



**Board Meeting
March 19, 2020
Transcription of audio recording**

Michael Tuttle:

Ok, we've got 6:10 I'm going to go ahead and call the meeting to order, before I open up the meeting I'd just want to go through who is here, so here physically in the room is Jason Chevrier, Brian Carey, and Shelli Reickert and then on the Board we've got Dan and myself here physically. Online we have got Mr. Charsky, Mr. Olsen, Mr. Hiser, rolling down we've got Mrs. Palmer, Mrs. Gibson and Mr. Peter that should take care of all of us, it looks like we have one, two... six, about six phone calls or six callers on the phone. Ok so why don't we start with the Pledge of Allegiance. I pledge allegiance to the flag, of the United States of America, and to the republic for which it stands, one nation under God indivisible with liberty and justice for all.

Alright, well thank you for everybody who is online, obviously one of the more interesting meetings we are going to hold, probably ever. For the phone, for those that are online via phone, just to let you know, you are all muted at this point, once I open up to public comment I will ask if there anyone would like to say anything, if you do please unmute your mic, you will need to press *6 to do that. Once I see your mic is open, I will call on you individually by the last two numbers of your phone number.

Ok, so the first item on, hold on one second, alright, so the first item is to approve the present agenda, can I have a motion to approve the present agenda?

Michael Charsky:
So Moved.

Christian Olsen:
Second.

Michael Charsky:
Mike you just went on mute.

Michael Tuttle:
Chris, can you hear us?

Christian Olsen:
I can now.

Michael Tuttle:

Oh ok, that was me with my mic off. Starting off great, all those in favor of moving the present agenda say aye.

Mr. Olsen:

Christian Olsen:
Aye

Michael Charsky:
Aye

Shelley Palmer:
Aye

Michael Tuttle: I've got to call you guys by name otherwise we are going to drown each other out.

Ok, Mr. Hiser

Michael Hiser:
Aye

Michael Tuttle:
Mr. Charsky

Michael Charsky:
Aye

Michael Tuttle:
Mr. Grandinetti

Daniel Grandinetti:
Aye

Michael Tuttle:
Mr. Peter

Charles Peter:
Aye

Michael Tuttle:
Mrs. Gibson

Sherri Gibson:
Aye

Michael Tuttle:
Mrs. Palmer

Shelley Palmer:

Aye

Michael Tuttle:
and I vote Aye so motion passes, the present agenda is moved.

Michael Tuttle:
Next item is the minutes of the of the regular meeting of February 13th 2020 can I have a motion to

Christian Olsen:
I make a motion to approve the minutes of the regular meeting

Michael Tuttle:
Thank you Mr. Olsen, do I have a second?

Michael Charsky:
So second, Charsky

Michael Tuttle:
Charsky ok, again all those in favor say aye, Mr. Olsen?

Christian Olsen:
Aye

Michael Tuttle:
Mr. Hiser?

Michael Hiser:
Aye

Michael Tuttle:
Mr. Charsky?

Michael Charsky:
Aye

Michael Tuttle:
Mr. Grandinetti?

Daniel Grandinetti:
Aye

Michael Tuttle:
Mr. Peter?

Charles Peter:
Aye

Michael Tuttle:
Yes? Mrs. Gibson?

Sherri Gibson:
Aye

Michael Tuttle:
Mrs. Palmer?

Shelley Palmer:
Aye

Michael Tuttle:
Thank you and my vote is aye, so present agenda is approved, or I'm sorry, the minutes of February 13th meeting are approved.

Ok, here we go, at this time I am are going to open it up to the public for public comment, anyone in the public that would like to say anything at this time please unmute your microphone. Oh I'm sorry * 6 on your phone. Ok, I have one so phone number ending in 27 please go ahead.

Sarah Lant:
This is Sarah Lant, I wanted to say how proud I am of all the teachers in Castleton Elementary School. I think they're doing an absolutely tremendous job posting videos, posting daily notes, and really trying to maintain community, and I am really, really, really proud to work with each and every one of them.

Michael Tuttle:
Thank you Mrs. Lant, are there any other callers at this time that would like to say anything please unmute your mic * 6? I don't see any right? Ok, I don't see any at this time so we are going to close public comment. Does Mrs. Lant have to mute her? Got it okay thank you. So I am going to close public comment at this time, and we are going to move straight into reports. So the first report up is the capital project update, and I will hand it over to you, Mr. Chevrier.

Jason Chevrier:
I've got to press a few buttons here, hold tight. So our first presentation of the evening is a capital project discussion is everybody able to see the shared document on my screen?

Christian Olsen:
No

Sherri Gibson:
No

Jason Chevrier:
Ok, let's try it again.

Christian Olsen:
Yes

Sherri Gibson:
I can see it now.

Jason Chevrier:

Everybody should be able to see that now. Alright, so we had a, as mentioned before, Mr. LaClair was back a few months ago, we had talked about capital project topics, some topics we had to discuss and make some decisions on as a board. The four issues that are posted here, we will take these one at a time. The first issue as discussed before, we know that through planning ahead of time, that we have looked and know that we will have debt

Michael Hiser:

Can I interrupt for just a moment, I am sorry Jason, could you make that document larger on the screen?

Jason Chevrier:

It is also included in Boardocs if you flip over to that side you will be able to see it. Let me see if I can zoom in on this.

Sherri Gibson:

Dan, I think you need to mute your mic, I think we are getting some feedback from having you both in the same room.

Jason Chevrier:

Is that better?

Michael Hiser:

Yes, that's very good, thank you.

Jason Chevrier:

You're welcome.

So, the first item that needed to talk about, we know that back, coming up in the year 2024-2025 we will have old debt coming off the books, and one of the things we have talked to the board about before is the possibility of whenever we have old debt retiring off of the books it's always a good time to look at a capital project. I know we are just coming off a capital project but essentially the old debt that comes off of the books, we have the ability as we sit today to look at the possibility of doing six million dollars worth of capital project work with minimal impact to taxpayers, almost no impact to tax payers with the amount of debt that's coming off of the books in 24-25. We are not looking for the board to commit to doing that work tonight that is not at all what we're looking to do. We have, I'm going to switch my screen here, we have a timeline as mentioned before, last time Jim Graham was present, we had looked at what it would take for us to do a capital project and certain timeline requirements we would need to hit in order for us to meet the deadlines to have new debt come on the same year old debt comes off the books.

So what you see in front of you now and is also attached to board docs as a capital project schedule for a smaller project you can see there's work that would need to be done in the year 2020 looking at the possibility of a referendum, a vote to the public in the fall to move forward with the project, and then we would have a timeline, a window where we would need to design and do documents allow for a window for the New York State Education Department to review those documents and then a significant amount of time for construction in which we would then be able to close out the project to see

that new debt come on in the year 2024. Again, we're not committing to doing any kind of project tonight. My suggestion to the board would be if, if you would like us to explore this option recognizing we would have to target a fall 2020 deadline to do a project and hit that timeline, I would need the board to give us the go-ahead to put a facilities committee together that would review our buildings condition survey. We would schedule multiple meetings to take a look at different areas and then we would have that committee come back and report out to the board on its recommendations for a potential project. It doesn't mean we have to do it. The board at that time could decide, no we, we would rather not move forward with the projects as described and that would be okay, it would give us a priority list of items to be worked on in the future. We just are looking at trying to take advantage of having old debt come off of the books and new debt come on to minimize that impact to taxpayers. So that is what we are to discuss tonight and again no decisions need to be made on what is included in that project. It just would be the green light to try to move forward to get information so that we could be ready for a potential fall 2020 referendum vote.

Any questions on that? If you have a question, please unmute and ask your question. Ok, if there are no questions, what, uh at the end of this portion what I will ask is for the board to give me approval to at least begin that planning process. Again, there is no commitment on item number 1. Okay, just to gather the work and hit the deadline if need be.

Item number 2.

Michael Tuttle:
Do you want that ok now?

Jason Chevrier:
If we can get that ok now, that would be great and we can check it off the list.

Michael Tuttle:
Ok, so what I am going to ask everybody is if there is any issue with giving Jason the ok right now to look into priorities of how to spend that possible six million capital project. Then if there is any questions, please ask them now and if not, then just let me know if you are, actually I can take no questions as everyone is ok with moving forward.

Dan Grandinetti:
I'm fine (unintelligible)

Christian Olsen:
I suggest we move forward.

Michael Tuttle:
Ok, based on that I am going to say that everyone ok with moving forward just looking into what priorities we would have going forward. Ok Jason.

Jason Chevrier:
Okay item number two on the list, since December we had mentioned to the board, the hot water tank in the old Maple Hill Middle School, the current District Office blew, Mr. LaClair got wet one evening trying to stop the water from coming out of that tank but since that time we have had no hot water in that building. We've actually, for the

tenants that we have in the building, we have installed some stop gap, instantaneous hot water tanks so that there are hot water runs to portions of the building but we do need to fix the hot water tank in there. So what we are looking for the board to approve for us today is not the expenditure of any money. What we would look to do is put that as a referendum on the budget for our voters to pass that we would use money out of our capital reserve fund. That's exactly what the capital reserve is set up and is meant for, but we do need voter approval to spend that. So what we would ask the board is just to be in agreement that that item is okay to put on the board or the budget vote in May out to voters to use \$100,000 out of our Capital Reserve Fund to replace the hot water tank

Michael Tuttle:

Okay, so the same as number one any questions on number two? Ok, it looks like no questions on number 2 so you've got the go ahead for that one as well.

Jason Chevrier:

Allright, we appreciate that, thank you. Item number three. Every year we look to the board and the public to vote on what we have we referred to as the \$100,000 transfer to capitol and essentially this would be the 4th year that this has been allowable by the State. What the State has done is created an avenue for districts to use a \$100,000 in money that would become capital money once it's approved through the budget vote. We make it part of our budget presentations each year, and we are allowed to spend up to \$100,000 on smaller capital projects. Just to give you an example what we've done over the last few years, the first year we did the electronic sign and some work at the high school, then we did the electronic sign and the concrete work outside of the gym doors at the elementary school, last year we did the fiber-optic line that ran in between the middle school and the high school and we upgraded that with along with some tile work in the cafeteria of the high school and what we are looking to, this a great way for us each and every year to get some of the needed work done without having to go out to votes, It's allowable under State statutes up to the limit of \$100,000 so this year what we would like to do is work down at Castleton Elementary School. For a few years now we have talked to Miss Rattner down in the library, and those of you that have been in there know that when that building was designed, it was designed for a bunch of desktop computers. Laptop computers were not really all that popular yet they were very expensive so we had a lot of desktop computers and we've got a lot of these little half walls with all the electric and internet connections coming up to the half walls in there. So what we would like to do is do that as the primary focus, knock those walls down take care of the electric, take care of the internet runs that go in there, change and reconfigure some of that space to make it a more functional 21st Century Learning space for her library and not be contained by those walls that are in there to make it a more flexible learning environment for her. So we want to do a little work in the library and then believe it or not that project is now about 11 or 12 years old and we have some of the tile that needs to be replaced on the floors of the elementary school. So, we are, you will see you as part of our presentation tonight, our budget presentation that'll come up in just a few minutes, that you will see this again listed in there that is part of our budget process. We make it part of our public communications through our budget process and through our discussion here at these public board meetings and when voters approve the budget that is part of the budget that is approved in May. So no action is needed by you on this one other than recognizing that the \$100,000 transfer to Capital will, you will see it tonight in the budget presentation and it will be there you don't need to do anything other than if you tell us you don't want us to do the work in

that area but that is the recommendation from us that we do that work that we've been talking about for some time in the library. Any questions on that and that \$100,000 is 72% of that we do get back in aid the following year so we want to leverage that expense and get the aid the following year. Questions? Nope.

