

Croton-Harmon UFSD | August 11, 2020 Board of Education Meeting CHUFSD

Good evening, everyone. And welcome to the August 11th regular meeting of the Board of Education. I'll just get right into it. And the recommended action is that the Board of Education approves the agenda. I'm on the second slide. Sorry. Recorded action that the Board of Education-- don't i have to call to order?

No, you've done that.

Oh, all right. All right. All in order.

All in order.

OK. Recommended action that the Board of Education approves the agenda as presented.

So moved.

Oh, that was Josh.

There we go.

OK, I'll second.

On the question, all in favor?

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carried. All right. We'll move on to old business recommended action that the Board of Education approves the amended 2020-2021 Croton-Harmon School calendar as presented.

So moved.

Second.

Second.

On the question?

So if I could have a moment with the calendar proposed revision amendment, the board will see there are two calendars there. Very subtle difference between the two. As you know, this was

approved. The calendar was approved in February. But based on our preparation for the reopening of school, through conversations with numerous stakeholders, we would like to front load some of our superintendent conference days and a professional development day. So that, you see from August 31st, September 1, 2, 3, and 4. So that is a change from the initial calendar that the board approved in February.

The difference by doing that is, the date of school opening changed. So you'll see with the circle on either one that you're looking at says that schools will open, our first day of school on September 8th. So that was a difference from the February meeting. So by frontloading the superintendent conference days, that pushed the opening of school to the 8th.

With that said, we really feel that having that bulk of time with our teachers and all staff to be critical as we review all of our entry protocols, et cetera, all the things we've been talking about over time.

The second piece that you see on the second calendar that you see kind of evolved a little as we've been continuing our work and our discussions about school reentry. And what you see in the calendar that has in the left corner, V2, is the same thing I just mentioned. You see the superintendent conference days and a professional development day still at those same times. You see the first day of school listed as September 8th.

But what you see highlighted and shaded in blue in that one-- I don't know if, Tracy, you can scroll up. Yes, thank you. What you see highlighted in blue is a suggestion that there be half days of schools so that we start reentry slowly, that it's a half day of school for students, the staff would be there all day. And it would give us a chance to slowly re-enter and assess protocols and procedures at the end of each day.

If you look at that, according to the hybrid schedule superimposed, thinking of the hybrid schedule on this, the Tuesday would be a Croton day. Then the 9th of Wednesday would be, if the hybrid schedule, a remote learning day for grades 3 through 12. And then the 10th and the 11th would be the Harmon days in person. And of course, according to our model, K1 and 2 would be in person each day. But they would be half days.

We are recommending the half days so that we have a slower entry and more time to assess along the way and evaluate the protocols and procedures that we've put in place. So this one is different because it's recommending a half day start from the 8th, 9th, 10th, and 11th. And it is something that, through conversations with the administrative team, as well as our conversations with some of our teacher leaders, feel to be a good way to begin the year. So the recommendation is for V2. But I

want to be very respectful of the board and your thinking. And either calendar, we could certainly live with. But the recommendation is for the V2.

Question.

Dr. O'Connell?

Oh.

Oh, go, Iris.

No. No. I was just going to ask instructionally, with the Croton team only coming in the one day, how do you imagine making sure that they are on par with the Harmon team, which would have two days?

That's a great question. And we would actually be needing to use our remote learning Wednesday, too, to be driving some of those protocols and procedures home, drilling and training, et cetera. So we believe that between the one day in person and the one day remote, is a great way to start to reiterate the expectations and procedures and protocols. So we felt even though there was an additional Harmon day, that the protocols really could be driven home between the two and reassessed after each group had one day there. So when Croton team was there, the Croton cohort, we could be reassessing in the afternoon on that Tuesday, how did that go? How were those procedures? What do we need to shore up? And then on that Thursday when the Harmon team was in, how were those procedures and protocols? What do we need to shore up? And then definitely, have the Wednesday piece as something to help solidify some of the protocols.

Now with that said, you bring up something, Iris, that I know the task force discussed. We did look at the calendar. And I've asked the team, once we approve this calendar, to look at it again. We looked at the calendar through the lens of the Croton days and the Harmon days to see about days off and the impact of that. When we're looking at Monday and Tuesday, which is the Croton group, and Thursday, Friday, which is the Harmon group, when we look at the days off, they're relatively equal. But I've asked our team, once we approve the calendar tonight, to revisit that. So if we had to shore up any inequities between the two, we could.

I was thinking just-- I'm sorry. I was just laying that on top of what Mr. Griffiths had presented at the last board meeting, where it's like a block learning or an arc learning. Even if the days are equal, if they're falling at different points in the year, how do you continue that, maintaining that stream with that loss? You don't have to answer that right now. It's just something I was-- when I looked at it, I

thought, to raise?

Yes. Thank you. And that's something that comes part of the reassessing, too. We're trying to build in time for our teachers to be collaborating, et cetera and that assessment. I think that's important along the way to be assessing where we are, how we're doing, what needs to be edited, changed, et cetera.

I like the V2 idea. I really like the fact that we're not going to be open for the 31st through the 4th for students. I think that combined with the half days in the V2 schedule, the V2 calendar, gives us a little bit of-- it allows us to sit back, frankly, and watch what's happening in other places around the country as kids are going back to school. It gives us a little bit of time to look and see, what are the problems that other districts are encountering. It just gives us a little bit more time. And I think that's a good idea.

And if things look really dodgy or out there, it also paves the way for us to change it further if we decided, listen, we'd rather do full remote for the 8th through the 11th. I know that's not what's being proposed here. But it provides us with the flexibility to do that. I like it. I think it's--

Well, you'll be hearing us talk not relative to the calendar, but very much an integral part of our reentry plan is about the fluidity of perhaps needing to go between virtual, home remote, and hybrid. So you'll be hearing me say it often tonight, kind of independent of the calendar. But to your point, Josh, part of the calendar.

Oh, I'm sorry, Neal.

Yes.

I was just going to add that I think, the fluidity is the word that we keep using. But I just would like to raise the fact that, who knows at the end of that period of half days, we may have to readjust and have another week of half days, depending upon how things are going. So we have our goal in mind that this is going to be safe and effective. And we'll do whatever we have to do in order to make that happen.

Thank you, Andrea.

A couple of points. First is, I noticed that when we're looking at other half days during the year on this calendar, version 2, we have a Wednesday in October, right? We have November 3rd and November 5th, which are a Tuesday and a Thursday denoted as half days for parent teacher conferences. We

have a Wednesday, December 9th and a Friday, March 12th. So if you look at it from that perspective, what we've got is the Monday, Tuesday cohort having-- I just want to make sure we have this right, two half days. Well, I want to make sure that balances out.

Right. And we will look at that, Neal. A rough look, the team felt they are approximately equal. But we still need to look at that and make adjustments. We can always make an adjustment with the Wednesday. But I'd really rather not go down that road without having the plan fleshed out.

So my other question is, obviously, we have to be concerned about the 180 teaching days, the number of teaching days we're required and the contract hours. Are really just as a clarifying point, the governor has said about the 180 days, but New York State Ed is giving us flexibility on the contact hours.

OK. So that means that--

Verify that for me? John Griffiths, can you verify that for me on the contact hours?

Yes. Everything as standard meets all of the contractual obligations from all the mandated hours and days from the state.

Mm-hmm.

OK. So we're not going to get in trouble for knocking X number of hours off in early September.

You know, with the 900 and 990 secondary being the threshold, we are far above that. We're well over that. We have the room to skip.

Right. But even without that cushion that we have there, there has been some flexibility where hours are concerned. And that's why you see some plans that are AM/PM plans. You see a wide variety of plans throughout New York state.

Well, I agree with Josh as to the preference for version two.

So do I. And I don't need that. I agree with everything everybody said, but I like version 2. And I love the flexibility it gives us and the practice and the training for both our children and our staff. I think it's incredibly crucial, so thank you.

Great. All right. All in favor?

I was just going to say one thing, that we have to make sure this is all out there ASAP because then

parents who are thinking about what's going to happen during that first-- but before Labor Day and that first week after, they're going to have to know that their child care plans or whatever plans they need to make that first week are set.

That's correct. So tomorrow, our plan is to send out a K12 alert sharing the calendar that the board approves this evening, highlighting the changes.

OK.

All right.

Great.

All in favor?

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries.

Thank you.

All right. Recommended action that the Board of Education approve the 2020-2021 tax warrant for the Croton-Harmon Union Free School District as presented.

So moved.

So moved.

Second.

On the question?

I am wondering if Denise could tell us how we sit financially. Because I know we made a tentative warrant. And I know we've had a lot more expenditures and a lot of savings. And so I'm wondering how we fit in terms of the amount of monies that we are going to be utilizing, whether there's any change in the amount that would come from our unrestricted fund balance.

Denise?

Denise, we can't hear you.

Thank you. So Neal, are you referring to our allocation for the 2021 school year or are you--

Yes.

Oh, OK.

Yeah, I just-- yeah, go ahead.

But at this point we are holding steady with the allocation that we set forth with our existing budget. But we are seeing increased expenditures and of course, reductions to state aid. And we are monitoring the budget very, very closely.

Is there any change in what is being recommended or we will actually be authorized to put into the various restricted reserve funds based on the end of the year?

Yes. No. At this point now, we lost a week. And now, we're at the beginning of our financial audit. We have a lot of adjusting entries and so forth. So I would imagine within the next two weeks, we'll have a better idea of how much we're going to be putting into each of those funds.

And Denise, just quickly, can you clarify how much lower state aid is from this year to last year and the non-tax revenue?

