students based on the severity of their needs. You start with things that are provided for all students and as your need increases you further specify the services that you're giving to those students as they progress. And then of course, any questions and comments you might have, we want to make sure you have the opportunity to ask those. This plan we want to update you on has been worked on for over a year by a good number of people. We started last year working with someone regarding trauma-informed schools and that really got us talking about a lot of different things that are going on in our District. This year we have put in at least 5 full days of work amongst our team. It's not just the four people that are here tonight. We're working collaboratively with our school counselors, our school social workers, our school psychologists. We brought our administrators up to date on things, and we've also included members of the community and our faculty. We're not doing it in a bubble. We want to make sure we have everybody's opinions, everybody's thoughts to make sure that we're doing the best job that we can. Their names are all on there but I don't think I need to read those to you. This slide, personally, I think this is one of the most important slides in the presentation, but unfortunately it's not a great visual for us. This sheet actually delineates all of the changes and updates as far as guidance plans are concerned. All of those things that are in blue are existing parts of the guidance plan. All of those blue bubbles would include things that we are already doing, programs and services that we already have in place as part of our guidance plan. It touches on things like direct and indirect services. Of course, your school counselors, your psychologists, your social workers are providing direct services and indirect services to students, but our presentation today is going to focus more on the yellow sections. Those are the new mandates and those are the sections that we really are trying to expand on. Just as an example, you've got career and college readiness underneath the K-5 column. That's a new thing for the elementary school. Even though we do have some existing things in place, according to the guidelines that's a new thing that we have to address as part of the guidance plan. Because I'm the elementary school counselor, I will begin with the changes and shifts that are necessary in the elementary school. That college and career thing is the first thing that I have on my list and like I said, we already have some things in place. You might not necessarily think that we have them in place already, but let's face it, our students are going on field trips where they are seeing what kind of jobs are out there. They're exposed to different types of careers when they're taken to the aquarium, when they're going to the zoo, when they visit the post office or Guy's Subs. Those things are there, it's really just not labelled as college and career readiness. In addition to the things that are covered through field trips, you have to think about your social studies curriculum. They're learning about community helpers. They're learning about the world of work in general. In our new guidance plan, we're going to enhance that a little bit. I've already given it some thought and figured we could maybe address things by doing a community day or a career day where kids can dress up as a career they'd like to learn more about. I can collaborate with the librarian for that cycle let's say, and they can address and study different careers. Or I could even have members of the community come in and serve as guest speakers so they can talk about the careers that they're in and so the students can start thinking about what they might like to do when they grow up. The biggest shift in the elementary school is our second bullet point. That indicates that there is going to be core instruction in social-emotional learning provided by the school counselor. What that means is that I am actually going to

be mandated to go into classrooms and teach about social-emotional issues. Again, while we're doing some of that already, this is going to make it official I guess you could say. We have gotten approval to purchase a program called Second Step. It is a K-8 curriculum. Heather and I really feel that it's going to provide us a nice framework to build from. It will give us a delineation of lessons that we can work on and of course, I think we're probably both going to make it our own based on the level that we're at and just our own populations, but it does give us the framework. In addition to the classes themselves, it's going to require a little bit of work in the way of scheduling purposes. I'm gonna become part of a schedule similar to a specials schedule that they have in the elementary school. I'll be going into the classrooms several times a year. The mandates do not specify how many times you need to go in or the length of those lessons. As long as lessons, presentations, school wide assemblies are somehow formulated by the school counselor, it is officially part of that social-emotional learning curriculum that we've got and delivered by the school counselor. We've already got, like I said, some of those things in place. I go into the classrooms at the beginning of the year and give a good introduction about meeting the counselor. I do bullying prevention classes in January where I go into each one of the classrooms as well. Again, we're just going to supplement what we already have and this time around we've got an evidence-based curriculum program that we're working on. Our last point on the elementary school slide here just reminds us that with me doing those things, some of my typical duties are going to have to be reallocated. For example, if I'm in a classroom for two hours of the day, I will not really be available to handle any crisis situations that come up. So I'm going to need to rely on my social worker and my school psychologist to possibly cover for me. The purpose of these mandates is really so that the school counselor has more face-time with all of the students. Based on that multi-tiered system of support, I will be there for all students, but the other student-staff support members might have to be picking up some of those tier two and tier three services that I may have been involved in in the past. I think that's it for elementary.

Heather M.E. - I am Heather Mann-Everett. I am the middle school counselor. I have been here going on my 12th year if you can believe it. I will not go into quite as much stuff as Tracy because a bit of it is repetitive up in the middle school. But the big, big focus for us is kind of looking at the shift of roles that Tracy had brought up. When we look at, especially in the middle school, how we delivered things in the past, we were all very involved between myself, the school counselor, and the school psychologist on all three tiers of delivery. So as Tracy was talking in the MTSS Model, there are 3 tiers of needs for kids. When we are looking at that, tier one are things that we allocate to everybody, to every single student. Tier two are kids who might have some medium level needs and tier three are kids who are in most need, whether it be for academics and/or social-emotional situations. With the shift with the new mandates from NYS with the guidance plan, the school counselor who is mandated to both address tier 1, tier 2, tier 3 is going to need some more time to be able to address that tier 1, so all the students. A little bit different than what the elementary school is asking of their counselor. In the middle school they're mandating that the school counselor meet individually with every 6th grader, every 7th grader, every 8th grader and discuss a variety of issues and plan for their best well-being, their academics, their social-emotional well-being. With that in mind and with other duties and responsibilities of a middle school counselor, we have worked closely with our social workers and our school psychologists to make some shifts in our duties whereas the school social worker in the middle school might be funneled more of the students that have some home-based needs or social-emotional needs, which her and I did a whole, and we still will do, a lot of collaboration in that regard. That's going to have to shift a little bit more to our school social worker in the middle school, to Molly Bilinski, just due to the fact that I will be meeting individually with every student. Whereas in the past, I would meet in groups with students, and then meet individually on an as needed basis, which was often but certainly not with each individual student each year. Also, relying on our school psychologist, who is split between the middle school and the high school to help look at the tier two and tier three interventions, more focused on academic needs being the school psychologist and of course the high school needs too. As a school counselor again, like Tracy said, one of the new mandates is going into the classrooms and delivering social-emotional learning curriculum within the classroom setting. That can be in collaboration with one of the teachers. For instance, I will be working with our CDE teacher, our creative engineering and design class in 8th grade, to go in with her. She's already kind of started some of this. She's talked about mindfulness and mindset within her classroom, but we're going to expand on that. I'm going to use her classroom as my venue to do the social-emotional learning in 8th grade, for example. It is important to note that it is not something that us as school counselors can develop and then push out to the teacher to push out to the students. It is important that we are the delivery person. However, there is also a great importance that we need to

work in collaboration with the teachers so that we're all there in the classroom during these lessons. It's not a time where the school counselor comes in and the teaching professionals go to other duties. It is where we all work together and learn together. A lot of other teachers are already doing a lot of this within the classroom. It just means that the school counselor is joining in. Also to look at, the school counselor in the middle school is also going to be very involved in re-implementing our instructional support team. It is going to be very important, especially in current times, that we have a strong instructional support team and also have transitional meetings between the buildings so that students who maybe have come up as students in need or students who were discussed, that information will be shared in between the buildings as students rise through our District. So what has helped and benefited in the past isn't lost in that transition. We're very lucky in that way in this District, to have such an ease of ability to do that.