Michael Tuttle:

Ok, sounds like no questions so we are good with that.

Jason Chevrier:

So, number four, number four, the final piece on this one tonight, you remember last time Mr. LaClair was here we had talked a little bit about the possibility of, you remember we did the auditorium project? As we finished the auditorium project and we looked at the remaining money left in the capital project we have right around \$200,000 remaining from that project that's already been voter-approved. A part of our initial plan when we did Capital Project work that went to SED for approval was split air conditioning units for classrooms much like the ones we put into the elementary school, air conditioning was removed back at the beginning of the project when we recognized we had to reduce expenses in the project and so air conditioning came out. We had talked about doing the hood in the cafeteria, we had talked about the tech room both of which we know we did not have enough money to do and \$200,000 does not allow us to really even come close to doing that work in the kitchen or the tech room so looking at leveraging, you know, the \$200,000 remaining in there and getting aid back on that project we're suggesting that we move forward with beginning the process to air condition the classrooms at the high school. It will not do all of the rooms, it will do the nine hottest rooms. As you know at the beginning of the school year and the end of the school year primarily we have some South and West facing classrooms here that get well into the 90s for a long portion of the day making it awfully difficult for folks to teach and learn in those environments. So much like we did down at the elementary school we'd like to begin the process. I think it shows the teachers up here at the high school as well as faculty staff and students, you know that we recognize we installed them down at the elementary school and we're looking to do the same over the next few years up at the high school. So it is not a vote that we need you to take to approve. We just need the authority of the board to just go ahead and spend the money we've already approved the expense of that money it's already been approved by SED, you just need to recognize that we would be spending the remaining balance of that on air conditioning for the classrooms. So that's up for questions and comments and if you're good with it we will move forward with that. That becomes timely, tonight with your approval tonight we likely under normal circumstances would have those installed over the summer. So that's going to be the hope that we could still do that over the summer if we wait much longer we will not be able to do that work over the summer. Questions?

I am not hearing any questions.

Michael Hiser:

No questions from me, it sounds like a good idea.

Michael Tuttle:

I see Mr. Hiser is talking

Jason Chevrier:

Go ahead Mike...Hiser.

Michael Hiser:
Sounds like a good idea, and I am in favor of it.

Jason Chevrier:
Ok, thank you. Any other comments or questions?

Michael Tuttle:
Ok, I think we are good there.

Jason Chevrier:
Ok

Michael Tuttle:
Thanks everybody.

Jason Chevrier:
Appreciate that.

All right so, I'm going to go back, lets talk about what's been our life for the last week here. I want to take an opportunity before we jump into the budget presentation to talk to the Board about the work that has gone in around COVID-19 and the coronavirus. Before I dive into just some of the details and I need you to understand probably for about the last week or so roughly the last week, week and a half and I've commented to Brian a couple of times that it's very strange this time of the year when the budget process is low on the priority list. The planning for the pandemic that has arrived in our area has really been, it has really consumed a lot of us in terms of the work and the planning and I don't just talk about myself and the administrative team it has really been a complete team effort here across-the-board. Extremely proud of all of our educators our teachers and teaching assistants. I'm going to tell you a little bit about how and when they were notified and the work that they have done. I want to recognize Jim Yox and our IT staff who have done a tremendous amount of work, coordination, and planning. I'm going to tell you a little bit about that. Tom McNay at Chartwells, our food service crew who has done an outstanding job and as of Tuesday of this week started distributing grab-and-go lunches to approximately 50 families in our community. We anticipate and expect that that will grow but they were on board right from the beginning and have continued to support the school district even as an outside consultant or an outside vendor. They have come in and really taken hold of that and helped us out. Jason McCord, communications I'm going to tell you a little bit about the work Jason's done. It's been phenomenal and not only has he done it here but he's done communications over in Wynantskill. He works 3 days a week for us and 2 days a week over there and you probably noticed the website and regular communications that have been coming out. I've been working very closely with Jason McCord on that. Rhonda and her bus drivers have done a tremendous job they continue to support us and food service. They're ready and willing to help. We've had some conversations with the county about Meals on Wheels programs if they start to get overwhelmed, we've had some conversation about deploying school buses and every District within the county to support the County's efforts to help feed people if necessary, and our transportation department is ready and willing to go. Clerical staff has been tremendous, whatever we need they've made hundreds of phone calls to families to talk about internet connectivity, device access, to talk about grab-and-go lunches. We've tried to make

personal calls to a lot of homes and families and those families most in need. They've done a lot of backend coordinating, built spreadsheets, and have done a whole bunch of stuff to just kind of help support the work that we've done. The administrative team, I would hope it's not a surprise to anybody they have given a great deal of their time well into the evenings over the weekend we got together. There's been some tremendous problem solving and brainstorming that is gone on with our team. Very collaborative effort to get us where, where we are today.

So back on March 4th we began the process in District when we recognized that the coronavirus was starting to show up a little bit more in the news, we reached out to the Needham Group and we met with a small team from the Needham Group and we looked at our pandemic disease plan. So in our district Emergency Management Plan that we have, part of that is confidential it's not open to the public, but part of that plan is an appendices that really plans for a lot of what if scenarios if you have a hazardous material spill, if a tornado hits. Well, the pandemic disease plan has lived in our plan for a long time but as you can imagine it's not one that we, you know you look at all that often. So this was an opportunity recognizing that this was an issue to sit with Needham and review with our team, and get some additional training and look at the protocols. How do we react and respond immediately to a possible communicable disease and then what are we doing for long-term planning. So we started that back on March 4th. The week of March 9th we began conversation with, with all of our teachers, the head of our Teachers Association, we started to talk a little bit about the reality that we might need to think about what instruction might look like if we're not in school and so you know recognize you know that that might look a little different so be thinking about that so I'm at the beginning of that week we had some conversation. I don't have to tell you that that week really accelerated, you know by mid-week we were hearing a lot more about cases of COVID-19 down in the city. We had heard that it was starting to show up up here but on the other side of the river with no confirmed cases in Rensselaer County. So we recognized that on the 13th we had a faculty and staff conference day, we had a wellness day planned. We had multiple vendors and folks coming in, teachers signed up for all different sorts of workshops. On Thursday of that week we cancelled all of our vendors and we took the day collectively to be together. I know Chuck Peter and Mike Tuttle, I invited all the board to come too. We had the whole District in the auditorium to start the day to kind of answer questions and do a question and answer about what we do in the event of a long-term closure even short-term or potentially long-term closure. So were in the auditorium for probably about an hour and a half or so I had a really great conversation I went through the chain of events and we had talked with everybody. Teachers had already started to be thinking about what that might look like. It seemed like it was starting to become a much greater reality. So following are our whole faculty and staff meeting that morning we gave teachers the opportunity to go back and begin working on what it might look like for a long-term closure and, and long-term or short-term closure long-term closure and how we would present lessons. So prior to that point we had worked with Jason McCord, we had an avenue for elementary teachers to be able to post lessons very easily. And so prior to that day happening Jason McCord created the spot you see on the website, if you've been on there to check it out, where you look at instructional resources knowing that this was going to be a possibility on the back end, Jason McCord really started a lot of the legwork to get that site up and ready and we use that day with teachers to be able to show them how to drag and drop files. It's a very easy drag-and-drop system at the elementary school and truthfully the elementary school was our bigger concern. We wanted one place that we could drive parents to for communication to have access to

instructional lessons and we didn't want to just have every classroom teacher kind of doing their own thing. This gave us the opportunity to have a little oversight of it just to help and provide support and ensure that lessons were there and activities were there for kids do. So Jason had built all of that on the backend and we took some time that day to talk to our elementary teachers about how to drag and drop those files in there. At the secondary level being in a 1 to 1 environment, Google Classroom is used, it's very common to use Google classroom at the secondary level and with all the kids having devices it made it very easy for us to say that's going to be the Avenue of communication with all the kids. They know it teachers knew how to use it and so we naturally went right to that environment to do it. So my message to the entire School Community Friday morning and our meeting was be ready to go on Monday. I'm anticipating being in school on Monday but be ready to go on Monday. Weekend came around, I spent Saturday, about 3 hours over at our local BOCES, with other superintendents. We began to strategize and collectively look as a BOCES about what we were thinking in terms of school closure. We are recognizing that some of our colleagues across the river where they had some identified cases had started to make some school closures and we knew it was only a matter of time and it's not uncommon for us to try to all be on the same page with all the components school districts in the BOCES when it comes to making collective decisions. So this is a first for all of us none of us have lived through this. So we made a decision on Saturday that Wednesday of this week would be the last day of school for students. We had to recognize that some of the school districts within our BOCES were not as far along in the planning process as we were. We were, we were ready to go on Monday if need be. Some of our other districts were not they had scheduled staff meetings for Monday or Superintendent's conference days for Tuesday. So collectively we decided Wednesday would be the last day and then Monday and Tuesday would be local decisions. As a school district you decide what you want to do. You can do staff day, you can have kids in both days, I had two snow days left. So you know I made the decision to use our two remaining snow days on Monday and Tuesday leaving our students at home and then joined with the rest of my colleagues in filling out the paperwork for school closure on Wednesday. Unfortunately, it caused a little bit of a problem, we had one school district who sent out that communication on Saturday night. We had all agreed that it would go out on Sunday, in error he sent it out to his entire School Community, social media got a hold of that, news media got a hold of that it was reported in newspapers and on the news that all the school districts including Schodack would be closed. When I left that BOCES meeting on Saturday, I had sent an email to my administrative team all the folks a talked about, your building principals, Brian, Mike Bennett, Rhonda, Jim, Jason McCord, all the different folks that, Tom McNay, anybody who would be involved in this process for a 10 o'clock meeting Sunday morning before we got back together at our BOCES on Sunday. I wanted to work with my team to make decisions, to talk about the impact of those decisions, and to get their feedback. So we met for about two hours on Sunday morning. I did receive some parent emails that were upset that they found out via social media and the news that we would be closed and that I did not communicate with folks. Simply put, once that communication was leaked on Saturday, some other of my colleagues felt compelled to put a put a message out to their communities. I did not want to do that, I wanted to be patient and thoughtful, and engage my team just like I had left Saturday wanting to do and then by 1 o'clock that afternoon we had a message out with what our game plan was and I felt good about it because we had vetted it though everybody. Had I sent it out Saturday night, I'm not sure I would have made the same decisions on Saturday night. So I appreciated and valued the input from the team and being thoughtful and patient in our process. So here we are this week not having