Yes, absolutely. So there were a couple of questions that I did not get to, which I will address right now. So the question was, last year's state aid represented what portion of our total tax revenue? So last year's state aid represented about 12.5% as opposed to this year, which is 11.3%. That's a loss of about \$270,000. And that does not factor in the threat of state aid cuts that we're seeing right now. So there's a 1.2% loss in state aid.

And there was another question. Last year's budget, how much did non-tax revenue represent of total revenue? So last year, non-tax revenue was about 13.6. And this year, it's down to 12.7%. It's a loss of about \$316,000. And that's due to a reduction in our projections for interest income, Westchester County sales tax and some building use fees as well.

And you can stop me if I'm going to quickly. There was another question, last year's budget. What are all sources of revenue besides state aid?

So generally speaking, interest income and county sales tax are the largest. And as you know, we've reduced those considerably considering the COVID commerce shut down. Also tuition for added district students, building use fees, equipment insurance recoveries, sales of obsolete equipment, and prior year expenses represent the majority of other revenue sources outside of state aid and tax revenue.

Another question, what percentage of non-restricted fund balance was used to reduce the levy last year?

So in 2021, our budget included an additional \$545,000, approximately. And this is up considerably. Last year, we allocated \$1.3 million in reserves. And this year, we're allocating \$1.88 million. And again, this is required due to the loss of state aid, Westchester County sales tax, interest income, and some increased expenditures.

I was asked just to speak a little bit about the TRS contribution. So the Teachers' Retirement System has a mandatory contribution for employers. So we contribute a certain percentage on the salaries of all of our employees and that holds for our Employee Retirement System and our Teachers' Retirement System.

This year, the TRS rate increased from 8.86% last year to 9.53% this year, which equates to approximately an additional \$300,000 in contributions. That is a mandatory requirement on our part. As stated in our budget meetings, that TRS rate is expected to increase considerably in the 21-22 school year based on, of course, the market, which is the largest investment in that pension fund.

And it's a rolling three year average, right, Denise?

Yes, an oversimplified. But yes, it's an oversimplified-- it's actually a five year process. But then they look at three years. And you would probably know more about that, Beth, with your financial background. But it's a very extensive actuarial calculation. And--

Yeah. I guess I just want to highlight this quickly for the public is basically, we're going to be taking all of the returns, the market returns from the past five to three years, which were a bull market. And we're coming into a year where we're having a shortfall in funding, but we're being required by the state to give a higher percentage of contribution towards our employees' retirement based on past returns, even though those returns are not relevant for us this year.

So we have a huge mismatch in what we're going to have to pay out and what we're getting in. That's

just what I want to highlight for the public. And that's going to be in our future budget conversations.

It's the lag that kills us in this areas.

Yes. And that's what happened to us during the Great Recession, when that lag gave us 14% or 15% on one year, and it just carried through until it got retired. My question, though, I'd like to ask Denise is, we have not heard anything from the governor yet about decreasing state aid. And maybe I shouldn't say anything to jinx it. But some commentary-- I think you said this at the last meeting or somebody did, the thought was that, if there was no relief coming from the federal government, we could be in a situation in which the governor would say, like now, OK, I'm cutting you up to 20%. Two questions. One, have you or the business officials heard anything about what's going on? And two, if that happens, what can we do to either draw on existing unfunded reserves or anything else other than just say, we don't have that million dollars. We're just going to have to cut a million dollars out of our spending.

Hugh, can I just suggest, because there is so much on our agenda tonight and this is partially an advocacy question, we can maybe have this discussion a little bit deeper or just put that question out for an answer later?

Whatever is best. Because it does go-- I guess it doesn't really go to the warrant. We just happened to be talking about [INAUDIBLE] financial pressure. Whenever it is the appropriate--

A really important point that you're bringing up. And I hope you don't mind it. But I know I've been sitting through a lot of meetings today. And I know our administration's been sitting through even more. And there's so much to cover.

I will just say that I have heard from colleagues who have been affected by it already. We have not because we haven't our state aid yet. And additionally, as mentioned in our budget meetings, we implemented a lot of mitigation strategies to counteract the loss of that aid, which we will employ if need be.

The last question was, how can we calculate what we need to collect in taxes when we don't know the full revenue picture or our total revenue picture? And the unfortunate answer to that is that our anticipated revenue has no impact whatsoever on the tax levy. That is a formula that's described by the comptroller's office. And any revenue shortfalls that need to be offset cannot be offset by the levy. They would have to be offset by fund balance allocations or expenditure reductions.

And that was the last question. But I can answer more if needed.

Thank you, Denise.

Great. So all in favor?

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries. All right. Item 3.2, recommended action that the Board of Education approves the 2020-2021 tax warrant for the Croton Free Library as presented.

Second.

Second.

On the question? All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries.

Before we move on, I just want to restate, as I do every year, that I think it's crazy that we have to vote on the library when we don't really control the library.

But as the Board of Education, we approve the tax warrant, which then goes to each taxing jurisdiction. For us it's Yorktown and Portland essentially tells them what needs to be collected. And so we are essentially just a pass through for the library. We don't have anything to do with their budget. We don't receive any of their taxes. We're just kind of like a pass through for them.

Right. But that is because of the procurial way that libraries are treated under New York law. If we had a school district library like Ossining, we would have much more responsibility. If it was a town library like--

Before we go farther into the readings--

I didn't-- I--

Yeah.

I didn't mean to bring it up as a topic discussion.

Suffice it to say that we do vote on it.

Yeah.

Yeah.

So that's passed. So item 3.3 is new business. And it's the 2020-21 school safety and emergency management plan. Do I read this whole thing? This is a draft of the district wide safety plan which must be made available for public comment at least 30 days prior to adoption by the school board. The school board may adopt the plan only after at least one public hearing has been held, which provides for the participation of school personnel, parents, students, and other interested parties. Amendments to education law 2801A require that district wide safety plans be made available for public comment.

However, to comply with the confidentiality provisions of this section, public comment is no longer required for the summary of the building level emergency response plan. This notice will start the 30 day clock and will be approved at the September 10th, 2020 Board of Education regular meeting. All right.

So there's nothing to do.

Yeah, there was no recommended action. It's just an announcement, yeah.

I just have one question. Yeah, we're meeting on the 10th, that's right. OK.

All right. So 3.4, student meal price, recommended action that the Board of Education--

Oh, I'm so sorry. There were a few questions that I'd like to address very quickly regarding the safety plan.

Sure.

OK. So the question was, has the district wide safety plan been updated due to COVID-19? So to that question, the district plan has our continuity of instruction plan. But the building level plans address the COVID planning issue under the infectious disease annex. So that is the template that is designed.

And that is in the building level plans.

There was another question about the building level plans and who has access to them. So they are confidential plans. The New York state police, Croton police department, and fire department have access to those confidential building plans. We are advised never to email them moving forward to even board members, due to their limited terms. So the building level plans are here for viewing by the board. But it would be a hard copy. They would not be emailed.

Then there was another question--

Denise, Denise, I don't mean to interrupt you. I know a lot of these questions were mine. And if this is just the announcement, we can save those questions to the later point when we actually have to vote on the plan, if that makes things go more quickly.

Got it. Those were the two highlighted questions.

OK. Great. So any of my other questions, you can wait until we actually have the discussion, until we have to vote on the plan if that helps with timing.

Thank you, Beth.

Thanks, Denise.

OK. So we can go to 3.4, student meal price. Recommended action that the Board of Education approves meal prices to the students within the child nutrition program for the 2020-2021 school year at the following fee rates. Breakfast equals \$2.75, lunches \$3.75. As per the proposed meal prices and further authorize the Board of Education president to execute said meal prices, which will be implemented in the 2020-2021 school year.

So moved.

Second.

On the question?

Yeah. When it says execute the meal prices, I assume it's execute an agreement or a document or something that provides for that, those meal prices. The Board of Presidents is not executing the meal prices ourselves. Do we know where that gets executed?

That's the language put forth by the State Education Department, Child Nutrition Services as far as

this recommendation. So we just use the guidance that's been provided by them.

Another point that I would like to make is that we are applying for a waiver of the breakfast program due to logistical challenges and some health and safety issues regarding our capacity at PBC and the timing of the schedule. So we are looking to get a breakfast waiver, but I wanted to include that in case we didn't. So the breakfast waiver would be granted if our numbers were not substantial enough to keep the program running. We do expect that we will get the waiver, though.

OK. All in favor?

Aye.

Opposed? Abstain? Motion carries. Item 3.5, recommended action that the Board of Education approves the resolution for policies that are inconsistent with executive orders as presented.

So moved.

Second.

On the question?

Sure, to explain very briefly, NSBA sent out a notice last week saying, you may have policies that are not consistent with different changes that maybe are going to be required either by state law or by orders of the governor or by regulations or by our reopening plan. And so we don't get into the problem of having somebody say, well, you did this. But it's against policy. This simply says, if there is a conflict with any of those areas of authority, we are temporarily suspending them, the policies, to the extent to comply with those orders, directives of the reopening.

The alternative is, they said, you could go through each policy and amend it and then amend it back when there is no longer an emergency, which we thought was a foolish thing to do.

All right. All in favor?

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries. Item 3.6, right? Yeah. The recommended action that the Board of

Education approves the resolution in support of additional school funding as presented.

I made that motion but I think there should be one change which is, we received something from NSBA a couple hours ago saying--

Neal, we can't hear you.

We received something from NSBA a couple of hours ago saying that, Chancellor of the New York State Board of Regents, Betty Rosa has taken the job to be Commissioner of Education starting at the end of the week. And so we probably should just change that because it's going to be [INAUDIBLE] at the bottom. It should say, sent to acting chancellor of the Board of Regents and then Betty Rosa as New York Commissioner of Education. By the time we get this out, she's going to have that job.

So I just say that now so we don't have something and then have to change it. And with that, I will move its resolution.