Susan - We're going to try to do the next one together, Katie and myself. I'm going into my 21st year here at Akron, just like Tracy.

Katie - This is my 3rd year and 21st as a professional in school counseling, but 3rd year at Akron.

Susan - She's been everywhere. Just to expand, I guess what I wanted to do in the high school, a lot of you guys as I look around, I have your kids now. I mean I know yours graduated, graduated, but I have a lot of your kids right now at the high school level. You know as a high school counselor, our days are consumed with scheduling, transcripts, college applications. It's that academic piece, honors, placement. All that is huge, right? AP's, you name it to get the kids in the right selections. What we're going to do is we have to expand on the social-emotional learning as well that Tracy and Heather talked about. We thought kind of framing what we already do and then expand on it for you. So for seniors, if we could start with them. For seniors so far, we do meet with every senior individually. That starts right away in the fall. We start the ground running because of all the college applications, what they're going to do, transcripts, the military, you name it. So what Katie and I are going to do is expand on that and I'll let you talk about what I mean.

Katie - And so in addition, we go into every senior English class where talk about post-secondary options, not just college, but jobs, military. We kind of walk them through that process, but what we'd like to add to it is a presentation on social-emotional. We know as high school seniors, a lot of them are like Ok, I know my feelings, I don't want to talk about that. So we thought what we'd address is kind of the stress of life after high school. So many kids come down to us and are like should I go to college, should I not go to college, can I afford it, should I get a job, should I go to the military? We talk about that it is ok to have that stress and how to walk themselves through that process. That it's ok to change your mind and it's ok to come and let us know that you want to try something different. We really want to ease their mind. We know a lot of times they're super nervous and then they realize wow. They really do sit and meet with us 25 times if we need them to, just to make sure that they're comfortable with their choices and their future. We'd really like to add to that specifically.

Susan - And then juniors, we meet with every junior starting in January. So January and February, juniors will all consume and we have to make sure that they're ready for SAT, ACTs. They're the next ones. We're getting the seniors ready to graduate and stay out of trouble. It's really juniors are January. But in addition to that, we do the junior seminar. I teach the junior seminar course where we go over students' schedules, where they get placed. One day for a 6 day cycle, and we go over everything in there also from college and career readiness, SAT, ACT, we bring in guest speakers, the military. All different sorts of topics. A lot of it's been academic, so what we're going to integrate in there is more social and emotional learning. We'll have guest speakers like our school psychologist is going to come in, our social workers are gonna talk about mindfulness. Just things that we're seeing in life right now that are really helping these with kids settling down, being where they need to be. So that is going to be a shift to bring more of that into the seminar.

Katie - And you just have to keep in mind, every once in a while it doesn't fit in a student's schedule. We know that. We want to give them every opportunity. That's the part that I love about Akron is we're so small, but these kids have amazing opportunities to take almost anything they want to, as long as it fits. Every once in a while we will have a student that it doesn't fit, but then we make sure, we pull that student at a different time to make sure we're doing all of those things. No students miss out. I think I only had actually one student this year and Mrs. Myers and I did an

amazing job making sure that student had their SAT registration. Just sitting with them, going over those core topics, so we do make sure that those are addressed.

Susan - Then with the sophomore year, this is a little different year because they're all looking whether they're gonna go to BOCES, it's a big Harkness decision year, and all of that. So we had a sophomore career day already. We don't know what it's going to look like this year, probably virtual, but we have a sophomore career day. We need to expand again though with the social-emotional learning piece with sophomores. Usually we meet in groups with the sophomores to do scheduling, a career day. Now Katie and I need to ramp that up and meet more with the sophomores individually. We have achievement plans, the social-emotional learning, and that piece has to be added and shift us so much on academics, so we have to add that. The social worker and psychologist have been doing this, but again like Heather and Tracy said, we really need to add that and it has to come directly from the counselor.

Katie - And you have to make sure you document it. When I worked for ten years in Rhode Island, that was something they put in place, that was ten years ago. We actually are using a form that I actually used to use there, where we address our guidance standards, which is academic, personal, social and career. It's really documenting, taking a look at what those student's goals are. How are they going to achieve it, and what are their weaknesses? What can we work on to try to help them get to their ultimate goal?

Susan - And then I'll let you speak on freshman seminar.

Katie - Yes, so I teach the freshman seminar class. So same like Susan, obviously I address things a little bit different. I bring in guest speakers. I think your children will tell you their favorite guest speaker is always the kitchen because she brings in food. I don't know how that will work this year, but they always love it. She lets them vote on things that they like. I actually had a student who had to miss the presentation one day, and I actually went and brought her the food because she didn't want to miss it. So I ran down to the room for her. But I also bring in the SRO officers. We do Naviance, along with what Mrs. Myers does at the high school level where they do a lot of career searching. A lot of students think they kind of know what they want to do, but it's interesting. I love the fact that Akron actually has Naviance because it allows them to not only look at a particular career but all the careers that branch off from that. So there may be a particular career that they're interested in, then they find all the other avenues that they can do. Same thing, bringing in those guest speakers. Again in addition, we're also going to meet with each of those students individually. So we've already worked it out in how we're going to do that because it is a lot. We each have six sections that we teach along with everything else, so we're going to space those kids throughout the year for the freshman and sophomores. We make sure that our seniors are still focused in the fall and then in January the juniors, but it will allow us to get to those students. Now it doesn't mean we're not going to meet with them before then, but we know that we have that specific meeting just to address those issues.

Susan - And then just like Heather said that I was keeping instructional services team. Tracy, they've been doing that in the elementary for years right? How many years since you've been here? So they've been doing it. Heather's going to start more in the middle school. Where in the high school, we used to have the GLT, it was a grade-level team meeting. I'll be honest with you, I was on this grade-level team meeting and the teachers would come in and dump. Honestly, they'd dump their problems and us counselors and social workers were like yeah we're calling home but what can you do. It was just not as effective as it could be. Mr. McCabe knows that we've already had Google Hangouts with Danielle Behringer our psychologist and Kim Bowen our social worker, we had a Google Hangout just the other day to get this rolling. They're more proficient in the IST than Katie and I are and they're teaching us on how to do it and how to really involve teachers in a more constructive way. Not just come into this big room, dump your problem, and Susie has a problem at home, well we need more information for you to document it properly and this will be a better format. It was too informal before.

Katie - Ok, so Akron's comprehensive school counseling program aims to support students and their K-12 experience in a cohesive manner. It utilizes a team approach using the school counselors, school social workers, and school psychologists. It provides students with a tiered support in the realms of college and career, social-emotional learning, and academic career development. That is actually part of our national standards that we have to follow as school counselors. We do have an advisory counselor that will meet yearly to address the goals and the vision of the plans. We

don't want to just put something out on paper or just come up with something and not really look to see if this really working? What can we change? What can we make better? I mean, that's the only way a program will really truly work is to look at the positives, the negatives, and what we can do to enhance the programs.

Heather M.E. - There's a lot of expectations with the New York State mandates and the important part is that we go about specifically altering things that are helpful to our students and not just to check off the boxes.