kids on Monday we had faculty and staff available to come into the buildings if they chose to. They were ready to work from home so we allowed them the opportunity. We had a quite a few faculty and staff here on Monday, not so many on Tuesday and then Tuesday at 6 o'clock, we had the two days for parents to come and pick up items in their school between noon and 6. It was a very, that worked out very well. We had, at the elementary school escorts, our teaching assistants met families at the door and walked folks to rooms to prevent people from going around the building. We were very deliberate your in, you get your things you find your way out of the building. So they assisted with that process. Kids at the high school, we sat the office they came in grabbed their things and went off, but giving two days, 6 hour opportunities, it really kind of spread people out we didn't have a lot of people in the building at the same time which is kind of what we were going for. As of 6 o'clock Tuesday evening we had sent out notification that school will be closed to all visitors. If somebody wants to come into the school building now, we will not let you any further than the vestibule in the buildings. You could come in and talk through the bank teller window to somebody but offices are locked and closed you don't get to come in and talk to anybody in the office. You would have to speak through the window and if you needed something and we were able to get it for you we would leave it in the vestibule for you. Our plan was to run office hours through Friday of this week after 2 days Wednesday and today I made a decision that we would close office hours for tomorrow. Truthfully we have gotten pretty masterful at using videoconferencing. We've been doing it a lot over the past week and there really is just no need for people to physically be in the buildings. We have stopped mail delivery. We will pick up mail a couple of days a week. There should be no need for anyone to come in. In addition, we roped off the CES playground, put signage up. We are trying to remind our community that during a time where we're trying to prevent the spread, we don't want to encourage your kids to collectively be playing on the playground equipment. We've taken a lot of steps and spent a lot of time but I got to tell you I sit here tonight extremely proud of the work that our people have done. Our teachers in the planning process on Friday went from hearing a message to I think understanding the reality and the situation that we were in, went back set themselves to task at really working hard to provide educational opportunities for our students and continued opportunities, and then it turned to how do we make this fun for kids to give them something to laugh about or to stay in touch with them to let them know we care about them and I think many of you have probably seen those over the last few days, you've seen some great videos posted, morning announcements at the elementary school. I know Mr. Bennett met with all the Special Ed teachers via videoconferencing today. Lot of enthusiasm shared by our teachers. So it's just, as this thing went from the planning stages into action, I just sit here very proud as the leader of the school district to tell you I think we were a lot further than some of some of our other folks. It's not a knock on anybody this caught us all very quickly but we had started the planning process maybe a little bit sooner than some did. Maybe there's a little bit of luck in that. I'd like to think we took a look at it and it made the meetings we needed to make to really get us thinking about what we needed to do and took the time to do that and because of that I think we, we set ourselves up nicely to really make great use to that conference day and to be able to be where we are today with schools closed, very active communication plan, great resources on our website, lessons being updated daily, and you know the only negative things I have heard you know is in some instances it's stressing kids out with due dates on assignments and some of those things. I try to remind everybody this is new for all of us. We're trying to get it figured out and we will adjust the pace as necessary. The goal here is certainly not to create more angst for families and kids and we recognize now that maybe parents are home

with you know three or four kids all in different grade levels and they're working parents from home and they're trying to help support their kids academically at home and we have to be mindful of that as educators. So we've got some great pieces in place, and now we need to hear from our community. The feedback has really been positive but if there is an issue we are certainly looking for folks to you know pleasantly reach out to us and let us know, that it's, you know what might be causing some angst. Teachers are waiting for that feedback. They really want to work with families and of course the administrative team is willing to work with anybody, but I'm going to take a drink of water and ask anybody if they would like to make a comment or to share, ask a question. I would like to provide that opportunity for the board to do that now if you'd like.

Michael Tuttle:

Ok, so I think the easiest way to probably do it is you un-mic, or unmute your mic, I'll probably see it and I'll just call on you and hopefully that way we can keep each other from talking over each other.

It's going to be a short drink, Jason. All right, I think I speak for everyone in saying, can you mute your mic, I was just saying I think I can probably speak for everyone in saying, at least my kids at home, they are able to get online, they've got their assignments, they're moving forward, so it seems, you know depending on how long we've got to keep this up, at least we hit the ground running and things are moving forward. So I think from the board anyway, thank you to you and your staff for all your work. I think we are in a good position.

45.08

Jason Chevrier:

Well I appreciate that. I will pass that along to our team. Just so the board is aware too, as we start to get some feedback and I know we have a lot of folks that have dialed in and are listening to the meeting and we certainly are open to feedback from anybody and questions or concerns. One of the things that we want to make sure we do is get the word out about feeding our kids all kids under the age of 18 in our district if any family feels that they would benefit from that. We are providing those meals in a grab-and-go style you don't come into the building we set it up right outside of the atrium at the elementary school you pull up in the bus loop, you just tell us your name, we check it off, you grab a bag and off you go. There is a lot of indication that we potentially could be closed for a longer duration than two weeks. If anybody's keeping up with the news or you watch the governor, it doesn't seem like this is going to go away anytime soon which presents a lot of questions and challenges for us which is as we Segway into the next presentation on the budget. You know I will tell you, every day I'm starting at 8 o'clock, I'm connecting with Dr. Cruz at Questar III and all the other superintendents within our BOCES, and we are now starting to talk about the long-term effects of this and some of the things that we might want to send to Albany and our elected officials to give some consideration. Not only to our folks and Albany but to the State Education Department. For instance you probably have seen that the 3-8 ELA test has been suspended. If we have a closure that is longer and we recognize that New York City Schools will probably be closed for a significant portion of time, you know we are talking about things like advocating for the cancellation of those tests both ELA and Math for the year. We're looking at the, getting lab hours waved at the secondary level for science classes were concerned about Regent's testing and the impact that will have on kids. Getting those Regents tests waved and beginning the problem-solving now on what we do in the event we're out of school for a month or month-and-a-half or longer and we return, how does it impact our students. Other things like our APPR process

where we are regulated by law to follow a process, perform observations, present write ups, have kids...we do a district-wide measure, there's all sorts of things that we do for the APPR process but being out two months makes it very challenging to do that effectively for all of our staff now that we're knocked out for a couple of months. So what are those mandates that we're required to do now that we need the state to consider letting up on. So I meet with my colleagues at 8 o'clock every morning we've met. Some great networking has gone on across the region I will tell you our County Executive Steve McLaughlin and Mary Fran, I can't remember Mary Fran's last name, and I apologize but she is the director of the Rensselaer County Department of Health. They have been great partners in all of this with us. We have connected via videoconferencing with them multiple times this week just the superintendents and Rensselaer County, and those individuals at the county level, some great feedback and some good collaboration to assist one another through this crisis. So, just know the good work will continue we might not physically be in the buildings to do it but we will keep the board updated. We'll keep you posted on what's happening and if I know something, please know that you will know something. We'll make sure that you have all the information that you need. So, that will...

Michael Tuttle:

Jason, Jason, Mike Hiser, I saw that you had unmuted, did you want to comment?

Michael Hiser:

There...no I have no comment, you covered it for I think it is a little hard to communicate here but you know I didn't want to let Jason's talk go without you know just saying from my perspective they have just done a superb job in really unbelievable conditions, so hats off.

Jason Chevrier:

Thank you very much, we appreciate that Mike, thank you.

So as we transition into the last report of the evening, and we talk about the budget, when we prepared this and put it up for public consumption the world was a little different. As I had talked to you a little bit about things that are now unknown there are lots of things that are really unknown. You see the primaries at the national level have been disrupted by what's taking place in our country. If this crisis is prolonged and we are required to do not gather folks for a significant period of time, I am not sure what that will mean in terms of even having a budget vote, and us being allowed to have people in and out to vote publicly on a budget. So there are, truthfully are many unknowns, I think the reality of what we have to prepare ourselves for here too, I am not an economist but we know that the economy is in some trouble at the moment with closures and businesses and layoffs and we are really going to be looking at a problem, in my opinion. I think it's something that time will tell, but I am a little worried what happens in the State of New York sometimes when there's a crisis I have started to get a little worried about our final aid payment for this current school year, and I am not sure what next year will look like or what it'll bring to schools. So we're going to present this budget to you as if the coronavirus was not around and we're going to talk to you a little bit about what our recommendations would be and are sitting here today or next school year, but I just want you all to begin thinking about the realities of what we went through back in 2008 in recognizing that if we do go into some kind of recession that is not going to bode well for your schools not only in Schodack but across New York State will likely be decimated once again. As we have talked for some time we have made reductions

for instance we had talked a lot about going back during the recession of 2008 when we had gone from seemingly 4 classes at every section to three. It was a result of the economy and the recession and the lack of revenue that was coming in to help support our programs. So I don't know where that will take us down the road but I think we all need to be paying attention to what's happening in the state and just begin to pay close attention to what that might mean for our schools. So on that really positive note, let me jump into the budget process and talk to you a little bit about where we are for draft 2.

53:25

So what you're going to see different if you pull up the slide decks and you start comparing draft 1 of the budget to draft 2 of the budget, some things have changed and that's the way this process works. We have to start somewhere and as we move through each step of this process we get to work the budget on our end. We get a better idea of what our revenues might be. We start to get final cost projections for the upcoming year. We look at where we are with spending within our current budget and we begin to close that gap that we had talked about in draft 1 of the budget. So what you're going to see included in this draft 2 what we do know today is that our tax cap to our community for sure, we weren't sure at our last meeting, is 2.625%. So we could go out to her community with a levy increase of 2.625% and that would be within our cap. We go over that, were exceeding the tax cap. So that lets the board know what our max limit is going out to our community. That, we went out at the full limit and we put that into revenue in draft 2 of the budget. So when you see that revenue number has changed that is because we have taken that full amount that dollar amount and included it in in revenue. So, a couple of things too, we present to you this beautifully colored spreadsheet that has items that have been proposed and then we start to whittle away into proposed items, included items and removed items. So what we have included in this budget for next year is one additional full-time teacher at the elementary school. That was not in the proposed section before. Our last board meeting, between our last board meeting and this board meeting, we had an additional student enroll in grade 4. After that student enrolled in grade 4, James Derby scheduled a meeting to come up and see me. James and I talked, James said to me that last year, you know we started talking last year at this time, we had 78 students enrolled. We made a decision to go to three sections based on that enrollment, we sit here today with 84 students in that section and James and I came to the conclusion that had we had 84 students last year at this time, sitting there we would not have reduced the three sections. So as we've told the community all along, what we would do is we would monitor that. We would keep an eye on it if enrollment continued to grow we wouldn't be opposed to adding an additional section down at the elementary school. We do feel it is appropriate time to do that recognizing that there are 84 students enrolled in that current section. Please don't mistake that for being 84 being a special number. I want to say that very clearly we do feel that based on observation and all the work we did this year that 84 is trending upward and has continued to climb since we made the decision. We don't have any reason to believe they could go in the other direction. Could it? It absolutely could, but we have made a conscious decision at this point in time in case that continues to trend upward, now is the time to add that section, so we are adding one FTE. Other items added, mental health program resources, the engraver, anatomy and physiology textbooks, devices for students and staff on a multi-year installment purchase, and transportation, one large bus, one small bus and essentially what we put in for the included items in this portion of the budget really are those things that impact students the most that we felt we could put into the budget that we didn't have a lot of questions on. Okay, what we removed from the budget Esports, choral risers, common area furniture, fitness center supervision, and internet redundant connection. Part of why we