All right. Did we move it?

I'm moving it.

OK. Second. Usually when we do these resolutions, we read the whole resolution.

Really? OK. Whereas--

For advocacy ones.

OK. Whereas school districts in New York are facing the prospect of reopening for the 2020-2021 school year during an historic and dangerous pandemic, and whereas to open safely school districts must purchase additional technology and safety and medical equipment among other materials, provide additional training for staff and personnel, and whereas school districts will change their manner of operations entailing additional spending including having staff work overtime to keep the building sanitized, increasing bus runs to safely transport students, and addressing students, staff, and family social emotional and mental health needs with additional support, and whereas all children, including those with disabilities and English language learners, are entitled to a free and appropriate public education under federal and New York state law, and whereas the safety and health of students and staff must be the cornerstone of our educational system and are vital to the health and future of our country, and whereas the Croton-Harmon Union Free School District has enacted with the appeal with the approval of the voters of the district a budget for the 2020-2021

fiscal year that is predicated on the receipt of state aid an excess of \$5 million as well as revenue from property taxes and Westchester County sales taxes upon which the district has determined its budgeted expenditures, and whereas the state of New York and other states are suffering severe contraction of revenues that are utilized to fund public education, and whereas the governor of the state of New York has stated that, unless the federal government provides substantial economic support for public education, the state of New York may be compelled to reduce by as much as 20% the amount of state aid to be provided to the district, and whereas the loss of district revenues, including the amount of state aid, will force the district to reduce expenditures at a time at which the district faces additional unanticipated costs, and whereas these circumstances would have a crippling effect on the education of the students of the district, and whereas every school district in the New York state and throughout the nation face these same circumstances, therefore the Board of Education of the Croton-Harmon Union Free School District urges the Congress of the United States and the President of the United States to enact legislation providing immediate, substantial, and specific funding assistance to states and localities for public education, including funding assistance for the provision of educational services to students under the Individuals with Disabilities Education Act.

Be it further resolved that the Board of Education of the Croton-Harmon Union Free School District shall seek to collaborate with other like minded school district agencies or organizations supporting public education to express these concerns and to advocate for adequate additional financial assistance for public education.

The Board of Education directs the district clerk to send a copy of this resolution to the following persons, Donald J. Trump, President of the United States, Charles Schumer, United States Senator, Kirsten Gillibrand, United States senator, Nita Lowey, member, United States House of Representatives, Sandra Galef, State Assemblywoman, Peter Harkem, State Senator, Andrew Cuomo, the Governor of the state of New York, Carl Hasty, the Speaker of the New York State assembly, Andrea Stewart-Cousins, the majority leader of the New York State Senate, Shelley B. Mayor, New York state senate chair Committee on Education, Michael Benedetto, New York State Assembly Chair, Standing Committee on Education, Frances Wills, New York State Board of Regents, Betty Rosa, Chancellor, New York State Board of Regents--

So Betty Rosa should be changed. So it should be acting-- what I mentioned that time-- move acting Betty Rosa, or rather acting chancellor of the New York State Board of Regents and Betty Rosa, New York State Commissioner of Education.

OK. I only heard part of that. But we'll go with that.

Yeah.

Shannon Tahoe, Interim New York State Commissioner of Education.

No, she--

She's gone. She's replaced by Betty Rosa.

Oh, she's gone. All right.

Yeah.

So we won't send it to her.

Yeah.

Robert S. Schneider, Executive Director at New York State School Boards Association, Karen Belanger, Executive Director, West Chester-Putnam School Boards Association. Did we vote? I can't even remember now.

No, you just read it.

OK.

Now we vote.

Unless people have questions about it, right?

All right. All in favor?

Aye.

Aye, heartily.

Opposed? Abstain? Motion carries.

Thank you very much for the advocacy.

But and just to follow up with that, Tracy, I'll send you some wording so we can send it out to the public tomorrow with a Voter Voice. We have a couple Voter Voices from [INAUDIBLE]. So I'll work with

you on that, Tracy.

OK. Thank you, Andrea.

Sure.

OK. Item 3.7, recommended action that the Board of Education approve the co-curricular club advisors for district wide, the Pierre Van Cortland Middle School and Croton-Harmon High School from the 2020-2021 school year. This appointment is subject to rescission based on any factors experienced by the district that prevents the scheduling of the respective co-curricular offerings.

So moved.

Second.

On the question? All in favor?

Aye.

Neal, Neal, you got to come back because I'm abstaining. [LAUGHING]

I'm abstaining, too, Josh.

Oh. Interesting.

Yeah. Because I work with [INAUDIBLE] so I'm going to abstain.

Right. Right.

So can we proceed or no?

Jim says no.

We haven't enough--

No, we have to wait for Neal.

We need wait for Neal.

Here's Neal.

All right Neal's sound was a little off, so I think--

Neal, we need you to vote on this.

Fine, I'm in favor of it.

OK. That's a yes. Opposed? Abstain?

I'm abstaining.

That was Josh and Andrea. Motion carries. OK. Next is the president's report and I will grant my time to the superintendent because I know she has an enormous report.

Thank you, Brian.

Then now we have the hearing of the public. And there is a letter that I have to bring up. And get that for us. Sorry, I should have had this open.

OK. So this letter is from Samantha Glasser at 41 Mount Airy Road East. And she is my wife. So that does not necessarily mean this is the feelings of the board.

Dear members of the community, the administration, and the members of the board, I am writing to you to see if you might consider an outdoor learning environment when we resume school in September. I have three daughters, two at PBC and one at CET. My youngest daughter, Abigail, who is entering second grade, has been asking daily who her teacher will be and who will be in her class. She has picked out a new backpack and lunch box and is excited about her return to school. I am dreading it.

I want my daughters to meet their teachers and for their teachers to get to know them in person in a safe environment as we ease into this coming year. All the research suggests being masked outside is safer than being inside. The initial idea is to have the first few weeks of school be outside. The kids can wear masks and areas to be designated by each class. We certainly have ample outdoor spaces and this could work at all three school buildings.

If the weather is inclement, they can learn from home. I realize this would take a great deal of coordination. But it would allow the kids to return to school without the additional anxiety of them going into buildings and classrooms.

I posted this on a Facebook Croton Community page and it was very well-received. A friend put together a very brief Google poll in which 28 people responded that they would support outdoor learning and no one opposed the idea. I think many anxious parents who, like me, are extremely on

the fence about sending their kids back to school, were supportive and excited about the idea.

As you consider the best options for this fall, please consider outdoor learning as a bridge between e-learning and being back inside the buildings. Sincerely, Samantha Glaser.

And I don't believe there were any other letters. So we will move on to the superintendent's report.

Well, thank you, Brian. Thank you. And Tracy, can you share the screen with John so he can put up the superintendent's report?

As we discussed, my superintendent's report will be dedicated to reopening of schools, reentry, and the topics that are associated with that. So my superintendent report will be a little lengthy than it normally is. If you will indulge us, we'll share some information that I know the board has already reviewed. But I never want to miss an opportunity in case a community member is joining in for the first time.

We'll also focus in on where the board had some questions, so relative to technology. And we haven't really touched upon the athletics. So I've asked Mr. Galeano to be here this evening to touch upon that. So Deba August is here with us for the superintendent's report, as well as Mr. Galeano. So hopefully I didn't forget anyone.

So if we could go to the next slide, please, John. Thank you. So let's just bring us up to present day. On the 31st, we submitted our plan, our reentry plan to the New York State Education Department as well as the Department of Health. Our plan is considered a living document. Interim commissioner Shannon Tahoe made that very clear, that as we evolve in our process, that our plan should be updated accordingly. And it is on our website. And it is in English and in Spanish. Next slide.

So the week after that, as we know, we were awaiting Governor Cuomo's announcement about schools and opening of schools. So on Friday, August 7th, the governor did announce that based on the state's COVID infection rates, that schools could open in the fall. He did say that he was going to continue to monitor the state's infection rate leading up to the first day of school.

When he made his announcement, he did add additional information that was not part of our plan, any district's plans. And he mentioned it during his statement about schools opening. And he mentioned three pieces that he wanted to have. Now we know we have this big plan, but he wanted us to then pull out of the big plan information about testing, information about contact tracing, and then information about the remote plan.

So let me start backwards. Our remote plan is already on the website, separate from the big plan. And it's in English and in Spanish. So starting there, moving to the other two pieces, he brought up testing. And if you look at my note there, I put an asterisk next to it. He says he wants these to include how they, meaning the district, plan on testing students and teachers. So I put an asterisk there. Unless something changes, at current moment, we do not have the authority-- school districts, not Croton-Harmon, school districts do not have do not have the authority to test. So for example, I can't ask the school nurses to engage in COVID testing and sampling, getting nasal swabs and things like that. That's the authority we do not have.

So what our plans do speak to, and we will then eventually put a separate one up as the governor is requesting, is our collaboration with the Westchester County Department of Health. Westchester County Department of Health, in partnership with us, they will identify testing sites. We will be sharing the resources with our staff, or students' families that need that and it talks about and will talk about the collaboration between school districts and our school district, specifically, and the Department of Health.

How we plan to do contact tracing, again, the New York State Department of Health is the leading authority where contact tracing is concerned. Our school district will collaborate and work with them. So for example, if they find out or we find out someone is COVID positive, we would be contacting the Department of Health, or if they find out, they will be contacting the school district. It is at that point that we collaborate together to actually determine the contact tracing and who's involved, who needs to be notified. And it is the two agencies, the school district, as well as the Department of Health, working together.

So when the governor made those statements, it did create a little bit of a stir in school districts because, knowing where our authority lies et cetera-- so you'll hear a lot when we eventually put that on the website to be in compliance, a lot about how the school district, how we, how I will, how our COVID coordinators, how our nurses will be in collaboration with the Department of Health, as well as Dr. Mehr.