Katie - Any questions?

Tracy - Do you want me to pull up that color chart? Would that be helpful?

Jim - Yes, they can just send us the larger one.

Tracy - Ok, I'll forward it on to Mr. McCabe then.

Katie - Do you guys want me to emphasize, just so you know though we have been meeting as a whole department and just how this might change if it's virtually, if it's hybrid. We literally had to come up with our own plans on how we're going to address some of these. We did a lot of that I think, not this year, but actually started teaching freshmen seminar a long time ago, but I had to really learn how to use Google Hangout, how to deliver my pieces through that. This year by fluke we happened to ask Mr. Dailey, thank you again for that, to create a push out for our class of 20-21, 21-22 and it was amazing. It's just been a fluke that I asked for it this year, but it was a way for us to get scholarship information out to students. We ended up using it then obviously during the COVID pandemic, so we could get information out quickly to students in mass for things that were really important for them. Thank you Mr. Dailey for doing that, that was really helpful in getting information out to the kids.

Heather Cayea - I have a question for Heather. Do you have a career exploration day in middle school?

Heather M.E.- We do. In 8th grade we go to Harkness Career and Technical Center. And that's what we used to be Taste of Tech, but now we call Taste of Trades. It's a little different spin on things. We have that and that's one of our bigger pushes in terms of outside the school building. Previously, we did have, especially in 7th grade, worked with the Naviance program looking at personal trades professions and looking at how that would branch off of certain careers, jobs or trade fields and what's the difference between a job and a career. Just working on a lot of different things like that. We have.

Heather Cayea- It seems like it's really nice to include people in the community and we have such a rich community of different personnel that would be beneficial for role-models for some of these kids to see.

Heather M.E.- I agree.

Heather Cayea - Thank you.

Bob - Real quick, I really like the thought of elementary and the career exploration. My question is how do you decide what careers, jobs, you're going to present to them? How do you stay current? How do you know because things are changing? There's going to be careers that none of us know right now. I'm just curious how you stay current, up to date?

Katie - I can start on how we do at the high school a little bit. One of the first things I do is a survey before Naviance, like what is your career interest at that point, and then after Naviance. Then we actually create a GoogleDoc where I put all of their current career interests in there just to get an idea of that. I know Susan does the same thing. Then part of my role, cause we always try with our sophomore career day, we always try to pick someone from college and career. We always try to pick someone from the trades. Last year we had the gentleman from Northland Workforce. We had someone from healthcare, then we had engineers. We try to pick something different every single year. I have been blessed to have a new position at the high school in addition to being a school counselor where I'll be assisting Karen Saeli. As part of that, I had told her not only what I'd like to help her in her class, but I'm also gonna try

to bring some more guest speakers into the classroom. I don't know if a lot of you know, I helped implement the kids going out to the hospital and getting a chance to explore that. We actually had two set up right before COVID, so that got cancelled. But I'm hoping to try to do that, and like you said as we hear career interests from the students. I know, Mr. Masse, you were fabulous and came in and talked to our two students interested in the aviation area. As we get those interests, like you said, we have an amazing community here. We're talking about doing a lot of virtual, so I reached out to a couple different people in the community and also friends that I have that now have businesses and just said would you be interested in doing a virtual Google Hangout with a lot of these classes and every one of them answered me absolutely. That's just easier than coming all the way out here.

Heather M.E. - Another layer just to add to everybody, is again we do introduce Naviance in the 7th grade. There's a great feature of Naviance called Road Trip Nation. We can always bring in so we can move whatever kids to refine what we have and it's excellent to have that so we can focus on what they'll do well and work within their field. But also with the Road Trip Nation, it has links and videos to people and jobs that you've never heard of, couldn't imagine. They actually video the person, talk about it, talk about what their education was, talk about how they achieved it, talk about what they love in their current career, what careers they had before they got this career. It's just a very simple thing to follow a link that the students can go to and pick just about anything and they'll have a video of that career or job or trade. So that's been interesting and I think even though it is introduced in 7th grade and kids know how to act, we need to do a better job to make sure that they're reminded.

Tracy - And as far as answering your question for the elementary, I think that more than anything as a counselor I'm looking through resources I have at my disposal. I'm not going to try to be that original. My husband always says work smarter not harder. If I can utilize my colleagues and say hey, what is popular among kiddos, what are you finding that are new things that are coming out? I want to make sure that I improve that. When you initially asked the question, the first thing that came to mind was to provide, I figured we can't just have all the trades, I can't have that because there are too many other levels out there. I think doing a whole update would probably be the best way. And I know with other activities that I do, I oftentimes set it up according to grade level. For example, when we are ready to do mindful awareness, I would do certain activities with 1st grade, then I would do different activities with 2nd grade so that every year they would get something different. They'd still be getting the overall lesson if you will, but each year it would be tailored a little bit different based on their grade level. Of course, this will be the first year that I will be putting it into practice, I think my goal would be to set up something similar to that so they will be exposed to different careers every year.

Bob - I think it's great. It's impossible to cover all of them. I get it, I do. I just look back to when I was in high school. When I got out and realized what there was in the world. I mean honestly, there are so many jobs and careers and things that I looked at. That's why I asked that and I really like the elementary part. There are so many things that you can do out there, that's why your job is so important because that's a good point.

Susan - And it's so much easier online that going military with what you will be asking of. And you have the ASVAB or we don't, that's voluntary, the kids don't take that. Through there we have a great colleague Dr. Faith Duerden and she has sent out Occupational Outlook Handbook, so she constantly clearly lays out all the trades as well. What is hot, what's bad, what's good, what's in. Really the Outlook Handbook still is so relevant. Healthcare, these kids are not going into education right now. The trends. And Dr. Duerden is right on task. We have really great people that we can use.

Katie - I think what will be helpful is like I said, Sue and I are going to be doing what we used to call an ILP an Individual Learning Plan. So I think as we do it we're gonna document it each year for each year that we meet with the students and go back and say last year you were interested in this, and sometimes they took a particular class that interested them or they went on or they met somebody that has a different job. So it's really getting that information out for them. I think I learned a lot the 8 years I worked in health sciences because you thought medically nurse, doctor, and there's over 800 jobs in a hospital. Nobody will have any idea and I watched some of my students who were 90% free & reduced lunch realize there were so many opportunities available to them. It wasn't just about being a nurse or a doctor. They could be a plumber, they could be a social worker in the hospital. ECMC has its own campus, so it's really,

really interesting to see and I will say I am truly impressed with the kids in Akron and the variety of things they're interested in. I mean, our seniors and what they're interested in was such a variety, it was all over the place. It was great. Everybody looked at not just college but 2 year school, 4 year school.

Jim - I know it's important through the discussion that you've constantly talked about not just college and traditional professional careers, but the professions of the trades. The opportunities that are there for students to earn and have great careers. There's such a shortage of that locally and nationally.

Susan - About 18 years ago, so you guys know, I only had been here a couple years. We had an audit citing a couple things and the guidance department was one of them. We were told to push more 4 year schools. We were told to push college, push college. How things have changed. It's terrible. I'll be honest with you. I don't feel comfortable with this. Now we're in a different terrain where like you said we do not have that pressure anymore. We just do not. There's so much out there now that families. It's a mixed cycle we call. They've grown up, realized maybe that 4 year degree, what are you getting?

