

April 7, 2020
Board of Education Meeting
Transcribed Zoom Meeting
6 p.m.

Jesse Boehme (JB): I'm going to leave some time at the end for questions. Anything like that all right it's 6 o'clock here so I think I'm going to start. I'm going to leave some time at the end for questions, but again feel free ask a question. Interrupt me in the middle if there is anything you would like to ask. Leslie did you hit the record button? Leslie Coons (LC): Yes I did. JB: Tonight we are going to review the 19-20 budget I'm Jesse Boehme, the school business administrator. Alright so on our agenda tonight, I'm going to go over some new things in the state budget, I'm going to go over some State revenues. I'm going to go over some other revenues. I'm going to go over the tax levy impact, and leave some time for questions at the end. LC: Mr. Sheffer is here. JB: Okay so first I do want to go over some housekeeping rules that we're going to have. Dr. Suttmeier (Dr. S.): Sage Carter (SC) is saying she is having hard time getting in here. She said the password is not working and she's trying to get in. So Leslie, while Jesse starts this, maybe you could help her. Carrie Otty (CO): I had trouble too and had to go to the calendar invite. I tried the other way too and it didn't work. LC: the password was in the meeting invite underneath ID crossing the calendar invite. April Prestipino (AP): She doesn't need the password if she goes through the meeting invite. JB: That's okay so a couple housekeeping rules. Everybody is muted. If you would like to ask a question I encourage you to type the message in the chat section. Periodically throughout my presentation, I will ask for questions. I'm also going to make some time at the end for questions. Please use the box in the lower right-hand corner. It's a chat box. Please chat the group that you have a question and next time we stop, I'll make sure Leslie unmutes you and gives you the ability to ask a question all right. So for the agenda tonight, I'll repeat it. I'll review the state budget update and state revenue. I'm also going to go over some of the other revenue that I expect for this year, do a tax levy impact and then again at the end allow some time with questions. So first, the State budget: The 2021 enacted state budget was released on April 3rd. Here are some of the items that might, kind of affect us. There was a lot of things in that state budget, but I pulled out some ones that are important for the school. First, the foundation age which is the largest and most important source of school funding: it's being held at the 19-20 rate, which is \$16,217,663. That's a decrease of \$375,944 since the governor first made a proposal. So that was kind of a big shock to us. Actually, in the whole scheme of things, it is not the worst thing in the world. As most of you know, the state is looking at a deficit of about 10 to 15 billion dollars and to help the compact of this deficit the governor has introduced a pandemic adjustment which is the deduction in our state aid. Hudson's pandemic adjustment is \$618,797. So if you guys were involved with school Finance, I want to say maybe eight years ago, the Gap eliminated adjustment, if people remember that, this is very similar to what that is. That \$618,000 is taken right out of our \$16,000,000 state aid. The adjustment has been offset dollar-for-dollar with a federal aid provided as part of the federal covid-19 emergency relief funds. Language was included in this final budget that authorizes the state budget drive to make periodic adjustments during measurement periods. These measurement periods would be used to determine whether the state has gone over their estimated expenses or has collected a lower-than-expected revenues. If either or both these items have happened in the district state aid would be lowered. These measurement periods are April 1st through April 30th, May 1 to June 30th and then December 31st, no I'm sorry July 1st to December 31st, and January 1st to March 31st. So