The governor's-- Dr. O'Connell, just after sitting in on the meeting today, it's important for the public to know that what you described with this is that, it's an anonymous process.

Yes, thank you. It is an anonymous process. So for example, I'm not sure if in the task force meeting or the community meeting, I used an example such as, for example, if Debbie O'Connell was COVID positive and the health department was having a conversation with people that perhaps I came in

contact with, they're not going to say, Debbie O'Connell was positive. They're going to say, you potentially have come in contact with somebody who has tested positive for COVID-19. It's very, very confidential in that sense. So thank you, Andrea. That was a good point.

And then we had already had our community forums scheduled as well as, we've had a community forum even before this. So we had the public give a chance to ask questions. We had an extensive one this evening that went an hour and a half. And I will say, John Griffiths was monitoring the chat. We got some of the questions in the chat answered. But there are still questions that John tells me he was in the chat that we didn't get to. And we will certainly address those questions.

We also had people submit questions ahead of time. So that was great because we were able to take those questions and make sure we embedded those into our slides. But some of the questions, if you came back for round two and are listening again, we certainly will address questions that were in the chat that we didn't have a chance to get through in our community meeting tonight.

So we'll also we've been having ongoing conversations with our teachers. We have another one with the whole CTA, our Teachers Association, tomorrow. Another day this week, I can't remember if it's Thursday or Friday, with all the rest of the staff, again, to just keep the conversations going.

So that is really the messages that came out of the governor's statements when he on Friday the 7th. I will tell you, Friday night we did receive further supplemental guidance from his office to help us through the additional pieces that's required. So the next slide, please.

So as we've been saying, and again, the board is aware of this, our plan requires that we address three scenarios, a remote one where all students are home due to either a substantial spread or other reason, another scenario where schools are open in a hybrid scheduling, and then schools are fully open due to low or no spread. And fully open, we're all pretty familiar with. Those were the days, right, when everybody was in minimal social distancing, et cetera. So our plan has to indicate those three scenarios. Next slide, please.

So we've been using this visual to indicate when-- you keep looking at all of these scheduling grids to indicate, is it the fully open? It will be the green light. Is it that the hybrid, or is it the students at home, either due to substantial spread and other reason? So next slide, please.

So what I will not spend time on today but put in a plug for tomorrow, tomorrow's community forums, the principals will be sharing their plans, their red light plan, if you will, the yellow light plan, as well as the green light plan. So here we see CETs, which is the remote option. Again, the viewer will see in

green here, the light green, I should say, is the synchronous. There's a lot of synchronous opportunities built in. Next slide. And again, we will go deeply into these at tomorrow's community forum.

This is the remote schedule for PVC. You will see that they are Monday and Tuesday, and Thursday and Friday, half class sessions. So there's a smaller group. And then Wednesday, full sessions. Next slide.

And something very similar for the high school. And you can see here where they're building in CHAP, which is their advisory program, et cetera. Next slide will focus on the yellows, which is the hybrid.

Again, not to spend much time on this. But our hybrid model for Croton-Harmon is our K through two, kindergarten, first, and second grade, we plan on bringing in Monday through Friday in person. And then grades three through 12 will be on the typical hybrid of the Croton cohort, coming in on Monday and Tuesday, and the Harm cohort coming in person Thursday, Friday. When Croton is in, Harmon is streaming in remotely. When Harmon is in, Croton is streaming in remotely. So there's a lot of synchronous opportunities built into the programs. So if we could, again, grades three through 12 will see the Croton and the Harmon split. Next slide.

We see the same at PVC. And next slide, we see the same at CHHS. Again, this is the hybrid which shows breaking into cohorts.

One question that came up at the community meeting today, which I really said, you know what? Sometimes we don't spend much time on this. The whole idea of the hybrid is to reduce density of people in the building. When that question came up, I was like, you know, sometimes we don't spend a lot of time saying, why bring in half the kids? And what is the purpose of that?

And it's to reduce the density of people in the building. And secondly, so we can distance, the social distancing, desks apart, et cetera. So that came up today and I said, you know what? I have to make sure I build that in. I thought I really appreciated that.

And the next is the fully operational. So when, and we will get there, when we get to that point where there is low or no spread, when we can bring all of our children back in person with minimal distancing, is the green light or the fully in-person program. Next slide.

This is a key word. And I have to say, one of our faculty members sent me a meme about this today because I am constantly using the word pivot. We need to be able to pivot. We kind of alluded to this when we were talking about the calendar earlier this evening.

So what do I mean by pivot? So if you go to the next slide. It is crucial that our system, our teachers and staff, our students, and our parents internalize that we need to maybe move from a hybrid to a remote or remote back to hybrid, et cetera. One of the questions I get often, I've read the plan. I see the three scenarios, the red light, green light, yellow light. I see it. I get it. What are we doing? And I have to pause and say, that depends. And I know that makes it very difficult for child care, making child care plans and backup plans, et cetera. But what do I mean by this?

So we might be in a hybrid schedule. And I am given information that we have perhaps a COVID positive person or some information. Well, that's start the process, right? So we find out something. We're in constant collaboration with the Department of Health. Our nursing team, Dr. Mehr. Now depending on what that scenario is and all the nuances to that scenario, we might have to close a class, we might have to close a building. I do not know. I cannot answer specifically without knowing all of the specific details to the particular scenario. But it might cause a K12 alert to come out and say, tomorrow, we will be on a remote schedule, et cetera. We need to be able to have that fluidity and to be able to pivot based upon the circumstances that are presented.

Now the Department of Health has made it clear that they do not make the decision to close a school or a class, et cetera. That is upon the school and the district. So that's why that collaboration, what are they learning from their contact tracing, how far reaching is this, what is the impact, what is Dr. Mehr saying, what are the nurses seeing and saying, what is the attendance rate. It's so many things that come together to make that decision. And that goes back to our earlier conversation of needing to pivot. Next slide, please.

Our community forums. Next slide, please. Again, tonight we just had one. That's why Andrea was saying, this has been a marathon day. We had our task force meeting starting at 3:15. We then went into our first community forum. And now we're at the board meeting.

But today's community forum, the task force said the best way to approach this is to chunk the topics because they're so voluminous. And as I said, we had great questions submitted ahead of time. And people have the opportunity to continue to submit questions for the 17th. We're closing out the questions for the 12th tonight. And then people also put questions in the chat. And if we didn't get to all of the questions in the chat, we'll just make sure we do an FAQ.

So tonight, we addressed health and safety, facilities, and transportation. Tomorrow, school learning plans, schedules, special ed, English language learners, arrival and dismissal, and technology. And

then the final one on the 17th-- and I say final because it's the final big one. But then our principals sent out messages today that they are having their principal coffees. So it's another opportunity in a smaller setting to have more questions asked and answered. On the 17th, we'll focus on social emotional needs, et cetera.

So the board, if you remember, next slide, please, had questions about the health screening. And I'm going to ask Deba August to go and take us through some of this information which link back to-- and no pun intended, it's called Link. But linked back to an earlier meeting and some of the questions the board had so. Deba?

So first of all, good evening, everybody. I would like to say hello. We have contracted with a company that actually has a screening program. And the way the program works basically, I'm just going to go straight into it, is that we load in all of our households and our kids. And we provide them with the questions as per our reentry plan. And then we put a link on our website. We send out a daily link every morning at 5:00 AM to all the people in the district. They click the link. And what opens up, what they see is their children all in one link. And they answer the questions for the first child and hit submit, the second child, hit submit, the third child and hit submit. They can do all three kids in one minute.

If they answer any of the questions, and these are the questions that we have in our reentry plan recommended by the CDC, with a yes instead of a no, they immediately get a response on their phone to not send the child to school until they hear from one of the school nurses. We get an email notification for anybody who does answer with a yes, which gives us an opportunity to call the family and just review why they said yes to whatever question it is and let the nurse make the determination if the child to come to school or not.

We would be sending this out every single day. So nobody has to look for the link. They can just get the K12 and click the link. They can actually create a shortcut right on their phone so they can go directly to the link once they receive the first link. We also get a list of who did not respond, who did not submit screening information. We're not storing any information, any health information. That would be violations of HIPAA. And it gives us the ability to get instant notifications on those children that we may need to speak to the families about. And it also tells the family that we need to speak to them.

Dr. O'Connell-- oh, I'm sorry, Deba. I apologize.

That's OK, Beth. Go ahead.

Well you know, Deba, it's probably a question for Dr. O'Connell. But I'm sure you've already heard it. But an hour and a half before a school day, so you know, as a parent of three little kids, I can barely get them out of bed at 7:15 for an 8:00 bus. And we're asking working parents to try and get their children up at, what is that hour, 6:30? I don't know. I'm just flagging it.

So I'm glad-- we have heard some of that feedback. And we're bringing that back to the administrative team. We were looking at it from an operational point of view, what do we need to do on this one in order to get ready for that end, right? But we did get some feedback on that and this evening as well, something I did see. So I flagged it as something to bring back to the administrative team when we look at it through the lens of our processes. Is there anything we can shore up on our end to minimize that but--

Or even, I mean, just throwing it out there, later start time. I know that screws things up, but just anything that could give--

Yeah.

Because of course, we can't compromise what we need to do operationally.

Right.

But just being mindful of from the community perspective of, some people can't get their kids up at 5:30. But just flagging it. Thank you.

No, and thank you for bringing that up. John, you needed to proceed to the next slide so they would have seen also-- yeah.

One more.

The visuals there, too. But anyway, Beth, good point. And it was noted earlier. So it's on the admin council piece.

Great. Thank you.