Katie - And what I'm hoping is, I love the fact that Akron doesn't limit the amount of kids that can go to the career and tech center. That's an amazing opportunity for them. I actually talked with one of my students the other day via email. She had a scheduling issue, I couldn't fit everything in for her. I said tell me what your priority is. She said I want to go to the construction trade program at building trades. I said just so you know I can't fit everything in with it, are you ok with it? She said absolutely, it's my first priority. She said thank you for asking, wipe that other thing out and put this in its place. I said if that's your priority, then I'm going to support you and I think it's a great idea. For a young female to do that, I thought that was amazing.

Pat - I just want to say to Tracy and Heather and Katie and Susan I know that you've been working on this for well over a year. I'm very excited to hear the alignment that's gonna be happening, K-12. I'm very excited to know that you'll be focusing on the individual student study teams. There are so many barriers that impact children from having a successful school year and career. Some are social-emotional, some are academic, some are behavioral, some are life experiences. We've always known that. That's always been the case. Where we've struggled in schools is to unify and galvanize the forces to work in a cohesive plan to support that child. So what the IST's will do, will not just place that responsibility on our counselors, but our counselors will be responsible for getting our teachers, our administrators, and our outside agencies all aligned, all the arrows pointing in the same direction to support all children, regardless of their needs. Kudos to you for your plan and for the direction you're planning on bringing this counseling department. Very excited.

Jim - Thanks for joining us tonight. The next item on our agenda is Hearing of Individuals and Delegations. With this being a Zoom meeting, at this time in the board meeting when district residents may address the board of education with their comments relative to issues, not individual people. Comments were to be submitted to the District Clerk, Mrs. Rebmann prior to the meeting. We do not have any. Item #4 is the Superintendent's Report.

Pat - Good evening. Not to overwhelm the Board with PowerPoint presentation. For members of the community, I'm just gonna share my screen so you can see what the Board is seeing. I wanted to provide the Board with what I'm calling an Executive Summary of the Akron Central School District Reopening Plan. As the Board is aware, all school districts across NYS are required to submit a reopening plan by this Friday. The Akron plan will be posted on our website tomorrow. The document that I will be sharing with the community right now is intended to be a summary, simply a brief overview of some of the major elements within the plan. The Board has in front of them this evening the 51 page plan that will be posted on our website. In addition to those 51 pages, there are hyperlinks that take you to other documents. For example, the elementary building specific plan, middle school specific plan, high school specific plan, and our counselors who just left us, the social-emotional wellness plan. In addition to those hyperlinks are links to SED documents and Department of Health documents. I think it's imperative that everybody understand that what will be posted tomorrow is really a beginning point. While it is our plan, that plan is a living document that will be responsive to the ever-changing conditions. I can tell you this week alone, this morning alone, we had to make amendments to our plan based on not only this pile of documents here, but also the legal brief we're getting from our attorneys. Things are still being interpreted. As the plan is released, I know we'll get additional feedback. I have a survey going out to parents

very soon to solicit more feedback. SED and the Department of Health recognize that they gave us approximately 2 weeks to work on these. And also recognize that we'll be taking the months of August and September and October to continue. It's not simply reopening, it's programming in a world of COVID. It will need to be changing all the time. Founding principal, every decision within our plan was really based on students and staff and our visitor's well-being. As an educator, it was hard for me sometimes to swallow the things that we have to do because I know they'll infringe perhaps on learning opportunities. But health and safety, making sure that no one to the extent that we can prevent it brings home an infectious disease that may impact a loved one. That's our first priority. We had to make sure that the plan meets all the mandates. Before Friday, just so you know, I will be signing off on 19 pages of assurances for each part of the plan. The testing that the District will implement all of these and I didn't count up how many assurances there are on those 19 pages, I will. It's a lot, so it's a lot of work. Guiding principals, we really need to think about our especially vulnerable students, the high needs. Communication and engagement and as I've already said, we will be responsive to the changing nature of the health crisis. The plan was developed by smaller subgroups working and then reconvening frequently. The subgroups are mentioned, I will not be going over each one of these subgroups this evening. I will be touching on major elements of most of them. I will be asking our building administrators and our Director of Special Ed to come to our next Board meeting to give you more specific information about the instructional aspects of our reopening, the teaching and learning plan. To do that this evening without them here, it's just too much information, quite frankly. I'm assuming that our community and our Board is aware, we're awaiting the governor's executive order sometime between August 1st and 7th where he'll let us know what's to happen with schools. We do know this much, in order for schools to reopen we must be in phase 4 and our infection rate must be under 5% over a 14 day rolling average. Last time I checked, Erie County was a little over 1%, but I haven't checked in a couple of days. In order for us to close that infection rate has to go above 9% over a 7 day. As you probably heard through the news, all plans have to have essentially 3 different modalities, if you will. I'm calling them in-person, hybrid, or fully remote. Also part of a minimum, moderate, and maximum social distancing. Our plan contains elements for each. Some things I'll be talking about in a little bit of greater detail this evening, and please stop me if you have questions, these are things I think are going to have the most immediate impact on students and families and staff and visitors, and what people really are concerned about when we talk about wellness and health. So I'll be addressing the items here on the screen. In terms of the daily health checks, the following 4 questions must be asked of every individual entering our campus, whether they're students, staff, or visitors. I'll be more about how we will be collecting this information in an upcoming slideshow, but many of you who are aware of your own workplaces, you may be answering the same questions because they are from the NYS Department of Health. In regard to social distancing, and I think more than anything over the past 2 weeks, the clarification on this point is having the greatest impact on schools. Schools must ensure that appropriate social distancing of 6 foot is maintained between individuals when in school facilities and on school grounds. That includes students, faculty, and staff. Then there's this caveat, unless safety or core activity requires shorter distance. We're still awaiting clarification on what a core activity is from the attorneys or from the DOH. That question has been asked but not answered. The initial impression is something would be like a fire drill or emergency evacuation drill, but for most other activities it's 6 feet. That is the most significant factor on how schools will reopen. Virtually every school district that I'm aware of in WNY is opening with the hybrid model. There is no way physically to allow for 100% capacity 1300 plus children and then additional staff to be here on campus and maintain the 6 feet. The interpretation of this aspect of the guideline has been hotly debated, further clarified by the Q&A that was released on the 22nd. It is 6 foot and a barrier is required and masks, not or. Where initially I think I shared with the Board, it was one of the 3 factors, 6 feet or a mask or a barrier. We'll see what the Governor has to say, but that's a major turning point. We are working on, of course, maintaining those protocols. Briefly on PPE, at baselines, face coverings are required to be worn at any time or any place that you cannot maintain social distancing. So again, it's social distancing first, then face masks. They are strongly recommended by the DOH at all times, except for meals and instruction with appropriate social distancing. However, schools can require face coverings at all times. Even during instruction, it is strongly recommended in areas within our region that may have higher infection rates. Additional PPE, such as physical barriers, gloves, face shields, disposable gowns are being procured. They are currently working on the physical barrier for our students that will be freestanding with a pad, resuscitated, plastic barrier, not the polycarbonate barriers were over \$200 per unit. We're looking at purchasing that for all students in addition to some polycarbonate barriers in serving lines and things of that nature. On cleaning and disinfecting, the District will follow the sanitation requirements with CDC and DOH. We are working on our disinfecting and cleaning practices. It requires additional staff