remove those items that we feel we can get by with choral risers that we have if on the opportunity arises and were able to purchase those different, in a different way we will do that. We do feel that we can begin an Esports program a little bit differently, we have some teachers that are interested in volunteering to get a club going. Let's see how popular the club is and come up with some equipment that we already have without buying high-end machines to do that. There might come a time where we do want to buy high-end machines to do that but we feel that we might be able to solve that a little bit differently at the moment. Fitness Center supervision, we do feel like we can tackle that a different way as well, and we talked to some of our PE teachers about restructuring some of their time. So we felt comfortable removing those items from the budget. What I want to do and this might help bring it into perspective I'm going to bring up a different picture on your screen. Let me see if I can make this just a little bit bigger for you. So for those of you in the public that might be following along on board docs, we're looking at the spreadsheet that has pink, blue, and green portions on it. Everything that you see in the blue section is included in draft 2 of the budget. So initially all these items were proposed items are all were proposed all the items you see in blue are now included in the budget. You see down below in the green items that were discussed that were removed, and we have items up in the pink that are still to be discussed and we need to figure out what we're doing with those items. So as we move through the remaining portion of this presentation, what I think becomes important for you is to see when we talk about all these different items that are added to the budget and proposed. We have increased revenues through tax levy looking at what our tax cap would be, we've put revenues in, we're looking at fine-tuning our numbers as information is made available to us bringing in some of these items that we know are important and continuing to work at closing that Gap. Remaining priorities in the pink total another \$243,000. Of those remaining priorities that are listed in there, there's one in particular that we're going to have to have some discussion on tonight because Brian, myself we, we need some direction on what we're going to do with school resource officer. That's going to be a big part of our discussion tonight and I would just ask if we could hold that off til we get through the presentation and we'll have some discussion on that. My understanding, I was informed that the Schodack Police Department their PBA or Association came to an agreement with the Town of Schodack on the inclusion of a school resource officer within their contract. So now they have that written into their contract and are able to provide that service to schools. We have not signed a contract with them yet. If that is something that we decide to get and include in the budget, I've explained to the assistant chief, for the assistant chief of police, John Hourigan, I've explained to John that this is our spending plan. We are not allowed to move forward with any agreements and spending until the budget is passed in May, but what it would allow us to do is, if we know it becomes part of our spending plan, we can start to look at an agreement. Fine tune an agreement between the school district and the town have that ready to go. So if the budget does passes we wouldn't have to do any of the backend legwork to have that agreement ready, we could propose it to the board for approval, present on it, get it signed and then begin the process July 1 of looking to have a school resource officer available. There are other items in the proposed list that we still have a little bit of work to do, on those items. And, again I'm not sure all the items will be able to make it in that capacity or that form, but the school resource officers' a big one. There's people waiting on a decision from us. We need to just make sure if we're feeling comfortable with that, I need to get some direction to the town. So that would be helpful tonight and we need to plan financially for it if that's something we would look to include in draft 3 of the budget.

Is, Mike, Mr. Tuttle, are you okay if I maybe pause there and take some questions from folks before we go on to the next portion?

Michael Tuttle:

Yeah, that's exactly what I wanted to do, is there any comments or questions on what has been proposed or what has been presented to us so far?

Jason Chevrier:

No comments, questions?

Michael Tuttle:

I don't see any comments or questions at this time, so I think at least for that part or it.

Jason Chevrier:

Okay

Michael Tuttle:

We are in agreement and understand.

Jason Chevrier:

Okay, I'll move on to the next portion. The next slide, on slide 3 we are looking at just a graph that shows tax levy rates where we would be for the 20-21 school year in comparison with the last 6-7 years you can take a look and see where, where it falls. And again, we would be looking at a tax cap of 2.625%. I'm going to let Brian I'm talk you through the current status of the 20-21 budget.

1:04:50

Brian Carey:

Ok, we are in draft 2, with our projected appropriations at \$26.2 million up about \$100,000, \$115,000, projected revenues moving up to \$25.098 appropriated fund balance standing still at, excuse me Jason can you mute you....,

Jason Chevrier:

Let me try here, it's a little tricky, hang tight, yep.

Brian Carey:

Appropriated fund balance {garbled} standing still at \$850,000 rollover giving us a difference today of \$273,000. Looking at our remaining budget priorities, we have another \$243,000 outstanding giving a gap to close if everything was included from that priorities list or proposed list of \$517,000. So that's through the tweaking and through the budget work that we do, as more information becomes available for every draft changes happen, again, this does include one section at CES and includes the supplies, the interactive hardware, furniture of all of all the stuff that we looked at last, last budget.

Daniel Grandinetti:

\$517 includes the CES teacher and the resource officer?

Brian Carey:

So the question was, does the \$517 include the school resource officer as well as the CES FTE and it would, it would. It also includes the TA for that teaching that FTE in addition as well as all the other changes that you've seen highlighted earlier this, in the presentation.

Daniel Grandinetti:
{garbled}

Brian Carey:
No, no tax cap...so the question from Dan was, is the \$517 within the tax cap, no, it's above and beyond what's already been added from revenues into the revenues, so we've added the 2.625 into the revenues and still have a gap of \$517,000. If everything is included, Dan.

{garbled}

Michael Tuttle:
At this time are there any questions from, oh I see Mr. Charsky, I'm sorry, I'm going to open it to Mr. Charsky.

Michael Charsky:
Yeah, I thought we were having a discussion after this was presented, so I kind of would appreciate the full presentation before anyone asks questions and then I think we should have our discussion, right? I think that's what was said.

Michael Tuttle:
We will definitely have a discussion at the end, if, it is just if there are any questions on this slide in particular, go ahead and ask them now. Mr. Hiser.

Michael Hiser:
Shall I go ahead? Okay, my question is we are presently, Brian can you hear me,

Brian Carey:
I can.

Michael Hiser:
\$3,000 short even without adding any additional \$243,000 of the new priorities, that would include the SRO and some other things, correct?

Brian Carey:
Mike, you cut out, but if you said that it is \$273,608, 273,608 we still are, we still need, yes to close. Without the additional priorities.

Michael Hiser:
So what are the plans to, how do we close that? I mean should we even be talking about \$243 more when we're \$273 short right now?

Brian Carey:
I think we should Mike, because it is an overall pool. We still don't have final healthcare insurance rates that generally will find us some money at the end that's tomorrow's meeting at 12:30 with the Consortium. We don't have, we don't in this draft have final

BOCES rates, I didn't have them until now. It looks like it is going to be able to save us on the expense side and up until this week we didn't have the final State budget that may hurt us even more, but I think we need to know from, from the board, specifically about the SRO so if that's a priority, then we do what we have to do include it for now knowing what we know until things change.

Michael Hiser:

Okay, I guess what I've heard you say is if we may be able to chip away at the \$273 we don't really know. But, I know when Jason stopped talking initially on the SRO the proposed priorities I can tell you at least on the SRO that although I had reservations about it before, and I did sit down and talk with our former board member Bruce Romanchak in the last week and fully vetted his concerns after the administrators went through their desires and gave all of their background about the SRO as far as I'm concerned it's something that they want and they have given good reasons for it, so at least from my perspective I am in favor of that.

1:10:26

Michael Tuttle:

Okay, are there any other comments for now off of this slide? Okay, if not, what I'd like to do is sum up that slide at least in my mind, and make sure I understand it, Brian. So I'm looking at the difference between draft 1 and draft 2. I see that projected appropriations has, has gone up and I understand that that's from the included priorities that are in the blue and also some, some tweaking that's been done to, to other appropriations. I see that the projected revenues have also gone up so I assume that's from other things that you know, get to far into the minutia, but the appropriated fund balance is still the same at \$850 so, so the difference between those two numbers is really how we came to lowering the deficit from draft 1 of \$527,000 to the deficit in draft 2 of \$273,000, is that correct so far?

Brian Carey:

Yes, Sorry.

Michael Tuttle:

Now, the remaining budget is what is, is left in that proposed section that's pink on that spreadsheet and so the \$243 and the \$273 added together is why get to the \$517, am I understanding that correctly?

Brian Carey:

That is correct.

Michael Tuttle:

Okay, so if there's no other questions from the board members on that slide I'll turn it back over and, okay, I don't see anything so Jason, I'll turn it back over to you.

Jason Chevrier:

Yup, so before we leave, and again, I want you to think back those of you that have been through this process before this is the work that we do. We always have a gap, always, and the work that we do between the rollover budget and then bringing you back a budget to adopt a little bit later in April is the work that goes into closing the Gap, and we reevaluate everything. We take a look at where we are across the board. We

reassess new priorities with current priorities and fine-tune the both revenues and expenses to whittle away at that number. It seems like a pretty daunting number, it's big, but you know we sit here and tell you today that you know we recognize that not all the things that are new priorities are going to make it into the budget and we don't know what next year will bring. We're in the process of CSE meetings and we look at needs of kids, we re-evaluate things, always at this time of the year and needs change and so as we move forward our job is to close, is too close that Gap. It's not an easy thing to do but we will continue to have at it. Again when we begin to have this discussion that SRO will become significant out of that total \$243,000. We're not sure how much that will go into the included section and how much will go to the remove section, but at the end, we will remove it all out of the proposed section into either included or removed. So that will be part of the work that goes into now and two weeks from now. Let me get just launch back into the presentation here. We've already talked a little bit about the spreadsheet I did that prematurely so I'm going to skip that the next slide in the presentation I'm on slide 6 for all of you that are following along. Slide 6, we talked about that transfer to capitol a little bit earlier when we were talking about capital project money. That would be to do renovations in the CES Library, remove the low walls associated electrical, new paint, new carpet, redo the tile floors on the first floor of CES at a cost not to exceed \$100,000. The next item on that is the hot water tank that we also discussed at the beginning of this meeting, and this, there's no decision to be made here other than to get the board's approval to put it on the budget vote in April that our voters would have to vote and approve the expense not to exceed \$100,000 of capital reserve funds to pay for the hot water tank. The other proposition for the ballot would be our typical bus ban and that has yet to be determined whether it's too large buses and a small bus or one large bus and one small bus. That is not determined yet will continue to work on that figure that out through the budgeting process and work with Rhonda. Okay, I'm going to mute my mic and pause, Brian's going to walk you through the fund balance projections.

Brian Carey:

Ok, so we have our fund balance as of March 9th. We are looking at our workers comp. reserve being \$257,000, our unemployment reserve of \$511, ERS and the new TRS reserve a \$988, employee benefits at \$342, our insurance at \$457 and our capital today at a million giving us three hundred an...I'm sorry, giving us \$3,557,000. We have \$900,000 of appropriated fund balance in the 19-20 budget, as well as \$954,000 of unassigned that's the up to 4% that it sits there as our rainy day fund, giving us a total of 5.4 million. What you see below are projected used in 20-21, so you'll see \$100,000 in the capital reserve that's going to fund the hot water tank. You'll see that we'll use appropriate assigned fund balance of \$850,000 but our unassigned fund balance, I was projecting at a \$1,048,000 so that would have been 4% of our next year's budget giving us a total reserve and fund balance in 20-21 to start at 5.5 million dollars. Any questions about that?

Michael Hiser:

Yes, I have a question. Can you hear me Brian? Hello?

Jason Chevrier:

All right.

Michael Tuttle:

Mike, did you have a question?

Michael Hiser:
Yes, I do, do you hear me? Brian, do you hear me?

Michael Tuttle:
I'm sorry, turn that up.

Jason Chevrier:
Yup, go ahead Mike.

Michael Tuttle:
Go ahead Mike.

Michael Hiser:
Alright, on all of the reserves, and I saw, and I don't have it up in front of me right now, but do we have to use those reserves the restricted reserves? One of them, ERS, I think was \$988 or something, do we spend down those reserves on an annual basis in some degree?

Brian Carey:
We do, when we need it. Last year we used some out of the workers comp. reserve, last year we added the {garbled}. So it depends on the situation, we may use some reserves this year to fund next year's budget depending on where we get. Again, in TRS we have some pretty decent balances in some of these but our unemployment reserved for instance if we see unemployment moving up, that's when we would go to that fund and utilize it. The capital reserve has been used, we used \$1,000,000 last year.

Michael Hiser:
I'm talking about the restricted reserves. What about those, are they, the ERS reserve for example, is used how?

Brian Carey:
So the ERS reserve is used when we need to fund the ERS and TRS contribution. So as those numbers go up, we

Michael Hiser:
Funded above {garbled} that we {garbled} is that correct?

Brian Carey:
One more time.

Michael Hiser:
We would have to go into the ERS reserve, only to the extent that what we budget for is exceeded, is that correct?