So this particular solution will also address visitors to the buildings. If we know we have contractors coming in, we can send them the link and they have to answer the questions. It'll work for all our staff, and then also, of course, for our families, for our kids.

So we were just looking for an automated solution. I know every district's looking for an automated

solution. It is mandated that we do something. So this is the solution we thought filled the bill.

And well, if I could interject. If you could address ed law 2-d compliant, Deba, please?

Yes it is ed law 2-d compliant. They do not store any student personally identifiable information at all. And it's also HIPAA compliant. And they've also signed off on our Parent Bill of Rights and also signed off on our vendor contract for ed law 2-d. So they're in full compliance.

And then the other piece that I'd like the board to be aware of, again, the temperature taking piece as well as the screening questions, will occur at home, as indicated by what Deba just shared. And it is actually advised by the Department of Health.

We will also have some random temperature checks on site. So we'll be communicating and have been communicating in any of the forums, that part of our operationalizing the plan will also have some random checks. Now doing all of them, that would do us such a backup, right? We're trying to socially distance. We're trying to get you into the building, et cetera. So much of the administrative dialogue surrounding that piece was to ensure that we would do random checks, maybe a bus one day, maybe a different bus another day, maybe walkers, and just have random-- people to know that there will be some random temperature checks, as well.

And Dr. O'Connell, one other question on the screener. I just can't remember from the form whether you said this or not. We're screening children, right? But what about parents?

Not the parents, only people who will be coming into our building. So for example, all staff, the children, any visitors. And again, even contractors. And when I say visitors, we're really tightening that up as well. So by appointment and et cetera. And those who are coming into the building will be screened there. So if somebody is coming, a visitor is coming into the building, they're going to have to complete the screener.

Right. So again, not parents.

Not parents.

So you could have kids who answer no to all those questions, but we're not asking parents if they have a cough, a fever, chills.

If the parent has it, is that what you're saying?

If the parent has it, yeah.

No.

No? OK. Just checking.

So we want to make clear that this is actually a self screening. We're not screening anyone. We're asking or telling people to screen themselves.

That's correct.

And there is a high element of trust in this, right? We are trusting parents and students to be honest.

We are. And when you've seen our plan, we actually have the COVID-19 Commitment. It is a commitment for all of us to answer correctly. A question that came up-- here's an example. My child may have just a runny nose or diarrhea, which I know is really nothing. I would normally send them to school. I hit pause already. First, I don't think you should be sending a child to school, personally, if they are not feeling well. But if you answer yes to any of those questions, we really need a commitment that we want to keep our community safe. And we need to do that by answering the questions and if it's a yes to any of them, let's have a conversation between the family and the nurse or your health care provider, et cetera, before we send that child back in. And it is a commitment, Josh. I hear you.

Yeah. Just the follow up on that is that I understand that we cannot perform tests, COVID tests.

Correct.

I wonder whether we can require someone to have a test before they enter the building.

I believe not, Josh. But it is a question I can ask legal counsel. But I believe not.

There is an issue as far as asking somebody to undergo a test, I mean, if you're talking about an employee in particular, consistent with the Americans with Disabilities Act. But that's something legal could answer. The one other thing I wanted to just point out based on something that Josh said is yes, it is a matter of trust, that the parent will also understand-- and I heard this from the community forum, that if the parent says no and sends the child and the child appears to be ill, there is a process and protocol for the child to, in essence, be sent to the nurse's office and to then get picked up by a parent or other caregiver because the child is not going to be permitted to remain in class if they show symptoms.

And I'm sure the teachers are going to be very vigilant, and other staff are vigilant about that. So the parent is not going to get away with it if the child really appears to be unwell in any manner.

Right. And you know, that's part of our processes and protocols. And in all fairness, a child and parent could go through the screening and all is fine. And when they come to school, maybe they're not fine, right? So that's really a possibility. And I don't mean to suggest anything otherwise. And part of our training is to understand visual inspections. What do we see when a child or a staff member isn't feeling well. That's part of our training and our awareness training, if you will. And we all need to be on the lookout, right? As we keep everybody safe. And should a person be exhibiting symptoms, they will be escorted to our isolation area where further assessment can occur.

I just have a real quick question. And I know there's an answer to it.

Maybe.

No, no. There is. I know we're providing devices to the students. And Deba, you mentioned that this is being sent out for K12. Are we planning on sending some sort of a survey to find out if a parent does not have access? I know this came up at the last meeting, so that they get the K12 alert daily? And as someone who's job sends out the daily, can we make sure that it doesn't come out on Saturday and Sunday? Because I'm not working Saturdays. So please, make sure you set the controls that you're not receiving it Saturday and Sunday. Some of them default to every day.

Yeah. In our last survey, Iris, we did ask questions specific to Wi-Fi et cetera. And I'm hoping that from that question and et cetera, for people who have suggested an issue, maybe that'll help us drill down to the other question you're asking about, devices, does everybody have a device, et cetera. We will use our principals and our counselors to also help us discern who may have or may not have to your point. And gosh, I didn't even think about the Saturday and Sunday piece. God, wouldn't I be loved, huh?

And Dr. O'Connell, it goes out in Spanish as well, right?

Yes. Deba, I should have let you answer that question. I'm sorry.

That's all right.

Yeah.

Yeah.

Yeah. Yes.

OK, great. Yeah.

So those were some of the questions I know that the board had relative to the link app. And I wanted Deba to be here for that because she's done this great work. I know you had one slide, Deb, I think that said monitoring. So John, if you would just advance. Right and I think that's the last piece on the link app

So this is just the rest of the description that we're notified by email. If anybody answers yes to anything on the screening, that we do know everybody's responses before the school day starts. That just so you know, we will have multiple people in each building to see the responses, because we all know things are going on in the morning, just like you said, getting your kids off to school, kids arriving at school. So we need somebody actually monitoring to see what's coming in and who need to be called or followed up with, and what appropriate actions need to happen after that.

One thing about that, Deba, though, is since that is HIPAA type information, that is, whatever records are kept by someone other than the nurse who already is familiar with HIPAA has to someone who has screened positive, has come up yes, that's something that they need to make sure that's protected appropriately.

It is. The questions-- did you see the questions, Neal, that are in the reentry plan? They're questions like, do you have a fever? Do you have-- they don't ask specifics. It doesn't say, what's your temperature? We don't ask that question. If your temperature is over a certain amount, is your child's temperature over a certain amount, it's a yes or no. And it's probably going to be the nurse's aide and the nurse who is dealing with this, because the nurse is the one who's going to have to call back and ascertain whether the child can come to school or not.

Sure. I'm just saying that if there are other people perhaps in the front office or principal or so on who's delegated some of that responsibility. Because the answer, do you have a fever, yes, is possibly medical information that would be HIPAA protected. You just want to make sure that they ensure that is not disseminated beyond those who have a need know.

That's a good point.

That they write [INAUDIBLE] have their spreadsheet of what they've worked on today, that kind of thing.

Yeah.

OK. I got that. Thank you.

Yeah. I just got a quick question. Deba, I noticed you said that the person would receive one application for all of their children, right? So when I log in, I can answer for all five of my kids.

You do them one at a time.

Right. You do them one at a time. And I'm just crossing this was what you said earlier, Debbie, at the town hall, the community meeting where you said that if one kid is sick in a family, siblings are equally--

Yes.

Should be quarantined or kept. Should they be kept-- so is the app going to let parents know? How will I know if I'm answering, little Johnny, you're sick so you get a yes. Does it automatically yes out for the rest of the family? Or will the parent need to be reminded that, once one kid is a yes, it kind of is the whole family until further contact?

That's an excellent question. We just had the vendor on the phone yesterday. We'll have to go back to him on that, Iris. Because you're right, the Department of Health does say if they're in the same household, and if somebody tests positive or is symptomatic, that yeah. So yeah. We need to go back on that one. That's a good question.

We are able to add fields. So you could add a field that says, has any siblings answered yes to any of the above? And have that a flag that would work around making sure that kind of a situation is covered in the app.

That's true, John.

Good point.

Can it be even slightly more vague than that? Like, does anybody in your household? Because to Beth's point, if both parents are home with fevers and diarrhea and they want their kids to go to school because they're really tired--

Right. That was my fear, Brian. Thank you for bringing that up because I feel like, right. Right. If we're not asking about the whole family, we don't have as tight of control as we thought.

Good point.

So I know some of the questions do get to, have you been in contact with. But let us look at those questions and drill down a little more deeply to those pieces.

One one other question, which is for children whose parents are separated, divorced and have joint custody, so that some days, a child is with one parent or caregiver, could be a grandparent for that matter, or else, how is that going to work?

I got that covered. Because when I load the database, if there's two main households, which in that case, there would be, they both go in and they're both connected to that child.

Which means that both parents, the one who has custody that day and the one who doesn't will get the app. And presumably, the parent who is with the child is going to answer.

Right. Right. If they're with you on Monday and somebody else on Wednesday, both parents will be loaded and the child will be attached to them both. So that whoever submits it will still get it.

OK.

All right. Next slide. We're going to go into technology.

And Deba, you and John will continue with this to move through just some pieces we haven't talked about in public. So go ahead, Deba.

So I always start with, what did we learn in the spring of 2020? We learned about the importance of human interaction and the instructional process. We looked at, learning must remain challenging, engaging, and joyful. Using technology promotes opportunities to collaborate with others. And that our parent partners are critical in this process.

So these are the environments where technology needs to be flexible. You know, in the district reentry plan, we've articulated teaching and learning schedules for each building. And each of the schedules need to be supported with portable and flexible technology solutions so that we can demonstrate fluidity. Our goal is to create an environment that can shift with the teaching schedule, whether it be face-to-face, hybrid, or online.