training for our workers. It requires additional routine cleaning of high-touch areas and disinfecting. Things like desks and laptops and Chromebooks. There's some requirements from those cause we can't damage the devices. We are hoping that students are taking them home and not sharing them. Things like shared mice, keyboards, we are still working on how to do that. We do know there is time for the cleaning product to be on prior for it to fully work, so there will be ongoing cleaning all day, additional cleaning. We will be recommending staffing adjustments for second and third shift, adding additional hours for cleaners to make sure we're able to. You've heard a lot about deep cleans. My prerogative and my expression is we're deep cleaning daily and every evening as opposed to waiting a prolonged period like once a week. I mentioned in here about high-traffic areas, including busses and bathrooms and high-touch will get additional cleaning. Our staff is outstanding. The job that they did this spring was remarkable. I know that I'm hoping with the lower density, they can maintain that level and maintain our facilities the way we would hope them to be. We are required to have cleaning disinfectant monitoring and logs that include the frequency when it was last cleaned and what areas that will be kept by our director of facilities. Food service distribution dining areas will receive additional cleaning. I'm not going to go into food service this evening, but our elementary children, our current plan looks like they will be eating in their classroom because we cannot socially distance and we may need that space for other learning activities. Our middle and high will be using their own cafeterias plus the multi-purpose room. Obviously, if an employee or child becomes ill, that building will be disinfected and closed for a predetermined amount of time. The decisions around closing and the length of closing are not local decisions. Those will be made in collaboration with Erie County Department of Health. Again, I'll touch on that in a little bit in greater detail in just a moment. In regard to health services, we're currently investigating the use of both handheld and thermal scanners for students and staff. I will tell you as I said a minute ago, we are making updates and changing constantly. The guidance document allows for and even recommends screening prior to leaving the house, the home, before coming to school, putting that responsibility on doing temperature scans and other scans on the parent. Then the parent either active or passive consents. In really looking at that, if I'm saying that the safety and well-being of every occupant in this building is our number one priority, there are inherent risks with any kind of passive consent or our ability to ensure the family has the ability and opportunity to do the daily temperature screens and report it to school. Reality is many of our families may and many of our families may not. We know that kids come into school sick all the time. We don't know if everyone has thermal scans. They may forget. Your 8 year old may run out to the bus before you had the chance to do it that way. It's my feeling and the feeling I know if you listen to any other radio show like I did this morning, teachers are very anxious about that. Parents are very anxious. I'll check my child, what assurances are you gonna give me that other parents are checking theirs. We're looking at ways to do that effectively here on campus immediately upon entry. If a person was identified as being symptomatic, they're isolated, not allowed with the general population. If it's a staff member, they just go home. If it's a child, we may have to wait for a parent to pick them up. Obviously, we're required to teach and reinforce handwashing, respiratory etiquette, and mask usage with everyone. One of the things I'll be sharing later this evening, we'll talk about the district calendar and the need for additional days. There are mandates that we do additional staff training on all of these areas. New training for staff. Our nurses are responsible for, we cannot collect PII, personally identifiable information, on individuals while I can collect on a person's temperature. However, if a person is suspected of having COVID symptoms, the nurse does have to call the Erie County Department of Health and say we think we have a case. In that case, we do report it and the DOH works with that individual. Contact tracing starts and things of that nature for that family. I mention this, we are responsible to educate all families and faculty on the signs and symptoms of COVID-19, including to stay home if you report any illnesses. Again, staff must report to the nurse prior to coming into the building so we can start contact tracing. Again, it is up to the Erie County Department of Health once they have a confirmed case. They essentially take over that case and direct the school district on who else, when they start their contact tracing and they'll be working in conjunction with the school district, who else may have been exposed to that individual, be that an employee or student. Then they notify those impacted individuals. Something later in my comments this evening, I'll be asking the Board for their thoughts on. The guidance recommends strongly reducing visitors, limiting gatherings, and establishing tighter boundaries around the use of district facilities. So we know that we have to seek control of the nonessential people. I thought this evening's presentation, quite honestly, was a great example of that. Instead of having guest speakers come in risking further exposure, things of that nature will be virtual. So we'll be relying more heavily on telecommunication. We already are for a lot of our meetings. Not necessarily having for example, the auditors I know did more telecommunication, the school attorney, likewise things directly impacting children. Virtual field trips than live

field trips. Same with assemblies. I already talked to the middle school and high school about their freshman orientation, the parents' sign off on drug and alcohol prevention, participation in various activities, sports. Those will all be done in a virtual format, telecommuting format. Again, strongly recommended that the district reserve its facilities for district events such as athletics and to the extent possible, outside organizations limit their access to district facilities. I want to talk a little bit more, and again, my comments this evening are not a substitute for what's in the plan. Based on what I shared with you earlier regarding social distancing, we will be opening with the hybrid model. I want to talk a little bit about this. When a student is home there needs to always be time with teacher-led or teacher-developed lessons. We learned a lot this spring on what worked and what didn't work. We have identified those areas. We know there's room to grow and improve. Parents were clear with us that their children needed more contact time. We will be using a primary platform; Schoology, Google Classroom. There are other platforms that allow for some connections for teachers to communicate. The Remind 101 and the SeeSaw Platforms, things of that nature that are district-approved, that are Ed Law 2D compliant that will also be utilized for communication and learning. We have to take daily attendance obviously. We're really striving for period attendance at the secondary level. Even for our remote-learners it's not required, but we want to be checking in with those learners all the time so we can use our counselors and social workers to connect with those kids that aren't. We really need to clarify and improve for me the accountability piece for children by having teams and schedules that are predictable for families. In some cases, even with the hybrid model, there are individual students based on their needs, that may be coming into school more frequently. So some students with disabilities, some English language learners, and perhaps some other individuals. There are some individuals because of their needs, their physical needs, won't be coming into school at all because it would be a risk to their health and safety. What you see here is one of the proposed hybrid models. There is a survey out to staff. This particular model 41% of the staff felt like this model would be perhaps most advantageous for teaching and learning. I'll briefly explain it. You can see on Monday all students, I shouldn't really say all students, but it's all virtual, no students in the building. This is the day that will be used for launching of instruction, conferring with students. There is a definite need to allow teachers the opportunity to work in a collaborative team for alignment. Again, one of the lessons we learned from the last time is that in some cases kids were inundated with assignments and there wasn't appropriate alignment to make it manageable for families. This would allow for some of that work to do and also for teachers to be planning a virtual lesson. The A Cohort on Tuesday participates in remote instruction on Monday, Tuesday, and Thursday. B is the flip of that. The opposite day they're in. Cohort C students with special considerations and target needs participate in remote learning on Monday but then every other day they're here in person. Again, those may be our students in the self-contained settings, who have substantial regression if they weren't in school every day. They could be English language learners. We will be working with our building principals and our counselors to identify those individuals. Finally, Cohort D is students participating in full remote. These could be medically fragile or medically vulnerable children. The other thing is the guidance talks about making accommodations for individuals, including staff, who are not comfortable. We've been seeking clarification on what not comfortable means and how you substantiate that. Just today, we got the Harris Beach PowerPoint presentation that says any student who declares themselves as not comfortable you have to make an accommodation for remote learning. A major shift from where we were two weeks ago when districts were saying if they're not comfortable, they can complete an IHIP and do a home instruction plan and home school their child. A major shift.