Brian Carey:
What we budget for from the previous year, yes, so if it goes up by X, we can use the reserve.

1:20:00

Michael Hiser:

Right, and it is highly, so all right, so of the, we have how much \$3.5 million in that upper area? Again I don't see it right now in front of me.

Brian Carey:

That's correct, 3.5

Michael Hiser:

Okay, 3.5, how much of all of those reserves did we use last year or we are in the process of using this current budget year. Well, no, last year, just give me last year.

Brian Carey:

Workers Comp. I believe it was \$17,500.

Michael Hiser:

And what is the current amount of the un, of that right now?

Brian Carey:

That is correct.

Michael Hiser:

No, what is the current amount? Shown on the screen.

Brian Carey:

\$257,000

Michael Hiser:

So it's \$257,000 now, and we used \$17,000 last year, is that right?

Brian Carey:

Correct.

Michael Hiser:

Alright, I guess what I'm what I'm getting to is that is it accurate that it might be a little risky, but some of those funds could be used as part of our budgeting.

Brian Carey:

That is correct.

Michael Hiser:

Okay, alright, so when we have you know whatever 5.5 million now we could we, we have, I don't remember seeing amount that large, it's grown in the last few years. So we do have some things, if we wanted to, that we could utilize. Again it more risky and if you need to go to the full amount of one of those accounts, you know, you need to have it there and who knows what's going to happen and there's a good amount of money that is available, even in the restricted funds.

Brian Carey:

Yes, I would say that is correct, Mike. So, once they are used, they are used, they're not there anymore, we do this for when that rainy day happens, which may be upon us as

early as next year and we would look so board to then make decisions based on using what we have been able to put away over time to build these up.

Michael Hiser:

Right, and it may well be that we have built them to where they are and as you say the skies have opened up and we may well need all of them for next year.

Brian Carey:

Or a portion of some, correct.

Michael Hiser:

Right, okay, that's all thank you.

Jason Chevrier:

Alright. Almost done.

So where are we in the budget process? We've talked about the propositions that we would need to see on, again the transfer to Capital, you will not see as a proposition on the ballot we talked about that publicly here it becomes part of the budgeting process, voter approval allows us the expenditure of that \$100,000 transfer to Capitol. Do not get that confused with bullet number 2, the transfer of \$100,000 from the capital reserve fund to fund the district office hot water tank. That would be on the ballot for voter approval. They would need to approve the expense of that \$100,000 because we are taking it out of the capital reserve fund that is already established and asking the voters to use it for that purpose and then the school bus purchases. On the considerations that the Board needs to do tonight, what you need to consider, we've talked a little bit about remaining priorities in the budget. So I'm anxious to hear your thoughts primarily on the SRO, that's going to be an important one for us to either include or not included in the budget. If you say put it there it goes there and then we figure out what we do with the remaining items that are on that list and try to work to close that Gap. So the other considerations and directions for final budget recommendation remember we have a workshop meeting scheduled two weeks out from tonight and that workshop meeting is primarily around the budget. We hopefully will have a passed state budget at that time. It gives us two weeks to really kind of take a take a look at the budget. I don't believe there to be any controversial items in here that would allow us to get our public together which we wouldn't be able to do at the current state of affairs anyway, but we could hold a public forum, if necessary, but you know part of putting this workshop budget in there was two really kind of take a look at the final budget and have two weeks for us to put that together, and then two weeks before the board would come back and have to adopt that budget for the purposes of communication with the greater community and getting ready for the budget vote. So a month from now we would be voting at our board meeting it was set the Wednesday night just before the holiday break. We might be doing the same thing again that we're doing now I'm not quite sure yet but we would have a workshop meeting slated for 2 weeks from today to really get Brian and I the opportunity to take your direction tonight, fine-tune it, get all the information the passed state budget, recognize what that means for us, take the remaining priorities figure out what we can and can't get in there, and then come back at the workshop meeting, pretty much are our goal would be to give you what draft 3 of the budget would look like, and give us a few weeks between workshop and draft 3 before you actually have to adopt it. So if there are questions or any work that needs to be done we have an opportunity to here from the greater community. We have an opportunity to hear from you on direction

of the budget. So next steps, state budget gets finalized, refinement of our priorities, and then we'll look at final rates and BOCES state aid things that I just mentioned to you. Also be mindful that we do have three open seats coming up starting July 1st of 2020 up for election this year or re-election would be Chris Olsen, Chuck Peter, and we do currently have one vacant seat. So we have three seats that are up for re-election or that would be at least one that is vacant heading up into the budget vote. Petitions for nomination to the Board of Education would need a minimum of 25 signatures, and they're due to the district clerk by 5 p.m. on April 20th at when we didn't have coronavirus. We haven't received any guidance on that yet, so I would just ask stay tuned. Obviously we don't want you going around and getting signatures, if you're interested in running for the board, if you're supposed to be socially distant. So again, stay tuned for more information on that this was put together prior to the world we're living in today. So, I'm going to mute my mic and ask if there are any questions from the board? Give me a second to mute my mic here please.

1:27:59

Michael Tuttle:

I just unmuted now. Okay, so I see Mr. Charsky's open, so I am going to let him go, I'm muting now.

Michael Charsky:

Ok, so I'm, as far as the school resource officer goes, I'm definitely all for the school resource officer, but as per my communication a couple of weeks ago I still don't believe that we have looked into other alternatives. I think that we've been married to the town, we've talked to the town, but I really don't think we've had presentations or discussions on any other alternatives and for that type of an expenditure \$72,000 and with the deficit of \$243 and even if we just add the \$72 for the resource officer, it puts your deficit at \$310 and change. I mean, I, there are other things on proposed list that I can cover that \$72,000. I understand you want them, I understand the need, Mike Bennett made a very passionate discussion, but I am not at all in favor of the SRO as it sits now.

Michel Tuttle:

Alright, so Mike, on that, could you give examples of other the other means you are talking about, I mean, other than the resource offices that we talked about in the beginning, I think we came to the conclusion that we preferred to have somebody that's part of the community, or had a very good tie to the community. I think just putting a, if we hired a company that did that sort of thing, that we didn't exactly want to go that route, we wanted something that was more close to home. So, if there's other options other than a resource officer that would come from the local PD, what are

Jason Chevrier:

The only other option that I see is {garbled} So I just got the volume turned down here Mike, so give me an opportunity to unmute and turn you back on here Mike. Town of Schodack resource officer other options could be working with the county for a school resource officer or approaching the state police. State Police do get into that business but not very often, my understanding that because we have a local municipality and an department, that the county would first recommend that we work with within our local municipality to do that. If they were unable to do it, and I do believe the sheriff would consider looking at resources to do that. We did have some conversation at one point about, you know private security and security guards but even when Needham Risk

Management was here for one of those presentations, we talked about that. We're not really, you know there's a benefit to having an SRO but we're not looking at an SRO to be an armed security guard standing at the door checking people as they come in. It's as discussed at the last meeting, it's much more than that. It's integrating into the school community, building relationships with kids. An armed security guard is going to be just that, they're going to be an armed security guard, they're not going to be roaming the building, building relationships with kids. Not really what they're trained to do. So if there is another option that you're thinking that we haven't explored, can you share that with us?

-

1:32:22

Michael Charksy:

Sure, I'm definitely not thinking military or police or anything of that nature, one of the really important things that Mike mentioned and that even you mentioned Jason, is that the ability to have a school representative go to someone's house and discuss issues that they have heard along the way. And, I'm thinking more in terms of a mental health resource specially with a lot of the issues that we have in our schools without going into more detail. I really do think that a mental health resource almost like as Social Worker kind of a thing is where I'm thinking. It is someone that a student can still confide in, cause remember, that was the big discussion, and I agree with Mike your looking for someone who will provide and have that competence end and I'm thinking a social worker type person. I'd rather see \$72,000 go to that type of person cuz I think you get the bigger bang for your buck, and where I'm going is, you get that additional Mental Health Resource that I think we really, really do need that'll also satisfy the personal visits, that'll give that person extra, someone to talk to be a counselor or something of that nature. My argument is just, I'm against the police involvement, you see where I'm going. I'm really into the more of that social I agree with social engagement building the trust and I think helping the district out for mental health perspective in a social perspective. Make sense?

Jason Chevrier:

I do understand where you are coming from. I would tell you between draft 2 and draft 3 of the budget, we are not going to ready to tell you that we think another social worker is the answer over a SRO, that did not come up when we were discussing priorities in the budget, the SRO, as you know collectively across the board came up as a priority, and we see it for some different reasons. We are lucky that we have a social worker in each of our two buildings. We have a guidance counselor at the elementary school and we have two guidance counselors at the high school. We have a School Psychologist at the elementary school and we have a School Psychologist at the high school. So, our counseling team, which we really kind of lean on as our mental health professionals have certainly been leaned on to do quite a bit of work and as this mental health initiative has kind of unfolded you know we have leaned on them even more so. That was part of the reason for making School Counselor at the elementary schools. Remember when we hired Miss O'Grady she was a part-time she was a half time we moved her up to a full-time counselor. This is her first year as a full-time counselor. We recognize the need for mental health support, we started to build a great relationship with (MHANYS) the Mental Health Association of New York State. We've got some great training that is going on there. We've engaged in talks with the Rensselaer County Department of Mental Health. I wouldn't put it out of the realm of looking at trying to do some site based counseling using Rensselaer County to come in and use our school as a site to help support mental health that is some early stages of some

discussion. The school resource officer, in our opinion, really provides a different layer because some of the issues that we deal with when it comes to students, you know using social media to send inappropriate pictures, or cyberbullying, things that might take place off site that find their way into our schools. The school resource officer is often somebody who can help prevent those things because when kids are chatting about those things they know a police officer has a different level of authority. In no way shape or form will the school resource officer be involved in school discipline, but they will be able to help us determine, you know if somebody takes an inappropriate picture of a body part and sends it and it gets shared, there are legal ramifications from that. Typically we do call the place and we'll get the police involved in that, but this individual would be involved in safety training, educating our students, building relationships, and also has some authority outside of school to be able to interact and work with families to help them understand gravity of the situation. Doesn't mean we're looking to have kids arrested that's never the game plan, but having that liaison also is a great connection to you know our greater community, which our mental health people are connected to our community, but then they go home to their families at night and they're done. And an officer is able to stay connected to what's happening in our community and to make us aware of what happens over the weekend. Our counselors don't know sometimes of situations that we should be made aware of. So we wouldn't have asked if we didn't think it was a priority. I agree with you, I would love to dedicate more money to mental health and to SRO. I think we're going to eventually have to do that anyway. The more you talk about mental health the greater the need is amongst your student population. But we do feel that a school resource officer does help us comply with some of that not in the way a trained counselor would do that, but they serve a different function, and we have good people that are doing a good job now, and we will continue to look at mental health resources down the road. At the end of the day, you might not want it Mike, and that's certainly okay. I don't need to convince you of that, but I do need the rest of the board to chime in and give us some direction as to whether we vote and include that into the budget or not. So I do very much appreciate and value your perspective and opinion there Mike.

Michael Tuttle:
Mr. Hiser, go ahead.

Michel Hiser:
Oh, I guess I must have unmuted it by mistake, anyway I've said what I want to say. I'm, I believe there is a distinction between the SRO and the social worker. That was a question I jotted down just when Jason started talking. He's explained it and I think, so, I'm still okay with the SRO.

Michael Tuttle:
Okay, thanks so I was going to say I'm going to go around the horn but I see Mr. Olsen's in, so Chris, go ahead.