So one of the things we've done already is we've added Zoom to our available communication channels for all teachers. Some of the teachers prefer the capabilities of Zoom. I'm sure you

remember, at the beginning, Zoom had a lot of violations. We didn't jump on the bandwagon. We went with Google Meet. But now, Zoom has really tightened up their meetings and they offer a lot of features that Google Meet currently has under development. So we went with both. We said, if teachers are more comfortable with Meet, they can continue to use it. But if they prefer to go to Zoom, they now will have the choice.

So we did evaluate student needs, I know this was brought up earlier tonight, in our July 8th digital equity survey. With these questions, we put them in. They actually came from New York state. And we did get the information about children who need access to a device, children who need access to internet, homes that lack sufficient internet for older children.

So our solution is to go one-to-one, K12. So it would mean a device for every student and a device for every teacher. We are creating a device guide for parents and for students. We've already created a slide show on how to care for the device for parents and students. We've created a parent student help desk. We're working on a student video library to learn how to use the resources in case they need to refer to something. And we've purchased MiFi hotspots for families who do not have adequate internet access.

And we're hoping that these tools are going to fit the bill. This is what a teacher will need to have for this hybrid, remote, in-classroom learning environment. They need a document camera so that they can actually show students what they're doing. They can do math equations, they can diagram sentences, they can write calculus or whatever they're doing there. They need a mobile device so that they can connect through Zoom and Google Meet.

They need earbuds with Bluetooth. And the reason they need that, if they have Bluetooth that connects to the laptop, when they speak, the children who are at home will hear them much clearer than just picking up their voice on the microphone across the room in the classroom. They need a webcam so the children can see them.

So we're in the process of outfitting all of our classrooms with all of these tools so that teachers have the ability to move between different ways of teaching. And everything's portable. So nothing's tied down. So if we had to go to remote learning full-time, they can take it home. It all works. Next slide.

I just want to take a minute and say a huge thank you to CHEF. CHEF bought us portable document cameras for every single teacher. This is something we really needed. Teachers from kindergarten to 12th grade were asking for it. They use it in almost every different content area from the sciences to hands on learning to diagramming sentences to math equations. So I just want to say, CHEF really

helped us out here.

And the board will be, I believe, approving that later today.

Hopefully. So the kids, first through eighth graders will all have a Chromebook. One-to-one, we're already assigning them by name. Kindergartners will all have an iPad. Kindergartners currently understand how to use-- the last kindergarten class, at least, used iPads. And we find that is a really good solution for kindergartners because they don't have to log in. We can set them up for them.

We're going to introduce BYOD, bring your own device, for students in the high school. We haven't sent out any letters on it yet. But we do have it all set up. Any student who chooses not to bring their own device will automatically be entitled to a district Chromebook to use full-time, take home. We're hoping that the first few weeks of school, we'll have time to acclimate the kids. And they'll be there in person to learn how to use these devices. But we're also creating guides for parents just in case they need extra help on how to use these devices at home. We're also going to spend time, especially with the younger kids, on how to care for the devices. Next slide.

We also have upgraded our bandwidth. We anticipate with concurrent live streaming in all these classrooms that we were going to need a much heavier bandwidth. So it's the bandwidth coming into the district that we've actually doubled our bandwidth. And we've installed, or we're doing it this week actually, outdoor wireless access points. We have one in the front and the back of every building so that we can have wireless access all over our campuses and not be-- I'm sure you know if you have a phone and you walk outside a building, you lose the signal. So we want to make sure that we have signals everywhere, inside and out.

In terms of software compliance, I've been working with this company education framework that I presented to you earlier in the year. And we're creating a list for teachers, parents, and students of all the approved software in the district. This is software that we know that kids can log into because they've already signed our Parent Bill of Rights and they've also signed our Vendor Agreement.

If a vendor does not sign, it won't be on the list. It doesn't matter how much we love the software. Ed law 2-d part 121 says, no signature, no software. So I've really been working hard to get all the software that we currently use in the district approved. It's been happening slowly, but it's been happening. And I'm very happy to say that most of our software is coming back approved. So that's a really good thing for the teachers, because they're already familiar with it, and for the kids as well. Next slide.

We've also setup a professional learning site for our teachers. It's a website and on that website, we have videos for beginner, intermediate, and advanced in most of the services that we're using, Zoom, Google Meet, Seesaw. I think we have all the Google suite on there, because Google has some really fabulous teaching tools.

And we've also been meeting with teacher cohorts throughout July and August. We've been introducing different solutions and working on best practices with them, collaboration with them, John's been running professional development. We did that all through the spring, but we did it much more targeted in July and August of this year so that teachers can get their skills up. And we also have more professional development coming later in August for them. There's been tons of sessions so that they could avail themselves of this skill-based learning.

Cybersecurity, you know that on the other side of my job, I really have to take a look at network security. So I have been working with Edutek and ComplianceForge, which is a cyber security company, to start framework documents for our cyber security plan for the district. We've already started documenting a tremendous amount of what we're doing on the network.

And Infinite Campus, we're also virtually moving our SIS system. So I started a training schedule last May. It's been very robust. We've been training teachers, clerical, administrators, system administrators. We're probably the only school district in the world who's ever changed their student management system virtually. But we're doing it. And hopefully, we'll be up and running by the end of the month and in full swing. I'm actually working on the portals right now, because we're going to have to shortly introduce the parent and the student portals for Infinite Campus with directions on how they get on it.

So how does this all support the instructional goals of the district? Well, we continue to provide instruction in which students are challenged, using the profile of the graduate as the criteria of success. Developing student skills that will enable them to meet responsibly the challenges that lie ahead of them, providing the tools for Croton students to become critical and creative problem solvers, effective communicators, and independent learners.

Thank you.

Thank you, Deba. Any questions for Deba? Then we have one more piece on athletics. And then my report is done.

I just have a quick question for Deba that does not have to be answered now, but I think would be

helpful for advocacy. We're talking about a lot of new equipment, programs, all this. If we could get a general number of what we had to pay or what you estimate we will pay for all of this above and beyond our usual budget, it would just be helpful to have that.

Right.

I think we can do that. You should know, Andrea, much of the equipment we have is equipment we had in district that we're repurposing. We're very fortunate that, as you know, we started the one-to-one at PVC three years ago. So we've been moving in that direction. And so I'm happy to say that much of the equipment was not additional. It was already there and we're just repurposing it. So that's a good thing.

And to your point, I think that is good to do.

To Andrea's point, I'd love to see some numbers around that, if you can. Also, it would be nice to see if there's things that are on the wish list that we don't have that would make this better. Like for instance, I know that a lot of districts have invested a lot in things like swivels for all their classrooms, which is an expensive piece of hardware. And it would be kind of nice to understand what we have, what we're getting, and what's on the wish list. Because that might help us with advocacy for more funding, right.

All right.

I got it, Josh. Thank you. I'll do that.

OK. And the final piece is athletics. And we have Mike Galeano here this evening to take us through this. This was information that Mike has sent out to all coaches and athletes a while back. But let's have an update on athletics. So Mike?

Thank you, Dr. O'Connell. Good evening, board. I'm just going to give you a few updates on what has been happening in New York state related to athletics.

We see that the original start date was going to be August 14th. And the New York state COVID Task Force decided to move our start date back to September 23rd, which is obviously a very good thing. Gives the kids two weeks to be able to come into school, get used to the new routines before we'll actually begin starting our practices. Next slide, please.

OK. So as mentioned, the 21st of September. Couple of other decisions that New York state public

made is, we'll have no state championships this year, no regional championships. They're really looking for schools to try to make all their competition as geographically close as possible. So that may involve us changing some of the opponents that we play so that they're opponents that are closer to our school district.

A couple of other significant things they did, they waived seven day rule, which means prior to this, you were not allowed to practice seven days in a week. You always had to have a one day break before going seven days in a row. They've waived that rule. So schools could, if they wanted to, practice seven days a week. Not something that I would personally be advocating. But it's an option.

Also, the required practices that a team must get in prior to playing a first game, they are still current. So for example, if you're playing soccer, you had to have six practices before you can play in your first contest. That is something that is still in place. And the last thing, which is most significant, and I've told coaches this many times, according to the New York State Department of Health, there are no interscholastic athletics in New York state for schools. You may be aware that youth sports, clubs sports are in the process of having their seasons. But nothing for New York state schools. Next slide, please.

So just a couple of things, what it means for us. Right now specifically with four coaches, they Google Classrooms set up. So they are corresponding with athletes by way of getting prepared for the season, could be making suggestions on some type of physical training that they may want to have done by the time we start practice. They were doing film reviews with Huddle, doing team building activities. So coaches have been logging on with athletes to just see what they've been up to.

The biggest challenge we run into is that when we do start on September 21st, it may have been a very, very long time since some of these athletes have actually been physically active. So we'll take a very long, close look at the physical training that we will do as we slowly start them back getting into shape.

The key thing has also been communicated, coaches are not allowed to have physical contact, face-to-face contact with athletes, clearly not on our campus, not even off-campus. That is not permitted right now by the New York State Department of Health. And the other thing is, which is a big thing of mine, captains practices are not sanctioned by the athletic department. So coaches cannot be telling captains, why don't you get the team together and do some practicing? As soon as we sanction that, we're responsible for it. So can we prevent some kids from wanting to get together? We recommend they not. But we don't sanction captains practices. And again, at this point in time, all district facilities

are closed except for the track and the tennis courts, which are there for the recreational use of community members. Next slide, please.

So we're still waiting to see if we're going to have a regular fall season. That decision will hopefully be coming sooner than later. However, if we do not have a regular fall season, New York state public has recommended three different seasonal scenarios, which-- go to the next slide, please. We'll just talk a little bit about them.