Phil - What are students in Cohort A doing on Wednesday and Friday? What are Cohort B students doing on Tuesday and Thursday? I'm looking at this, it looks like the teacher is going to have interactions with their students only three days a week. Are you going to be doing independent learning on those other 2 days and then how the requirement for attendance if, maybe I'm looking at it because I'm going to have to deal with it myself.

Pat - You're going to have to deal with this, yep. That's a great question and I'm glad you asked it. I know that our building principals are going to give you much more greater detail on it. To touch on some of your things, at the elementary level for example, the day starts out with the morning meeting. Whether you're at home or at school, you're participating in that morning meeting. The teacher has their virtual kids on her Chromebook via Google Hangout, we're taking daily attendance of all kids, we're launching the daily learning for the kids, telling our kids who are working on remotely these are your assignments for today, I posted it for you, you're gonna work on it, and I'll be checking in with you at some other point, then he/she goes to direct instruction with the children there. Then it's flipped the following day. That's why that all-virtual day is an opportunity for catchup and monitoring. To some extent we're asking

our teachers to do two plans daily. Not to some extent, to a great extent. When we look at the secondary level, our kids are capable of a little bit more independent. We know we are going to extend our homeroom period early on to allow for attendance taking of all kids. We anticipate that some of our teachers will be fully capable of synchronous instruction and kids can log in. A bit of that contingent upon our technology. We also have a technology gap with approximately 20% of our kids don't have reliable internet connectivity or no internet connectivity. We're looking at using flash drives, we're currently investigating hot spots to bridge that gap. I hope that I responded to your question to say all kids need contact daily.

Jody - Are you worried having Monday, there's a lot of holidays that fall on Mondays. I'm wondering why you pick Monday.

Pat - Now that's a consideration. A 6th grade teacher emailed me that with that same thing, again that's why we need input. I haven't counted the number of Mondays off, but I do have my handy dandy calendar in front of me and I see two.

Jody - What about Superintendent Conference days that usually fall, are they on Monday?

Pat - No. Three, I'm sorry. There are four. But all kids are off, so again something to be considered.

Jody - So just as a thought in my head. I have to be on Webex every, while I'm in the business world virtually every day, either I'm in the office or doing it at home. Potentially, could a teacher stand up in front of his classroom, let's say a social studies teacher, and instruct his class at 10 but also at the same time instructing the kids that are at home. They would log into the period that they would have that teacher. Instruction is happening simultaneously, just some are in school and some are sitting at their kitchen table at home. Is that something?

Pat - That is something we're looking at. I have not heard any objections to that or any endorsements to that here locally. I will tell you the NYS Teachers' Union has voiced objections to that for reasons that I haven't necessarily investigated, but live streaming of their classroom is something that I know they take an issue with. We also have maybe some technology barriers with that.

Doug - The only technology barrier would be limited internet access.

Pat - Again, there are no bad ideas, they're just ideas that we need to be vetted.

Jody - Because everybody's being held accountable. The teachers are being held accountable, the students are being held accountable, the parents are being held accountable making sure their kids are logging in to their scheduled period of the day from home instead of being there physically in the district.

Heather - You probably have a lot of parents working and kids that are going to fall in between the cracks there that might have to go to daycare. Are we looking at local daycares and if they have the internet to support all these kids online?

Pat - Right. We're still in that problem-solving modality. We looked at if there are community organizations, whether they're libraries, daycares, the Native American Community House that could have the technology available. Whether or not we have the staffing to provide some sort of supervision for those children to support them. We do have to be careful and reach out to. One of things that we will be doing is asking that question on the survey.

Heather - Ok. I have another question on the Cohorts. What determines how the kids are divided up. We do have a full family on Cohort A, so they're all riding the bus together.

Pat - Yes forgive me for not explaining that. Some districts are using the alphabet A-K and L-Z. Dr. Farrar is going to be working with the building principals to do logical grouping for the kids by families and perhaps service alignment.

Heather - And this is K-12?

Pat - Correct.

Heather - What are you doing for preschool?

Pat - PreK would follow the same format as everyone here. The 17 kids in our prek, we still don't have the space for. Here's the thing that's important. There's 700 and some odd school districts across NYS. Each school district has its own unique variables relative to size, in our case geography, we're just so large. Every district is trying to do what's best for their kids. We may not be able to do what I know for example, Sweet Home is doing, having their K-1s in every day. Larger districts are going 100% remote 7-12 and then hybrid K-6 because that's all that they can sustain. It will be different for different districts and it is not ideal. I told you as an educator, this was a hard thing for me to swallow. I had to keep going back to, we have to maintain the safety of everyone, our children, our staff, and our families at home that could potentially be impacted. A lot of it will also be in gel with what the governor says and we'll be responsive to that. I'm happy to answer more questions on this topic. I won't go into any great detail on this slide, it's just showing another central scenario.

Phil - Kind of piggy backing on Mrs. Cayea's comment. Perhaps in larger families the idea of coordinating to keep everybody in the same cohort, might not be the best idea, primarily because of either lack of equipment or and I realize with the 1:1 program that we have I realize they should have the equipment to gain access, but given the fact that if the squirrel's not running fast enough in the wheel, we don't have enough connectivity. It may be better for the family to have it split up or staggered.

Pat - You're saying that many children in the same household getting the same modem.

Phil - Yes exactly. And the reason I'm bringing that up is because I had a family in that situation that we went through. It worked much better, again we learned and we staggered, and it made their connectivity problems better or solved their connectivity problems a little instead of trying to get everything done all at once.

Pat - Your point is well taken and actually reminds me of another point in the guidance document that talks about allowing secondary students flexibility as to when they access the remote learning because they might have to do childcare and support a younger learner if mom and dad are working. Point well taken. The period of variables that could impact virtually every aspect of this is seemingly unending. There's nothing wrong with surfacing them. It's about managing them. I don't know that we can solve them. Again, I won't go into detail, this just allows for two consecutive days of in-person with the Wednesday being the split.

Jim - And from a safety standpoint, and a cleaning standpoint, and a co-mingling of students and staff, on first blush, this seems to allow for a better alternative in my person. You've got Wednesday when no one's in the building. It gives your cleaning staff another day in the middle where we don't have students instead of four days in a row and then three days off. Then you get the same core group for two days then you get a cleaning day.

Pat - For the purposes of this evening, I am not going to open these hyperlinks. I just wanted to let you know that within our 51 page document, these are the major instructional points that are linking to educational plans per building. When it's posted on the website, folks can have a look. The Board will be given an opportunity to hear more about them at our next meeting. In terms of next steps, building leaders will work collaboratively with teachers to determine the appropriate hybrid model. My last communications with the community, we talked about August 10th, giving the Governor the full week that we would be sharing that out. We have an additional parent survey going out next week that addresses things like technology. Addresses things like what is your intent to send your child to school, keep your child home and so on. And Mrs. Cayea, you brought up something that I wanted to add to our survey.