Christian Olsen:
{garbled} I think all we need to do is determine if we are going to move it to the next level for right now, and I'd like to see it move to the next level.

Michael Tuttle:
Okay, thank you, Sherri?

Sherri Gibson:

Yeah, I agree with Chris, I think that you know, in the grand scheme of things, if we are short money, then that's a different conversation, but you know if we can put it in, I'd like to see it put in as well so it depends on where we are but I'd like to see it at least, at a minimum, go to the next round.

Michael Tuttle:
Okay, thank you Sherri. Shelley?

Shelley Palmer:
Sorry about that, I agree I think there is a distinction between the SRO and a social worker. I think I'm more comfortable with the concept of an SRO for the needs that were talking about here and I'd like to see that move forward.

Michael Tuttle:
Okay, thank you Shelley. Chuck?

Charles Peter:
To back on to what Jason was talking about, I think when you are talking about an SRO versus potential other options, there's things that an SRO is going to be able to bring to the table that security officers aren't going to be able to do that. If you can't hear me, I'll speak louder. So yeah, the SRO is kind of a unique position given the fact that they are uniformed police officers well compared to just to standard security officer or even someone specialized in mental health. There is things that the SRO is going to be able to accomplish that they wont. As far as other options, Rensselaer County contract I believe is in the \$90,000 range, so if you're talking about police agencies and what their options are going to be, the Schodack offer is your, from what I can tell, the best offer you're probably going to find so with that said, I'm comfortable moving forward with it.

Michael Tuttle:
Thank you Chuck. Dan, you are here in the room. Okay, those that didn't hear, Dan said he supports it as well and would like to see it move forward. I think it's clear from everyone's comments tonight, there is certainly the majority to move the SRO forward on the budget and to keep it in there. Again, we don't know what is ahead of us, but I think we keep it on and move it up into the budget and see where things fall.

Jason Chevrier:
Okay, thank you.

Any other comments or questions on the budget presentation?

Michael Tuttle:
Okay, so, I'm gonna, it didn't look like there was any other comments, I looked through I saw the mics muted so Jason, thank you for the and Brian thank you for the draft 2 of the budget. Again, like I just said, I think we're going to move forward as if the current situation isn't what it is, and we'll move forward with our budget, until that makes us

change. So, we will close that, I am going to open the meeting to public comment. For those that have joined since we started, what I will ask those people in the public to do, is if you'd like to say something to go ahead and unmute your mic by pressing * 6, I'll see those, and then I will call on you individually by the last two digits of your phone number. When you do come on please state who you are, and then let us know what you would like to say. So right now, I'm going to call on caller with the last two digits of 53.

53:

Hi, good evening, this is Gretchen Cantwell, I am a parent of a 4th grader, and I also have two older boys that went through the school district. I'd like to thank you for having this remote opportunity so that we could listen in. I know right now it is a crazy time for everyone. As a 4th grade parent, I am pleased with result of the revised budget, but that is not why I am calling. I'm calling because we have two working parents in our home. I am in the field, and as of Monday, my husband has been allowed to work from home, but he is on the phone for about 6 hours a day, and he also has to meet quota for sales right now and I'm out, I'm out in the field everyday. So, we, as of right now, I have 13 unread emails since Monday, from teachers. We've been able to do a few lessons at night, but you know, both of us are working a lot and at night, I'm sure you know, I'm out hunting for toilet paper, or bleach and necessities, so you know, it has been stressful trying to do just the basics. So, I'm a little scared that my son is going to fall behind, and I know I'm not alone. I also know that I don't have teenagers anymore, they are older, but my twin sister has a Sophomore and a Senior. And, the senior this year, she is missing being lead in the play and she has lost prom and possibly lost graduation, she and my nephew have to hang out with their parents all day, which they hate. They can't hang out with their friends, and they also are connected to social media but they've never been through a crisis like this so they are scared. But yet my niece, yesterday, in a different school district, she just broke down sobbing because she couldn't get her research paper done in time, because she didn't wake up early enough. I just wanted to share that story with you that there are a lot of parents that are worried about their children, but we cannot homeschool them. {garbled} But even if I'm told I can stay at home, I will still have to work from home, so I just wanted to share that, it's really hard out here for a lot of us and I know you talked a lot about mental health, but a lot of these teachers aren't giving the students, especially the older ones, time to process all across NYS, so I just wanted to make sure that you know that it is just really hard and that's all I have to say. Thank you.

Michael Tuttle:

Thank you for your call, I'm going to let Mr. Chevrier go ahead and respond to that.

Jason Chevrier:

Gretchen, thank you very much for calling in, and I don't know if you've been on the whole time. You know one of the things I had mentioned when I had the opportunity to meet with faculty and staff on our conference day on Friday, we can get on a very real person and I spoke very openly and honestly with them. My directive to our teachers with reasonable and practical. You know we recognize, in today's message, Mr. Derby had sent a message out today to his faculty and staff, he did a video message to all of them. I watched his message, and today it was you know I'm in touch with a family who has you know three kids at three different grade levels the parents are working we're stuck home all day and we don't want to add stress to the plate of everybody in a very stressful time. Please recognize that that message has been communicated to teachers and we're only in day 3 of this, but we are continuously talking with them and

providing feedback that we're hearing from parents. I would encourage you to reach out to teachers directly and let them know. You know I sit here today, if it's a two-week closure I would tell you, you know teachers are right now, you know thinking, if we are closed for two weeks, we come back, what are we going to be able to kinda pick up where we left off and kind of get going with kids, but it were closed for a month, two months, which is, you know it's not out of the realm of possibility. You know keeping kids engaged and being reasonable and practical is all we can do. It breaks our heart, we've talked to collectively as a team about you know kids only get one March of 2020, in their, in their, the seniors they only get one March of 2020, get one April, they get one May and one June and, their lives have been disrupted by this crisis, and it's a very real possibility they could see a loss of those things here depending on where we are with this pandemic. And so part of what we want to do is certainly work with all of you. Do not hesitate to reach out. We communicated email addresses for the elementary school, the CES Principal's office. I can't remember what the email was but a communication went out and it's on our website, because we're not manning those offices. Feel free to reach out and say this is causing stress, we will work with you. I promise you that. We're talking to teachers about grading. I don't know how real grades are at this point in time if we get closed for another 3 weeks we can't pretend that those grades are going to count for anything with parents homeschooling their kids and teachers not being able to have that daily interaction with them. We were very real about it. I think our teachers are trying to continue to provide some routine but the expectation was, please don't plan lessons like you're an 80 minute block at the high school or you know a full hour of science lesson. Take it in bits and pieces and chunks. Do what you can, it's there is a resource for you and I would encourage you to reach out to teachers and it's very stressful for everybody. I want to commend our teachers for doing such a good job trying to provide activities, but if it becomes too much, don't hesitate to reach out and say that. There's no expectation that they're going to come back and all of a sudden be behind, I think everybody's going to come back behind to some degree. So I can't thank you enough, I would encourage you to reach out to Mr. Derby and Miss Rosher or their classroom teachers and have conversation with them directly. I would imagine that they will be very responsive and receptive to your to your comments.

1:51:32

Gretchen Cantwell:
Thank you.

Michael Tuttle:
Okay, so I'm going to move to the next caller, I'm just gonna, I know it's not normal for us to, you know kind of engage in this back and forth conversation, but as this is not normal and I think it was a very important question I wanted to make sure we got an answer.

Jason Chevrier:
Anything around Coronavirus {garbled}

Michael Tuttle:
Exactly, so as Mr. Chevrier just said that, you know, comment and stuff that's around the coronavirus, we will certainly try to handle tonight to alleviate some stress. Okay, so with that said, I'm going to move on to the next caller who is ending in 98.

Nicole Henderson:

Hi everyone this is Nicole Henderson you've seen me there many times, I know. I just want to say a huge thank you to all of you for really springing into action with everything with the coronavirus and you know how fast that's kind of a situation that's evolved and continues to evolve and I really appreciate the accessibility of teachers and the responsiveness by like even staff outside of you know just regular teachers like the social worker and not just for the kids, but for families too I appreciate it. I was joking about like a resources for kids and handling their anxiety and I thought, what can you do for me. You know, this is so overwhelming, it's just completely unprecedented. we've never been in this situation and you know I think it's so hard like Gretchen was saying you know as parents and most, many of us, not all of us, are working from home and trying to manage the kids education while we're trying to work from home and it's a ya know challenging at best, but I know everyone's doing the best they can. I just want to make sure that you know I share that appreciation for that, it's extraordinary times and I don't know how else to say it. And, I also just wanted to, it was hard for me and you all know you've seen me there plenty and heard from me plenty about the classroom size issue but they even think about that you know in the midst of all of this going on has been a struggle but I just want to say that I really do appreciate that in this version of a draft that there's been some reflection and consideration by administration to kinda shift the strategy for next year and I know I'm not alone in saying that and so I just really think that's just a great move even to get this far with kind of acknowledging that maybe this would be a better strategy and you know I understand and I'm sure everyone understands it with the coronavirus really just throwing everything into a tailspin you know that who knows what's coming around the corner but I just wanted to convey that and, that's it, thank you.

Michael Tuttle:

Okay, thank you Mrs. Henderson, I just, on top of that comment, I just would like to make sure we, the administration and the board has always been thinking about that situation so it's not something new. Let's open up the call to the next caller ending in 39.

Tim Ryan:

Can you hear me?

Michael Tuttle:

Yes

Tim Ryan:

Alright, this is Tim Ryan, I'm a teacher at the school, and again president of the union there as well. Again, I'm going to commend Jason and everybody there for all the work we've done. Again, working from home is very different, it's nice to be around my dog all day but again, getting information to students is very different. I had a chance to google meet with a couple students, couple teachers as well again, it's definitely very weird. And again, we're trying to make the best of what we can. I was out, unfortunately last Thursday and Friday, but fortunately I tried to get to my son's graduation from officer candidate school, and again that was shut down, after we had driven 5 hours we found that out. We finished driving the last 3 to sit in a hotel and watch the ceremony on TV. My daughter has lost her senior year in college sports season, graduation for them is also up in the air, so I do understand the stress from the

parents calling in and again, I take that into account when I'm working with students, and I believe most any of the teachers in the district will take that into account. So have them reach out to their teachers, again let them hopefully advocate for themselves and again working with, probably all of the teachers in the district as I do, I can hopefully can speak for them, they are very good at listening to parent requests, student requests as well as request from our admins. And again, we are doing the best we can in a very tough situation, please reach out, we can only do what we know about you know if parents are feeling overwhelmed, contact your teacher please. We can do what we can, I just got an email from one, again I responded so hopefully I'll be able to have a google meet with them tomorrow, but let us know what we can do to help. Thanks.

1:57:44

Michael Tuttle:

Okay, Tim thank you for calling in and I appreciate that you are on the line and you are able to listen to the public who's calling in, obviously not the majority of parents. Okay, so I'm going to close public session at this time, there is another public session later on but we are going to close at this time and move into the next section, District planning and meeting updates, wait hang on, I'm sorry, Board Discussion. So I'm going to open up board discussion do we have, any of the board members have anything for board discussion? I see Sherri down there, Sherri?