So if fall sports do not happen, on January 4th-- that's when the typical winter season would begin. As you can see on the screen, these are the sports that would occur at that point in time, January 4th through March 13th. They make a special note, wrestling and cheerleading, competitive cheerleading are considered high risk sports. So based on where we are at that point in time, January 4th, based on the guidance we get from the State Department of Health, wrestling, competitive cheer could possibly be moved into another season back. But that will be a decision that'll be made as we get closer to that point in time. Next slide, please.

The second season, typically those fall sports that we would be playing in September and October, they will get moved to this second season, which starts March 1st and will run through May 8th. These are typical fall sports that we offer. One of the big challenges that we will have-- well, I'll speak about the challenges we'll specifically have when I finish these slides. Next slide, please.

And this is the third season scenario, starting April 5th, ending by June 12th. And these are the sports that will be offered. A couple of challenges that we will have is the fact, number one, boys and girls tennis could be offered during that spring season. We have, I believe, four tennis teams between high school and modified and really, six tennis courts that we're dealing with. So that will clearly be a challenge.

All three of these seasons, they have a two week overlap. So the challenge we have there is that, if you're an athlete, let's say, in season one, season two will have started before season one was over. So right now, it's a two-week overlap. Section one is trying to take a look at reducing that so it's maybe only a one-week overlap.

The one good thing about it is, some of the practices from the previous season can be carried over into the next season. It's also a challenge for us with coaches because some coaches will be coaching two seasons that are back-to-back. And in a sense, those two seasons could be going on at the same time.

Last challenge will be facilities. We're a little facilities challenged. And the thing that will make a little bit more difficult is, that second season that will have football and soccer played, we'd be starting that up in March. Now, March is always a little iffy because of snow, wet fields. So football is a sport that is the hardest on any kind of grass field. So after they play their season, football and soccer, field hockey, and the field is worn down, then we start it right away. We go to April and that's where we start with lacrosse coming onto the field.

Now typically, after the fall season, the fields are prepared and they have a rest in the winter time. And we start them up in the spring. There will be no rest. So I would anticipate a couple of challenges with turf field facilities. Next slide, please. OK.

So August 23rd, Family ID will open up 30 days before the start of the season. And that is where athletes and families can begin to register their children for sports. I think this is a significant thing. The State Education Department has extended, in a sense, the life of a physical for an athlete. So typically speaking, in athletics, your physical is good for one year. The day after that physical expires after a year, you have to have a new one in order to qualify to play athletics. The state has waived that. So if an athlete has a physical on file from 2018-2019 school year or the 2019-2020 school year, that can be accepted. And that athlete can be cleared to participate. We've run this by the school physician. And he has agreed to that in terms of being able to sign off on athletes.

And last thing, as I'd mentioned earlier, right now, the communication with athletes is by way of Google Classroom. Questions?

Thank you, Mike. Thank you very much. I wanted the board to have a chance to hear what it is you are working with and trying to put together, based on whatever scenario comes to fruition.

Once again, we're in a holding and waiting pattern on that information.

Yes.

Thank you.

I just want to put in a plug in for fencing. Because it's a sport where if you get closer than six feet, you get stabbed.

And you have a mask on.

There you go.

It's another good thing.

It's a naturally socially distant sport.

Fencing's a good sport.

It is, yes.

I believe we do have a fencing club. I don't think it's--

Correct.

I don't know that it's done as a co-curricular.

So that concludes my superintendent's report.

All right. So we will move on now to donations. First one, Deba mentioned already. Recommended action that the Board of Education gratefully accept a grant from the Croton-Harmon Education Foundation, CHEF, in the amount of \$36,750 to purchase portable cameras for remote learning district wide.

Second.

On the question?

I'm sorry. Who was the first one?

Neal.

Thank you.

All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries. 5.2, donation. Recommended action that the Board of Education gratefully accepts a donation in the amount of \$400 from Eric Kohler as a contribution to the Carrie E. Tompkins Elementary School.

So moved.

Second.

Second.

On the question? All in favor?

Aye. Aye.

Opposed?

I'm in favor.

Motion carries. 5.3, recommended action that the Board of Education gratefully accepts a donation of hand sanitizer kiosk from Ahmed and Anna Shafei as a contribution to the Pierre Van Cortlandt Middle School.

So moved.

Second.

On the question? All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries. OK. We will move on to instructional personnel. Recommended action that the Board of Education approves the instructional personnel appointment of Laura Davin, special education teacher at the Pierre Van Cortlandt Middle School as presented.

So moved.

Second.

On the question? All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries. Item 6.2, recommended action that the Board of Education approves the request for an unpaid leave of absence submitted by Jenna Jacoby, teacher, Carey E. Tompkins Elementary School effective August 31st, 2020 with an anticipated return date of February 1st, 2021.

So moved.

Second.

On the question? All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries. Item 6.3, recommended action that the Board of Education approves the instructional personnel appointment of Laney Olds, 1.0 FTE elementary teacher, as a leave replacement for Eileen Fallon at Carey E. Tompkins Elementary School, effective August 31st, 2020 through December 31st, 2020 at an annual salary of \$64,294. And may step one pro-rated to \$26,039.07.

So moved.

I second.

On the question? All in favor?

Aye.

Aye.

Opposed? Abstain? Motion carries. OK, we're onto the consent agenda. Recommended action that the Board of Education approves all the items under the consent agenda.

So moved.

Second.

On the question? All in favor? Oh, sorry.

Brian, I had a question. Hold on one second. I think the question was on the-- never mind.

Anybody else on the question?

I had a question, specifically about-- and I should have noticed this before. We have a lot of unfilled spots on the Health and Safety Committee recommendation. And my question is more, I obviously should be working on that, right? Presumably the CTA is going to provide some representatives. We don't have those identified yet. And we'll have to appoint those at a later date, is that correct?

Correct.

Yes.

I've reached out. Yes.

OK. And this is the case where I think we might want to try to do some real recruiting for a non-parent community member, if anybody has any ideas.

I could send another notice out and see if we get anybody.

I'm hoping for some-- I have an idea of someone who I think would be good.

OK.

I'm sorry. I did find my question. It was on item 7.2, the ed data co-operative supply bid. And I just needed a clarification. When I was looking at the agenda, it said the amount of the bid was for \$2,000? Oh, you changed it. That's why my question is no longer relevant. Thank you.

Like magic.

OK. All in favor?

Aye.

Opposed?

Aye.

Abstentions? Motion carries.

And I was in favor, sorry. Slow to unmute.

OK. Maybe I'm going too fast.

No.

All right. Well, we're onto the closing of the meeting. And the first time there is the board reports. We have on here first, advocacy. Do you have anything to report?

Well, we did that resolution and we had meetings. We've had a couple of meetings where public members have attended. Everything we've been covering is in that resolution. I know that NSBA is having a couple of meetings tomorrow. I'm going to represent our community with Senator Gillibrand. And then we'll also have an opportunity to speak to Congresswoman Lowey and just kind of get a feel for what's going on with these Zoom meetings, make it a lot easier. So we'll have more to report on that.

And then Neal, do you have anything from Westport lately?

No. The only thing I could say from Westport is, at the last Westport town hall meeting--

Right.

There was discussion, basically every district presented what their reopening plans were going to be. The manager-- I'm sorry, the executive director of Westport, Karen [INAUDIBLE] said that there really was not anything particularly on the horizon that she was aware of, other than the subject about which we have provided a resolution tonight. So there was nothing that she had since that we needed to be involved in the short term.

Although, so one thing I will add is that, when we send the resolution out with the Voter Voice letters, we really hope that the public will add their voice to our resolution by following up with that.

Yeah.

And I thank advocacy again. Thank you very much.

OK. And board development? Nothing?

Yes. No, we do. So board development met. We came up with a couple of ideas. I was trying to pull it up on the computer. So I'm going to go from my handwritten notes, because I can't multitask on computer.

One of the things we thought of is setting up a shared folder. We have the shared-- and I might be using the wrong terminology. So please forgive me. But a shared folder that would be on our shared

drive where, when you're reviewing the agenda, if you have questions that come up, you would put your questions into the shared folder. And then the board officers would take those questions and identify to administration the ones that need clarification for items that are on the agenda. And then they would also have an opportunity to see the questions that we have with regard to materials on the agenda.

The hope and the thinking here was that way, other board members can see some of the questions that are being generated from the agenda. And at the same time, administration would have the opportunity to prepare for the meeting. But then the questions would all be, like we did tonight, answered at the meeting. But the shared drive would take some of the work off of the shoulders of the board officers as well, because we would be typing our questions into this common drive or document.

Another thing we talked about was, quite often we find articles or things of interest and we send them out to everyone. We send it out. And it sometimes can get overwhelming in our inboxes. So we would create a shared folder, I think is the right term, for everyone to deposit articles in. And that way, administration and the board, we can go in and we can look at those articles. And we don't have to search through emails and go crazy if we forget to look at it right then and there when it comes through. And we thought that might be a way to be a little bit more efficient with the materials that we're exchanging amongst one another. So we wanted to bring that to the board to consider as well.

The other thing is the Black Cow folder. I sent along to the communications committee, I'm not sure if they had a chance to meet and discuss a suggestion that the board development came up with for how we can possibly continue Black Cows during our virtual existence. But regardless of what communication comes up with, we wanted to remind everyone that there is the Black Cow folder, which is where the summary of your meetings and interactions with the community-- if you can remember to type that up and place it into the Black Cow folder, it would be greatly appreciated. Because then everyone will be aware of the issues that were raised. And we don't use board meetings to review materials that won't really be acted on at that time, but can be used by the board officers to build up future work sessions or direct people to the appropriate person that will be getting back to them.