Heather - Daycare.

Pat - Daycare. As I think about it, I want to clarify that for the survey. Again, the plan will be updated as I said numerous times today. Parents will receive their schedules and the team will be here. I came across this quote today. "This is our moment to come together to do hard work and solve problems". It was sitting on the top of my desk on the cover of a rotary magazine and I thought, yep, it sure is our moment and we sure do need to do these things. So I borrowed it, I'll

tell you where the source is. I just want to conclude with the opportunity for additional questions but to also express some appreciation to the board, to our union, to our faculty and staff, to our parents. Everyone has worked exceedingly hard. People have cancelled vacations, adjusted their schedules to prioritize this work. I'm deeply appreciative of that. Any questions more on the reopening?

Jim - I know we haven't a chance to look at this, but I want to add on Mr. McCabe's comments and thank him and anyone that's participated in this. From the business standpoint, I know that my company had to go through to get to where we are, this is exponentially more difficult. I know it's a living document and we all know things are changing on a daily basis, but thank you.

Pat - Thank you. It was a tremendous team effort. I just have a few more comments this evening. Interested in the Board's perspective on the use of facilities. Some things to consider as you saw in the presentation is that every visitor needs a health screening. Not really sure how we manage that when we have outside groups coming in. We are required to ensure social distancing and the wearing of masks. I'm not really sure how we manage that if it's after hours with outside groups coming in. In addition, we talked a lot about the need to keep our facility as clean and safe as possible. I'm not sure how we manage that when our custodial staff is going to be pressed working all day through after hour activities. It would be my recommendation, and I have the Board policy here on the use of facilities. It doesn't speak clearly the Board's role in determining who's permitted. It just says it encourages the use of facilities for our community. We have a very unique situation and I want to make sure I'm listening to the Board's prerogatives on this. I think a more prudent route would be to permit the use of our outside facilities as opposed to, or none at all. I just want to hear the Board's thoughts.

Jim - I think Mr. Kenline has a comment.

Phil - I'm gonna say that athletics has already been postponed because of what's going on and the inability to guarantee some of the things you are gonna be signing off on. Given the fact that the costs associated with what we're doing, what was covered as far as PPE, the additional cleaning requirements, the additional equipment that's going to be required, while we did not dismiss the possibility that these costs are going to be incurred, if I remember correctly we don't have a COVID-19 budget line or any specific ear-marked funding for this. All these things that we're going to have to do are going to be coming out of other sources. Granted, we are supposed to be getting hopefully, maybe, reimbursement at some point, but to add to this burden by bringing and allowing outside groups in without the assurances or without the ability to do what we would be required to do, I think we need to eliminate or reduce any outside groups using the facilities until such time the new normal, whatever that might be, is established. We just don't have the manpower. We don't have the dedicated funding. I would much rather see us cut back on outside activities here in the building than cut back on programs for the kids because we have to pull funding for other programs.

Jim - I think we are going to be challenged to maintain the health and safety of our students and staff without opening the building to the community. That's with the reservation of recognizing that this campus is the community and it is such a focus of the community. Right now I agree with Mr. Kenline, I don't think right now with COVID.

Bob - I feel the same way. I just don't think that priority one is students coming here, we can't have the staff who already have enough having something else to chase down. I agree, it's just not necessary. We have to look at priorities here and it's just not a necessity. I would say no inside, outside until there's a time you feel that you would be capable of doing it. You really right now figure out how to do the task of keeping up with everything, you don't need extra.

Pat - We're exploring whether or not we're going to need to pull some of our outside groundskeepers to come inside to do interior cleaning throughout the day.

Jody - We have a lot of organizations that meet here. Alumni, PTA, AMP. We're gonna have to make sure they're all aware of the same situation.

Pat - It's something that we can certainly implement now until we have a better handle on what will evolve throughout the school year. I can continue to bring it to the board's attention and address it.

Jody - I'm ok with locking down the inside. I am not ok with telling people they cannot use the field because it's outside. Inside lockdown, I'm ok with that because of cleaning, you can't socially distance. Baseball is already using our grounds. Are we going to tell them now that they cannot use the fields? I'm just asking.

What are the rules?

Pat - One of the things we have amended our building use form to specify that the entity takes full responsibility for adhering to the appropriate DOH guidelines.

Who is cleaning the bathrooms, who is going to take care of?

Pat - No, we didn't put out a port-a-potty for that reason.

Heather - Will our playgrounds still be closed during school reopening?

Pat - The playground will be open for student use.

Heather - We need to address Alden too. I know the winter sports.

Pat - Yeah. A lot of that I think, I'm aware of Alden swim, I think a lot of that we're going to wait and see as to whether or not we have sports. Other comments on that?

Erik - Are they trying to put together a list of groups that regularly use the facility and then try to prepare them? You're indicating, in regards to something like AMP, trying to find somewhere else and possibly reaching out to the community finding locations that would be willing to accept somebody to meet, if it's something to participate in that they're trying to do something cooperative. I agree with Jim that the building ultimately ends up being the social center and hub of the community. I agree first and foremost that the education of the kids, that is the first task, so you have to focus on that, but the community's always been out there to try and help out with what those entities are and it does ultimately become part of the social and mental well-being of students. To have certain activities kind of taken away in one regard, if there's some way we can facilitate an easier transfer to find a route for these in which those certain things can happen. I think it would be more beneficial. It means they're not gone, you just find somewhere for the short-term to meet.

Jody - A lot of these organizations are our kids. They're our kids that are doing them. I'm just saying he's right. Mentally, these kids have already been through a lot. We need to make sure we help facilitate them.

Erik - I think the crux of the things that are there, I think the ability within the community to find a space to do so I think is there. I would think that anywhere from 80-90% of it is there. In other aspects, like baseball, there's no other 90 foot diamond that kids could participate in within the township, so that's why they use the facility here. Again, it's a little bit different. It's outside, whatever. Those are accommodations that can be made. I think we can help facilitate the transition amongst groups that utilize the facility, identify them, and start that dialogue now and be proactive on it as opposed to the kids are ready to come back in to some activities in September and say no, sorry we're closed off. I would rather get the ball rolling now and find those things and make that happen.

Pat - I have been contacted by outside organizations that normally collaborate with our neighboring districts, and our neighboring districts have said that they no longer use their facilities, have called me to see if they can use Akron. I think we're kind of seeing this.

It doesn't have to be permanent. It could be while the school gets their feet wet the first couple of months to figure out how to coordinate.

Erik - And things can transition.

Here we are in December and you know what, we can fit. Give them this room. This room is gonna be for this group of people. We can clean this room, this way we can allocate people, staff to do it. There's a way to do it, I just don't think allowing to do it now is smart.

Erik - Exactly as Pat said, it's a living document. There's going to be a transition, that sort of thing. But knowing that you're gonna have these kids coming to school and everybody knows September is going to be the craziest month because you're starting with this and this and all these other activities. Just try and identifying that those exist, they're there, make the effort now to try and find ways to do so within our own community. Because if it's happening outside our community, it's gonna happen here. I'd rather be on the upside of it and approach it first proactively than be reactive to it.