Sherri Gibson:

Yeah, I just wanted to again, on top of everyone else who's spoken to this as well, but really thank the administration for everything you've done in the past week and beyond. You know with the kids being home, my husband and I also work from home full time and three kids are all in the elementary school they've been very productive. Well at least trying to be productive but they've been kept very busy with a lot of the work and the videos of a lot of the teachers that have been posting things. Mrs. Rattner has, I think it's called google video with the kids almost daily, it's been very, it's been great. They've been feeling like they are connected and able to really touch base with people that since they have been a little bit secluded, you know reaching out is really helping them emotionally as well. So I just wanted again to thank everyone, I really appreciate everything that they are doing, again, a mother of 3 and I think they have seven teachers it's been great to go to one place to find everything, cause that was a little confusing at first but we are figuring it out and a lot of appreciation for the administration for everything you're doing. So thank you.

Michael Tuttle:

Thank you Sherry. Anybody else before I move into what's on the public content? I'm not seeing so I'm just going to move straight in, alright. Two issues under board discussion for us to discuss about tonight. The first one is the vacant board seat. So, I wanted to make sure everybody understood what that means and just get consent from everybody about the way to move forward. So, we have one seat that is open, Bruce's seat and we need to, we have two choices we can leave it open until the election in May, sorry, I lost my words or we can go out and fill it with a candidate. So my point of view is to leave it open we've only have about a month or so you can see already what board meetings have come to. It just seems that trying to fill that seat right now, to me, I think it's best to leave it open until the election. The only down side I think we have to that is we are an even number now and which means we could have a tie. I think the chances of that happening are very small so I would recommend not filling it. So any thoughts from the rest of the board on that?

Christian Olsen:
Can I chime in here on that Mike?

Michael Tuttle:
Mr. Olsen?

Christian Olsen:
I just wanted to, when I was president and Paul Puccio had dies, I know the rest of the board, council, Beth, had suggested that we leave the seat open this close to the election because it could give the wrong impression to the public that we are trying to put someone in the position that would gain the look of being an incumbent rather than a new board member. So, I just wanted to show that our council had told us last time this happened, last year when Paul died.

Michael Tuttle:
Thanks Chris. Anyone else with comments or a recommendation to go forward in a different manner? Okay, I'm not seeing anybody so I think that's how we will move forward, we will leave that seat open until the May election.

2:03:10

Alright, the second thing on it is the recordings of the, of our meetings. So everyone knows that our meetings are normally voice recorded, and that voice recording is kept in the district office. It is open to the public if they want to request to listen to those voice, to the recordings of a meeting, they can do so. There was a request from the public to put those recordings somewhere that they could be accessed. So, the thought was maybe that we could publish it on the website where the minutes are. I don't know if we can or cannot do that at this point, I don't know if our website can handle it. I don't know the size of these files but I just want to throw it out there for conversation to board about if we have the capability of uploading that file, what are the thoughts on doing that?

Christian Olsen:
I think Shelli does a pretty good job of transcribing the minutes and putting it into a document, and the document is much easier to search through and look for what exactly you know you're looking for. I think if somebody wants to hear the audio recording since we are required to keep them, if they look at the printed version that Shelli does and still has a question then they can request that particular recording, but I think we're just making extra work for ourselves and by trying to take that and putting the recording on there also. I can see a lot of people actually taking the time to listen to the whole recording. It would be much easier for them to scan through a document to find what they're looking for.

Michael Tuttle:
Thank you Chris. Any other thoughts on making it, I mean it's already public, I guess putting it on the website just makes it easier to access as opposed to going into the district office to listen to it. I do take Chris' point in, you know, listening through that entire 3 to 4 hour tape is, I guess, burdensome, unless you are looking for something specific. Yes, Shelley?

Shelley Palmer:

I think, while the, we are testing a technology right now, right? I think one of the points that some of the members of the public had was that they couldn't physically get to a meeting. I don't know if, you know if, we are seeing people call in tonight and having an opportunity to be somewhere else and still hear this. So you know maybe this test of our technology is something we could consider. Being able to let people call in and hear us, if we can use this in the future. I think that was one of the points, was people just felt that they couldn't take time to get there. They could call in for a half an hour, they could call in for an hour if they look at the agenda they see what it is and they don't have to get to the building, I think that's what some of the members of the public were looking for, was easier access.

Michael Tuttle:

Thank you Shelley, I think Mike Hiser, you in?

Michael Hiser:

Hello, yeah, I guess if it's, I tend to agree with what Chris had said, if it, if it's in anyway burdensome on us to do it, to attach an audio to the website, I would say let's not do it. We have other things to, to work on, as long as the audio is available to people and the written minutes are very complete and up-to-date. You know they're always really well done. So you know, I think that's, that satisfies our initial burden with public then if anyone wants to come in and listen to it, we can make that happen as well so, I agree with what Chris has said.

Michael Tuttle:

Ok, Mike thank you. Just, on that note, just to remind everybody that those recordings there's only, how long is it Shelli? Four months, I think that the regulation 4 months from the date of the approved transcription, so that's the following month, the following month when we approve the meeting minutes, we have to keep them on record for another 4 months after that. I think we tend to keep them a little bit longer, but certainly, that's not the requirement, so it's just something to keep in the back of your mind that they are not there forever.

Michael Hiser:

Alright, that doesn't change my position on it.

Michael Tuttle:

Mike can you repeat that, we hadn't turned you up yet.

Michael Hiser:

I still agree that we should not attach it to the website if it's at all difficult to do that.

Michael Tuttle:

Okay, thanks Mike. Any other comments on that from the board? Okay, so I don't see any, so that is the last board discussion item, Jason, do you have anything for us on that?

Jason Chevrier:

On that particular item?

Michael Tuttle:

Year, for board discussion, anything for us in particular? Alright, so lets move into action item follow up, the first one is Wildcat Foundation.

Jason Chevrier:

Yeah, I had had some conversation with another individual about considering we're going to have to make some pretty hard decisions regarding the Wildcat Foundation pretty soon. The way the Wildcat Foundation was set up, puts several members, school employees as board members of the foundation, which it really should not be that way it should be members of the public that oversee that foundation and then work jointly with school employees much like our athletic booster club, music parents Association, PTOs, etc. they should be considered. We're having a really hard time finding folks with the time or the willingness to oversee the Wildcat Foundation. We reached out, I really am hesitant to give up on it and fold the foundation there was so much work that went into getting it established but when you're talking about the influx of money coming into the foundation and school officials and employees kind of divvying out where that money goes it's not a good combination. It really shouldn't run that way. I'm a little uncomfortable with that setup and my role on that foundation and we're looking for members of the public. Part of what we would intend to do is in our budget newsletter that would go out is do another blurb. We can ask Jason McCord to continue to try to do a little PR around it and try to find some individuals that might be willing to serve on that board and help bring it back to life. I've had some, a meeting with a couple of individuals and I had a meeting with another individual but we haven't been able to push that along and get any significant bites on that. So I would asked that maybe we keep it on the table through the school year and then make some decisions if we are not able to get any volunteers to do it. We're going to have to figure out what we do with foundation moving forward. We can't just let it sit we get, we have to file tax returns and do all sorts of things with foundation, that's quite the process when you see that unfold. So we really need some, some assistance with that so if anybody knows of anybody who you think might be good I am happy to take time to talk with them and tell him what is entailed with doing that work but I would say let's keep it afloat for a little while longer before we consider folding that. I don't know your thoughts on that.

Michael Tuttle:

Any thoughts from the board members on that? Alright, so why don't we we'll keep it, we'll keep it on and file through the rest of the year and then we can get some information on what our options are for it, if we don't get anybody to honcho it, sound good?

Jason Chevrier:

Yep. So the next two items, AIS information and Science materials, do we have the information, I think that stemmed from that draft 1 budget discussion about some additional support needed for AIS and I know Mr. Derby spoke to that a little bit, truth be told, we've been a little tied up. I don't have that information ready to present back to the board at this time, but certainly while we are working from home and doing some different things over the next couple of weeks, that's information we can probably ask Mr. Derby and Miss Rosher to put together to update the board. Just got sidetracked with the crisis that we've been dealing with and haven't really had the time to put that together. So I apologize for that. That's it under that section.

Michael Tuttle:

{garbled} We are going to move into the next section for district updates, so what we are going to do in this sections, there's no building updates obviously, there's nothing really that's taken precedence other than the current situation so we won't do building updates or committee updates as none of the committees have met either. So we're just going to do district updates in this section, so I will turn it over to Mr. Chevrier again for that.

Jason Chevrier:

Okay, so I just wanted to talk about three things. It seems like it was forever ago, but we had a great event Hoops Against Hunger our annual event that took place, I don't remember the exact total on that we raised but I do believe it was a record high. So we had great attendance, a great even that helps support The Anchor. As you all know, there was a safety event that occurred at the Hoops Against Hunger. We had a student bring an airsoft pellet gun to the event. We had three students that, one of those students was a district resident, but does not go to school here. There were two other individuals who were friends of that student's, that attended the school outside of our school district, and they came to our event. There was some on going back and forth via video game for several weeks prior to the event. Where two individuals that were involved, one of them being a district student, there was some back and forth that went on there and as these young men entered the bathroom it was, the gun was in a waistband and it was showed to some students, which obviously presented some, some fear and presented a pretty scary situation for some of our students who ran out of the bathroom, informed adults that somebody had a gun. One of our faculty members immediately took action grabbed hold of the student, asked for the gun, the gun came out was in possession of the, the faculty member pretty quickly, but if presented some angst and folks we're we're pretty rattled by that event. That all took place pretty quickly, folks came into the gym and asked for administration to come out and deal with the event. When I was able to get out into the cafeteria, all the individuals involved were sitting in the chair, an adults had the pellet gun, we had two off-duty Schodack police officers that were here and engaged immediately, parents were called because two of the, two of the four students involved did not go to school here, and their parents do not live in district their parents needed to come on route, became a law enforcement issue right away. So the police did have to wait until parents came, and then engage parents and kids in conversation about what took place. My understanding is that a couple of the individuals that were involved were charged. That I can tell you. I can't tell you who they were, but I can tell you that we were greatly appreciative of the support of law enforcement. There was some backlash on social media almost right away, and there were a couple of instances of decision-making that had to take place. So when I got out into the cafeteria the situation was well in control. We knew that we had an empty pellet gun without a CO2 cartridge in it, so nobody could have been hurt with that, but it was pretty scary. Recognizing that, that kids were talking to parents and there was some discussion about if we put a statement out informing folks that we had an issue, it was remedied pretty quickly, that nobody was ever in harm's way. I felt comfortable saying that knowing that it was an empty Airsoft pistol. Was it scary? Yes, but nobody was in any danger because of that. So I put that statement out, decided not to interrupt the basketball game to make it everyone's business, and worry them even more. Game went on had it been a bigger issue we would have emptied the high school auditorium or the high school gym, and we would have dealt with that as needed. Police came like I said and took care of the issue it becomes a law enforcement issue right away. These are some of the things that we deal with law enforcement with, we tell you all the time safety is our top priority. You know, I made a decision not to disrupt the event and scare people by getting on the PA and making an announcement. We

wanted to kind of preserve the privacy of the kids that were still in the building recognizing it wasn't an issue. That's the way we handle and addressed it. I will tell you, I'm not a big fan of social media lately. I'll say that not knowing how many callers we have on the line that are actively engaged in social media, but folks have a tendency to express their opinion there, and don't want to reach out to the school and have conversations with us directly about incidents and events, and make large broad-based assumptions that just quite frankly are not true. We have faculty, staff, and administration that work tremendously hard to provide a safe environment where we get comments all the time from visitor from other school districts that come to walk through the building for a variety of reasons that tell us this place just feels different. I am not naïve, we have problems, you know, we have kids that make poor decisions and bring things into our school and it happens more often than you would care to think, but we always take it seriously and we deal with it appropriately and when it's necessary, we engage law enforcement. And, so, I wish I knew how to get ahead of social media but I can't do it, but I will take the opportunity at public board meeting to highly recommend that anybody who would like to get on and express their desires via social media and their, their input, I would hope that they would take the opportunity to come in and speak with any of us about their concerns, can't tell people what to say and do, they have the right to post to social media, but it is not helpful, and many times really creates a bigger issue than what actually exists. So, I'll get off my soapbox but I felt the need to share that with all of you because it seems to be were reactionary to social media all the time. Very unfortunate event that required some of us to not play in the first half. for that I was grateful. but we're not going to let it ruin a great event and we will continue to impress upon our young people why it's not in their best interest to make decisions that way. So anybody have any comments or anything on that particular event before I move on? Anybody have any comments on that particular event before I move on? Mike, can you see if anybody does, no?