And finally, with that in mind, we just wanted to remind everyone that the board president speaks on behalf of the board. So even in responding to communications, try to remember to acknowledge the email that you may have received. But if there's a response that's needed, to please send it to the board president or the board officers or be mindful that the board officers are the ones that will be

responding. That way, if it's something that we need clarification from administration, they can find out from administration who would be the ones to send the person to. We want to try to avoid sending mixed messages and confusing the community or anyone that might be reaching out to us.

So just a slight reminder, a soft reminder just that in our email responses, we really should just be acknowledging emails. And then the board officers will get whatever answer. Of course, if someone wants to know, is school starting on September 8th, you don't need to forward that to the board officers. But if they have questions about, I didn't understand the reopening. Can you please explain that to me more thoroughly, it would be good to have a consistent communication point on that. Andrea, did I forget anything?

No. But there's one thing that kind of sparked my memory of one thing that should be happening now, that I'm not sure we followed up with, which is Tracy, would you mind sending to the full board the list of agenda planning sessions? Because there's always room for one additional board member to attend that. And if anybody has the time or interest, it's a good way to check in what's going on and--

Absolutely.

Thank you.

Right. And if anyone is interested, you just have to let Sarah or Brian know so that we don't have more than three board members present at that time. And I do know, there was one last thing we talked about, which is, we were reviewing our onboarding process, which is the process we use when we have new board members coming on. And we're starting to refine that and put together the best practices so that we can continue having a strong board. So to that point, Beth, we'll be reaching out to you to find out any feedback you have for us on what worked well, what could have been more helpful, or what you might need going forward. And Brian, as always, continues with you as well as, this is your second year, I believe.

Third year.

Third year.

Oh, you're a senior citizen now. You don't get any more support. So I think that wraps up board development at this point.

OK. Any other--

But if everyone could give us feedback on that question of the shared drive and shared folder.

I think that's a fantastic idea. And it's super simple.

I think it's a great idea. And I would add to it that the Black Cow one could be expanded to Black Cow and social media.

Good idea, Josh.

I think it's a great idea, the shared drives and shared folders.

Agreed.

Yep.

And we don't have to get it perfect the first time. We start doing it a way, and then we can refine it as we go, obviously.

Yeah. Drive's really, really easy and flexible.

And since Black Cows would be starting in about two, three weeks, if communications, even if you can just give us a quick thumbs up, thumbs down or what you want. Because Sarah needs to send out a schedule.

Right.

For Black Cows going forward. So just in case you missed the email, we were thinking, if we did it virtually and having two board members set up a virtual Black Cow where people would sign up and say, I'm going to come for-- we give them a schedule because it would be a little bit unruly to have people sitting for an hour at their house. But if they know, my time is from 10:00 to 10:15, they sign up if they have questions. That's what we've pitched to you. If you can refine it and give some feedback for the full board for the next meeting, that would be appreciated.

There's tools that can be used for online office hours, which might be perfect for that. Let me do a little bit on that. And I think communications committee needs to meet. We were supposed to meet last week after the meeting, but obviously, with the outage and the storm, that didn't happen. So presumably, after today's meeting, we'll get a meeting on the schedule. Probably Friday, but I'll talk to the committee.

Oh. And just to tag on, Josh, myself, and John have met as part of communications to start playing around with the upcoming Diversity and Equity Community Forum we are trying to put together for later in the fall.

And we had our first meeting as the administrative team with the Metro Center, Natalie [INAUDIBLE]. Very nice. In the midst of all of this, it was so nice to focus on that work, such important work.

All right. So I think that does it for the board reports.

The only thing I'm going to mention, and I will mention this because everybody's here, is that policy has not met. Policy, which is Andrea, Iris, and me, I've not really pushed it because we'd like the administrators to be there, the central office administrators, and would them be as busy as they have been, I didn't feel that they could take time, whether it's day or evening, to devote an hour or two to policy.

I would appreciate knowing from the administrators when they feel, OK, we can come up for air a little bit. And then we will schedule something.

We will let you know, Neal. Thank you.

Great. So now we'll move on to the polling of the board. Does anybody have anything to bring up?

I have two items for polling the board. The first item is a short one. It is a request from the Village Bicycle and Pedestrian Committee for us to look into the possibility of reopening the path that passes along the south side of Croton-Harmon High School towards PVC. Apparently there is desire for that be opened for pedestrians and possibly for bicyclists. And they asked if we could look into that. I'm told that at some point, there was a conversation with Mike Plotkin about that, that some member of the committee had with Mike Plotkin about that. But that's about as much as I know about it.

I understand that it was open at one time and it was later closed. Just something that that was brought up there.

Josh, to respond to that, you're talking about how the [INAUDIBLE] basically along the outside of the fence, that's in the outfield of the baseball field, correct?

I'm not sure that was the section they were concerned with. I think they're more concerned about the section that is on the north side of the building-- or excuse me, on the south side of the building.

Right. But that goes down along that fence and down to get near PVC.

Right.

Right, which is how it's operating. And that was closed off probably six or eight years ago because there was concern about safety and insurance. Because that path was unimproved and there were concerns about debris, trees, et cetera, and people being injured using that to transverse between Old Post Road South and PVC. That I recall, there was discussion with our insurance carriers about that and our facilities people. I would question-- you got the question or-- whether or not that is safe or whether or not we would then-- once we've open that up, then we are responsible. We may be responsible for clearing it. We may be responsible for making sure that it is safe from debris. And those were all issues that we talked about. And they've been more than six or eight years.

I think was more-- because certainly, I don't think I was on the board yet.

But I remember that discussion. And that's really something that was Paul Gibbons and insurance should be dealing with and administration before we can go forward.

Right. And it would be something that would need to be discussed with the Village since that's where the request is coming from, in a sense. And I don't think that--

Everybody who's talking about it's talking about, could it be improved. Not just, could it be reopened, but could it be reopened and improved.

Our land.

Right.

And I also recall, there might have been some concern, I'm not sure, about an area that is not particularly well-supervised and it's on the side or behind peoples' houses.

Right.

Where there's no separation or no fencing between peoples' yards and what was a pathway. Those are all things that would have to be explored.

Right. I think this is a topic for a work session. I did indicate to the Bicycle and Pedestrian Committee of the Village that it was unlikely that this would be addressed very quickly. And they seem very eager about this. But I did indicate to them that obviously, the school district has a lot on the plate right now. And that this would be something that would be addressed, that the question will be answered

and we would take it under advisement.

The other item that I have for polling of the board is that, with the storm, people have been very reliant upon cell phones. And I know in the past, we have looked into improving the cell phone coverage within the district. We had the tower proposal that ended up getting blocked, where there was a proposal about the tower near CET.

But there's increased noise about this right now. And it's not about-- noise is not the right word. Increased chatter about this. I mean, it's definitely not noise. It is signal. People are concerned about the fact that they couldn't reach-- now with phone lines down and with the power out, there was poor communication, even for emergencies within the village and within the district.

And it might be the time, especially now that 5G rollout is happening, and a lot of the cell phone companies are looking to increase the number of cell sites, because 5G requires cell sites that are closer together. It might be time to reach out to tower companies to see if they might be interested in hosting towers on our buildings again. I know there was interest in that at some point in the past. And we reached out and we didn't really get any nibbles. But it might be something to look back into. And who knows? Maybe we might be able to get some revenue out of it.

And I know this is something that I've asked before. But it just popped up again in social media again recently.

Any other things to bring up?

I do. So this is a looming issue that, it intersects with schools. It's not our job. But what I'm talking about is child care. When we're going through the whole description of fluidity and everything, we know that this is going to be a really, really difficult situation for many of our community members. And it's a national problem. It's not a Croton problem.

But we know that a lot of our parents are really going to be probably in some situations that they were not expecting. So I've discussed this with our board officers. It's not really our purview. But I am wondering, we've been covering so much information in our reentry plan that today, Dr. O'Connell, I was really happy when you shared a list of emergency places or resources. I just wanted to make sure that perhaps our support people in our buildings, our guidance counselors or whatever, maybe they may be able to develop a tool box for parents or, I don't know if this could turn into a bigger community discussion.

Because it really is going to affect a lot of what's going to be happening in the fall. And it's a big

issue. But I just wanted to bring it up and see if there's some ways we can facilitate this. But again, it really is a problem that schools are responsible for child care. And it may turn into an advocacy issue eventually. But it's not really up to schools to be advocating for better child care on their own. So I just wanted to bring that up, because it's on, I think, all of our lists of things that are keeping us up at night.

All right. Any other issues to bring up? OK. So we're on to the items needed for the next DOE meeting. Anybody have anything that we are going to need that they know of now?

Can I just ask, just for the August 20th and the 24th? Dr. O'Connell, can you just remind us-- the agendas haven't been set yet. But which one of those is going to be focused more on reentry? It'll be the 24th?

I'm using every time I'm with the board. I think that's what we agreed, Beth. But the additional one-- I remember when we first started out, we said we wanted to have a touchpoint at least each week. So I think the additional one is the 24th there. And the one we had scheduled was the 20th.

OK.

But in my discussions early on, we said that I would use every opportunity when the board was together. Because everything is changing so quickly.

Yes.

To use it as an opportunity to not only inform the board, but really show what's evolving and the evolution of everything.

OK. Thank you. Right. Thank you.

And today, actually, was the special meeting. But because we canceled the 6th due to the power outage, this became the general meeting.

Right. Right. Thank you.

All right. Anything else that we need to deal with or bring up? So now we're on to adjournment of the meeting. Recommended action that the Board of Education adjourn the meeting.

So moved.

Second.

I can't hear. Who motioned that?

I think it was Josh. And I think I was second.

[AUDIO SKIPPING]

Josh and then Iris.

Josh and Iris.

Thank you.

All in favor?

Aye.

Opposed? Abstain? Motion carries. Thank you all for being here tonight. And we will see you at our next meeting.