again, those periods the state will look at their estimated revenue and/or their estimate expense and if they are lower than what they expect, the budget director has the ability to lower our aid as they see fit. Another word on the state budget, it's not all bad news. In the previous presentation you might recall me mentioning the governor was trying to combine the expense aids into one, into the foundation aid, and I mentioned that if we were to do that it would be much harder to budget. So in the final budget this was rejected. So we won't have to worry about that. Also the Governor was trying to reduce our aid for transportation and building aid. That also got rejected this year. I'm sure in the future, he will try to go after those items again. It has been on his agenda for a couple years now. But for this year, we are safe. Last, a lot of people have been worried about the adjustment in the 19-20 school year aid. As of right now, from many sources, our aid is safe for right now. I haven't heard anything else about us losing aid in the 19-20 school year. So right now I'm going to stop for anybody who has any questions. IF you need some clarification please go right ahead. Alright, we have no questions, so we will continue on. So this is the executive proposed budget that the governor sent out the first time, back in I believe in January sometime. This is his final state budget, which was out on the 3rd and this is kind of the comparison. Your video box might be in the way. You can drag it out of the way. So, I'm not going to go through the whole thing here, just a couple of things to point out. You can see that the foundation aid dropped by \$375,000. Also you can see that pandemic adjustment of the \$618,000, offset by that Federal cares restoration, but remember that restoration number can be taken away at any time. The other one's going down, some of the expense-based aids are updated when they have a little bit more information, because it is taken out of a more accurate number. So, any questions on that? I'm going to go into a little bit more detail. I just wanted to show a comparison of his first proposal to his final state budget proposal. Any questions on that? Okay. Alright so this this slide shows the governor's final state budget and then what I'm proposing, or what we're proposing we take for the budget for Hudson, for the 20-21 school year. The foundation is going to hold steady right at that 19-20 rate. The pandemic adjustment, I wish I didn't have to take it, but it's there, so that is going to be deduction in our foundation aid. The federal cares restoration - I'm hearing a lot of different views on what to do with this. I'm not comfortable with putting that money into our budget at this time, knowing that it could be gone tomorrow if one of those measurements occur. If it's that bad the governor or the budget director could take it all from us. So to be on the safe side I think we need to keep that out right now. If that money does stay in there, that is a little extra we can use. The universal Pre-K - that's money that's paid out of a grant in the F fund or the federal fund. So that is not in our general fund, so that has been taken out of our budget also. The public and private excess cost, if you remember from my previous, it is an expense-based aid and those are based on special Ed costs. I did make some adjustments based on actuals, so that's why you see a little bit difference from the state budget compared to the proposed budget. He uses numbers that are from a couple months back and I'm using numbers as of yesterday. So that gives us a lot more detail of what we expect to get from aid. BOCES Aid, again the governor uses money expecting no refunds at all from BOCES. And I know that there are going to be some refunds for overpayments and expenses that we were not given. So that's why that's been adjusted there. Transportation aid, that is a big conversation right now with a lot of different districts because of a lot of, especially if you're doing all contracts like us, because some of these people are not working right now so they are not getting paid. So that is going to affect our transportation aid. This number right here is what I feel like as of today. That number is going to change. That's going to change, you know, until I have to put a final number in there because it's changing daily. So I really have to make adjustments on that to make it