Michael Tuttle:
We are good.

Jason Chevrier:

Alright, I just wanted to make the board aware, this past Friday, when we did our coronavirus planning, I was invited to attend a lunch that I had to decline due to the circumstances, but I think it's important that we take an opportunity to recognize one of our educators. We've talked about Ed Finney. Mr. Finney, who is primarily a junior high school Social Studies teacher but he does dip his toe into some high school Social Studies classes. Ed is, he sets the bar high and is a great example, you know, for his peers, very actively involved in technology and tech integration in social studies, does some really great things, but he's very active Statewide in professional organizations and I'm very pleased to share with you that he was nominated by one of his colleagues not in our district, but received and was recognized as the 2020 New York State Council for the Social Studies teacher of the year award. So he was the one educator across New York State that received the award and I was intending to be at his award reception on Friday, but had to cancel to be here for planning purposes. So if you get a moment drop Ed a line and congratulate him, but on behalf of the district we are very proud of him and I just wanted to go on record by saying, keep up the good work Mr. Finney, it's great to see all the great, great things you're doing out there.

The last piece that I have, I received an email from one of our parents of an elementary student. We have school policy, our residency policy talks about if we have a resident

student who moves outside of the school district, if it's after May 1st then we, without question, I have the authority to allow the student to remain in District for the duration of the school year. I received a letter that you have attached in the administrative content, it's not or public review, with a request, a parent had asked if they were expecting to close on a house mid-April, and it is two weeks before the policy allows me to authorize her to have her child remain in school here. We have done this for folks in the past. I always defer to what I believe is in the best interest of the child. We do have a policy in place, but she's going to miss the mark by about two weeks. My guess is with all that's going on in the world right now her closing will be delayed anyway and it might be a non-issue, but in the event that it's not I would like to get back to her with a response and if the board approves, I would recommend that we grant that request it's only about a two-week window. It's really no additional burden to the district to have that student be here for that additional two weeks. So I would need to know if you're okay with me giving that green light to the parent because it's outside of our policy

Michael Tuttle:
Chris, go ahead.

Christian Olsen:
I would be okay with that.

Michael Tuttle:
Hold on one second, I'm looking to, it's in the updates, but where is it for...I'm looking to see where it is for approval. Is this something, do we have to vote? {garbled conversation} Alright, sorry for the confusion here, obviously just trying to, alright I thought anything that we had to do approval on, we had to vote on, and I didn't see the vote.

Michele Reickert:
Right here, Approval, do that motion if the board is all in favor of it.

Michael Tuttle:
Alright, so what I'm going to do the, is there, do we have a motion to approve to authorize the student to remain in the school district for the remainder of 19-20 school year?

Christian Olsen:
So moved.

Charles Peter:
Second.

Michael Tuttle:
Can't hear, sorry, Chris, what did you say?

Christian Olsen:
I moved it and I believe Chuck seconded it.

Michael Tuttle:
Okay.

Michael Charsky:
Wait you made an error, you said 1920,

Michael Tuttle:
It is this school year

Michael Charsky:
Right, but 2020 not 1920. Sorry, just being technical.

Michael Tuttle:
2019-2020.

Michael Charksy:
There you go. {garbled}

Michael Tuttle:
2019-2020 school year not the 1920 school year, which passed a long time ago. Okay, so we've got a motion by Chris, we've got a second by Chuck and I will ask all those in favor to say aye, so let me get my list of people, I lost my list of people, okay, so Mr. Olsen?

Christian Olsen:
Aye

Michael Tuttle:
Mr. Hiser?

Michael Hiser:
Aye

Michael Tuttle:
Mr. Charsky?

Michael Charsky:
Aye

Michael Tuttle:
Mr. Grandinetti?

Daniel Grandinetti:
Aye

Michael Tuttle:
Mr. Peter?

Charles Peter:
Aye

Michael Tuttle:
Mrs. Gibson?

Sherri Gibson:
Aye

Michael Tuttle:
Mrs. Palmer?

Shelley Palmer:
Aye

Michael Tuttle:
And I vote aye, so that's everyone, so motion passes, thank you very much.

Jason Chevrier:
Thank you all for that, I appreciate it. That's it for me.

Michael Tuttle:
Alright, so, on to more motions, so we are going to move into the finance section. Can I get a motion to approve finance section 7. A. through D. which is the treasurer's report, the claim's auditor's report approval to declare Surplus and the acknowledgement of the donation.

Michael Hiser:
So moved.

Christian Olsen:
Second

Michael Tuttle:
Mr. Hiser, can I have you repeat that?

Mr. Hiser:
I made the motion.

Michael Tuttle:
Thank you.

Michael Tuttle:
Chris did you second?

Christian Olsen:
Yes I did.

Michael Tuttle:
Okay, thank you. Okay, so all in favor of moving 7. A. through D say aye. Mr. Olsen:

Christian Olsen:
Aye

Michael Tuttle:
Mr. Hiser?

Michael Hiser:
Aye

Michael Tuttle:
Mr. Charsky?

Michael Charsky:
Jeez, Aye

Michael Tuttle:
Mr. Grandinetti?

Daniel Grandinetti:
Aye

Michael Tuttle:
Mr. Peter?

Charles Peter:
Aye

Michael Tuttle:
Mrs. Gibson?

Sherri Gibson:
Aye

Michael Tuttle:
Mrs. Palmer?

Shelley Palmer:
Aye

Michael Tuttle:
This is excellent. Thank you very much so finance moves. Moving into section 8. Other Action, we have approval to recommend the district committee on preschool special education, do I have a motion to move section 8. and I'm going to include section 9., which is resignation and appointments, we have approval of staffing action and we have the approval of a regular substitute teacher, so can I get a motion to move section 8. and 9.

Michael Charsky:
So moved.

Michael Tuttle:
Thank you Mr. Charsky.

Charles Peter:
I'll second it.

Michael Tuttle:

Seconded by Mr. Peter, thank you. Alright, so all those in favor, Mr. Olsen? Oh, there it goes.

Christian Olsen:
Aye

Michael Tuttle:
Thank you, Mr. Hiser?

Michael Hiser:
Aye

Michael Tuttle:
Mr. Charsky?

Michael Charsky:
Aye

Michael Tuttle:
Mr. Grandinetti?

Daniel Grandinetti:
Aye

Michael Tuttle:
Mr. Peter?

Charles Peter:
Aye

Michael Tuttle:
Mrs. Gibson?

Sherri Gibson:
Aye

Michael Tuttle:
Mrs. Palmer?

Shelley Palmer:
Aye

Michael Tuttle:
Thank you, sections 8. and 9. move, what? Oh, and I said aye, well I didn't say aye, I'm saying aye now. So that's moving 8. and 9. have moved forward. Okay, so, at this time I am going to open up the meeting again to the public for comment, once again to the public, if you would like to address the board, please hit * 6 to unmute your mic. Okay, could I, I'm gonna, I'm sorry, caller 39.

Tim Ryan:

Yeah, this is Tim Ryan again. I've been in contact with some residents of the district and their concerned for the well-being of the senior citizens and elderly in district and wondering if there may be a way the school district could help out in that aspect. And, again, that's totally up in the air obviously with the way things are right now, but I'd throw it out there. I know people are talking about it and again, people helping people is what we are all about, so, I'm just going to put it out there. Maybe I can get ahold of Jason later, or someone else to talk to details, right now, there not much details other than there's quite a few people that want to help. I know the district is providing the bag lunches and breakfast I believe for students, but maybe that could be extended or maybe a shared with community members to help in other aspects. I know there's other impacts, but and regulations, I'm not thinking about that. I'm just going to put it out there for now.

Michael Tuttle:

Thank you Mr. Ryan, appreciate that comment. I would just tell you to go ahead and contact Mr. Chevrier on that, and he will take that forward.

Mr. Peter, did you have a comment?

Charles Peter:

I know this is public comment but I want to jump on that, if anyone knows anybody, a senior citizen in need of food or anything like that, the Rensselaer County Meals on Wheels is still working. Reach out to anyone up at the aging department in Rensselaer County if you know of a senior citizen that's in need or looking like they are going to be needing some supplies and we'll do what we can to get something out to them. I know this isn't the time to jump in with board discussion but if we are on that point, I just wanted to make that known and the school is working closely with the county, so Jason would even probably be an appropriate source to get in contact with about that and he'll be able to put you in contact.

Tim Ryan:

Thanks Chuck.

Michael Tuttle:

Thank you, Chuck. Ok, at this time here, I do not see any other callers who have unmuted their phone. So I'm going to close public comment at this time and the next item we have up is adjourning into executive session, so, do we have, oh I'm sorry, I jumped over that, do we have any action items that you recall?

Jason Chevrier:

Draft 3 of the budget.

Michael Tuttle:

Right, basically, for the board out there, did I miss anything, is there any action items? I don't believe there was. Yeah, okay. Alright, it doesn't look like there's any, so thank you Shelli for that reminder. Alright, so for executive session, is there a motion out there to, I throw this out there, we don't have to do it tonight, but it was planned, I shouldn't say it was planned, the Superintendent's Evaluation was out there for review, if there's a motion to discuss this evening, if someone could make the motion to adjourn into executive session to discuss the evaluation of a particular employee. Sorry, Mr. Hiser?

Michael Hiser:

No, I was going to suggest that we do not need to do that a this time.

Michael Tuttle:

Fair enough, is there any other, ok, so I'm going to, it doesn't look like anybody else has come on, so it looks like all is in favor of moving that discussion to another time.

Michele Reickert:

Table it?

Michael Tuttle:

Yeah, so we'll table that to another meeting if anybody has another suggestion, please unmute and express your opinion. Ok, so we need a motion on that, so Mike has made the motion, could we have a second to the motion I have Dan in the room, Dan has seconded that motion. We don't need to vote on that do we, ok, we need to vote to table it. Alright so we are going to take a vote on that to table the discussion of this evaluation to another time. Mr. Olsen? Did you unmute, Chris?

Christian Olsen:

Trying to, Aye

Michael Tuttle:

In favor okay, Mr. Hiser?

Michael Hiser:

In favor of table.

Michael Tuttle:

Thank you. Mr. Charsky?

Michael Charsky:

I'm in favor of tabling it.

Michael Tuttle:

Thank you, Mr. Grandinetti?

Daniel Grandinetti:

Aye

Michael Tuttle:

In favor, Mr. Peter?

Charles Peter:

In favor.

Michael Tuttle:

Okay, Mrs. Gibson?

Sherri Gibson:

I'm in favor of tabling it.

Michael Tuttle:
Okay, and Mrs. Palmer?

Shelley Palmer:
I'm also in favor of tabling it.

Michael Tuttle:
Okay, so I'll also vote aye in favor of tabling it to another discussion. So therefore, there's no adjournment to executive session. If there are no other comments for this evening, this meeting is complete. It's finished.