Pat - Very good. I will be working with Mrs. Rebmann to pause the use of facilities to pause the use of facilities to outside organizations until the end of November. We will take a look at using our facilities outside of the building areas of the campus, who has historically used them September through November, have a conversation with our grounds crew and perhaps those organizations and make decisions on a case by case basis. Finally for me this evening, later in this evening's Board agenda the Board will be asked to make a determination on a recommended change in the district calendar. With the significant increase in need for staff training and opening days of school, we have to train on health and safety protocols, we have to train on new technology and simple rotation, including an update on recent upgrades, we have to train on the safety measures that are being implemented, we basically break down this reopening plan, we have to train on cleaning procedures, there's a whole social-emotional training piece we have to provide, on top of all that, there's significant scheduling issues to be resolved and worked out among teachers where we talk about the delivery of instruction, and allowing teachers time to get their classrooms set up and integrate. I have looked at adding an additional superintendent day the first week in September, then taking that day that was in November 3rd, thankfully there's a change in the legislation there's not the mandatory voting time-off, so we can shift that day to September 3rd. It would look like September 1, 2, 3 are superintendent conference days. The staff would have a four day weekend for Labor Day, then the children would come back on the 8th. The other date change was the Memorial Day Weekend was a four day weekend, that now becomes a three day weekend. That's flipping Memorial Day with Labor Day. I just wanted to make sure the Board, that was something that was added to the Board agenda rather late. By collective bargaining agreement I have to engage in conversations with the two labor unions and that didn't happen until later. Again this change is really based on the reopening committees and their input. That is it for this evening.

Jim - I do have one question for you. I saw recently there was a change in guidance in schools are now able to apply for funding under the CARES Act August 15th. I'm assuming you're working on that.

Pat - We are. I had a meeting with Dr. Farrar and Mrs. Tretter early last week. We went over and earmarked where we will allocate those funds. Forgive me for not knowing the exact number, but I believe it was \$263k approximately was our COVID Gap Adjustment. Money we didn't receive from the state when the feds came in with the CARES Act. There are two different, the year which the governor's money which is approximately a billion, then there is the other federal money, which is \$62 billion. We are looking at using those funds to offset the costs.

Jim - Thank you. Item #5 is Meeting Minutes. My recommendation is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools does hereby approve the Meeting Minutes, consent items #5A-5C.

Phil - Moved.

Heather - Second.

Jim - Are there any questions or comments on those meeting minutes, which include our June 17th meeting, July 7th, July 16th. You may vote please.

Roxanne - All were in favor, the motion carries.

Jim - The next three items are our instructional appointments. They're individual motions. Are our candidates on the Zoom meeting?

Pat - They are, they're sticking with it.

Jim - Item #6 is the appointment of Brendon Bardo as music teacher. Our recommended action is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools does hereby approves Brendon Bardo, who holds initial certification in the Music Education area to a probationary position in the Music Education tenure area for a probationary period commencing on September 1, 2020 and expiring on August 31, 2024, unless extended in accordance with the law. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. Salary for the school year 2020-2021 will be in accordance with the District/AFA Collective Bargaining Agreement based on Schedule II, Step 2.

Jody - Moved.

Bob - Second.

Jim - Any questions or comments on this appointment?

Roxanne - Motion carried.

Jim - Thank you, congratulations, Mr. Bardo. Item #7 Instructional Appointment Caitlin DiRienzo, Elementary Teacher. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, hereby appoints Caitlin DiRienzo, who holds professional certification in the Childhood Education Birth-Grade 2 area to a probationary position in the Elementary Education tenure area for a probationary period commencing on September 1, 2020 and expiring on August 31, 2024, unless extended in accordance with the law. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. Salary for the school year 2020-2021 will be in accordance with the District/AFA Collective Bargaining Agreement based on Schedule II, Step 2.

Jody - Moved.

Erik - Second.

Jim - Any questions or comments on this appointment?

Heather - I just had a question regarding Mrs. Hamm's position. Is there someone that's moving up to second grade then?

Pat - Yes, there is a long-term sub that's going to grade 2, I'm sorry grade 3.

Heather - Ok.

Jim - Any other questions?

Roxanne - All in favor, the motion carries.

Jim - Congratulations, Ms. DiRienzo. Item #8, Instructional Appointment, Courtney Sanville, Music Teacher. Recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, hereby appoints Courtney Sanville, who holds professional certification in the Music Education area to a probationary position in the Music Education tenure area for a probationary period commencing on September 1, 2020 and expiring on August 31, 2024, unless extended in accordance with the law. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. Salary for the school year 2020-2021 will be in accordance with the District/AFA Collective Bargaining Agreement prorated based on Schedule II, Step 2.

Jody - Moved.

Phil - Second.

Jim - Any questions or comments on this item?

Roxanne - All in favor, motion carries.

Jim - Congratulations, Ms. Sanville. I'd like to welcome the three of you to Akron. We certainly look forward to a point and time when we meet you face to face. Item #9 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, hereby approves Instructional Items, consent items #9A-9E.

Bob - Moved.

Heather - Second.

Jim - Questions or comments? If you could vote on that.

Roxanne - All in favor, motion carries.

Jim - Items #10 is Personnel Non-Instructional. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, hereby approves Non-Instructional Items, consent items #10A-10C.

Heather - Moved.

Erik - Second.

Jim - Questions or comments? Vote please.

Roxanne - All in favor, motion carries.

Jim - Item #11 is our District Items. Normally we'd just move right to recommended action, but I'd like to point out for the community what items are on the agenda. We're accepting as an item, the resignation of Brandon Ricci as High School Principal, approving the appointment of Mr. Steve Dimitroff as Interim High School Principal, approving the Smart Schools Bond Investment Plan Act that we just had a public hearing on, the changes proposed to the student-teacher calendar that Mr. McCabe spoke about, and recommended bus trade-ins that was approved under the vote back in May as part of our school budget vote. 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 items 11A-11E.

Bob - Moved.

Phil - Second.

Jim - Questions or comments on these items?

Jody - Mr. McCabe, will you send a notification about the calendar change?

Pat - Yes.

Jim - Congratulations Mr. Dimitroff on his appointment. Item #12 is the District Item - SEQR. Our recommended action is to approve the following resolution amending and confirming SEQRA Negative Declaration for Capital Improvements Project, 2019.

Phil - Moved.

Erik - Second.

Jim - Any questions or comments on that?

Roxanne - Motion carried.

Jim - Thank you. Item #13 is Special Education. Our recommended action 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 restrictive environment at this time.

Heather - Moved.

Bob - Second.

Jim - Any questions or comments? Item #14 Upcoming Dates. Next on our calendar is our meeting here on Wednesday, August 12th at 7pm, here in the cafeteria with the Zoom participation by the community. Item #15 Hearing of Individuals and Delegations Non Agenda Items & Board Discussion. Anything for the board members to bring up at this time? Questions we haven't covered? I'd like to thank Tristan and Mr. Dailey for setting us up and working us through the presentations tonight. A little bit more involved today. Item #16 Executive Session. We do have a need to go into Executive Session for negotiations.

Phil - So moved.

Bob - Second.

Jim - Any questions or comments? We are in Executive Session at 8:50pm. We do not plan on conducting any business when we come out of the meeting. We will adjourn the meeting when we come out. Thank you Mrs. Rebmann for setting us up and coordinating the meeting.