clear. Building aid stays the same. That does include Phase II of the capital project. The final cost report was put in in December. The computer software aid, the library aid, textbook aid and hardwood aid and the high tax aid are all given to us based on our enrollment, so that has not changed. So, overall I'm going to propose for a total revenue for state aid of \$23,475,550.94, but we'll round that up. So that is a difference of \$947,188.06 from the final state budget. Again obviously, a big part of that is that pandemic adjustment. We very well could get all of that Federal cares money. I just don't want to risk it having it there and us having a whole of \$600,000 in our budget in the middle of the year. So I feel like this is the safest way to handle it. Again, the transportation thought is also a big wild card right now with us spending less, we are not going to get as much aid. So is there any questions regarding that? I know that's kind of a lot to take in. I've kind of given a little bit more detail than some of my predecessors have, but I think this is, especially in these times right now, it is extremely important information for you guys to have. Dr. S: Jesse, I'm guessing you're going to make this slideshow available to us either on the website? JB: Of course, I will put it on the website after the presentation. I believe we are going to put the recording on there too. Dr. S.: Thank you. Justin Elliott (JE): Jesse, I do have a question. It's Justin. JB: Ok, go ahead Justin. JE: The Universal Pre-K line, you said that was grant I believe. JB: So the way that is run, it is out of the federal fund, and I believe it's based on how many students you have in the previous year and then you get an aid on that amount. So all of those expenses are run through a different fund, so really it shouldn't be in the general fund and in the general budget. So that's why that's taken out. JE: So we are going to see it elsewhere though? JB: Yeah, you'll be able to in the federal fund. JE: Thank you. JB: Any other questions? Alright, we will move on here. Okay so this is the other revenue. So right here you'll see that what we budgeted last year for other revenues and this is what I'm proposing this year. We will start off with the utility tax revenue. This is basically revenue that the district receives as a percent of utility vendor sales tax. In the past it hasn't changed much, so it's been held flat. So that's why I didn't make much of a change there. I have called up the state, more information on how I can tell or predict if this number is going to change and they told me flat-out there is no way to predict. So I feel more confident that these are utility companies and not like restaurants and that kind of stuff or other sales. So utilities are still going to be around, so the sales tax issue that the State is having, I don't believe it's going to affect us on this line. The next line is interest income. This is the amount of interest that we make in our bank account or investments with NY Class. I did lower that this year just because of the interest rate is lowering. I think that is kind of going everywhere. So you will see a lower interest in our bank accounts. Next is rental income or rental revenue. This is basically we rent out our facilities, and we get some revenue from that. I went back in history to see how much we've gotten in the past, and it seems like we're generally pretty close to 20 grand so that's where I'd like to keep it. E-rate is a program to help schools and libraries to obtain affordable broadband, and I looked again in the past and saw that it generally was, it did go over a little bit from time to time so that's why I bumped it up by 10 grand. Next is on to miscellaneous revenue. This includes the sales of equipment, admissions to events, the swimming pool, it also includes tuition for foster students. I did lower it quite a bit because again going into the history looking back 5 years I did notice that we did struggle to actually hit that \$200,000 mark, so I felt like a 125 is more appropriate level. PILOT (or payments in lieu of taxes) these are payments made to school district to compensate for some tax revenue that's lost due to exempt ownerships. Solar field comes in and technically they're exempt. They'll make an agreement with the county and school where they will pay a certain amount of money to offset that for a certain amount of years. We do have the ability to track

this and we then add or subtract any from last year, so I'm comfortable with that 185. Interest and penalties on taxes is exactly what it sounds like. It's a penalty for people that don't pay their taxes on time. So looking back in history, the 80,000 is an appropriate number, I believe. BOCES surplus, this is a refund for BOCES expenses that we didn't receive. So BOCES have us set up an FSR in the beginning of the year and sometimes if we needed, we'll say a service, and if they can't find someone to fill those services, they don't pay us back into the previous year so that's where that money comes into play. The next two lines are prior-year RCG surpluses for pharmacy and Blue Shield. These are refunds we receive if our premiums for a District employee's health or Pharmacy plans are more than our expenses. They're what I like to call a one-time revenue, which means they're here now but that they may not be here next year. We have been very lucky in the past and we had been receiving these refunds but I've worked at other districts where we've actually had to pay additional into these. So in the future I would really like to try my best to get these out of here because they do cause a problem. If you see this year we don't expect to get a refund from Blue Shield, so it does lower our budget by 290. So in the future I would like to try to get it out. And the last one is the Medicaid reimbursements, which are reimbursements the district gets for providing Medicaid eligible services to student. So the total for the proposed budget for other revenues is \$1,719,000 and that is a deduction of \$426,000. Those big two numbers is that surplus number, the settlement number from Blue Shield. Any questions on that? LC: Yes Jessie, Ken has a question. JB: Yes Ken, go ahead. Ken Sheffer (KS): Thanks Jesse. Just in reviewing the budgets in previous years, the utility tax revenue was much higher even last go-around and in years before and two years before. Just wondering why it dropped off and whether that revenue is somewhere else in here, because JB: The utility one? KS: Yes. JB: Yeah, unfortunately I don't know why it dropped off again when I called up the state and I had to ask them what the best way to predict these utility tax and he said there's really no way because a company could just not, just drop, you just not be in business anymore, so it could be adjusted in one way or another. And I was unable to go back and look at years past. I am unable to get those reports see what's happened in the past, but I was able to get last year's and I am confident with that 600 number. KS: I think it's a dramatic drop in the time when people are, when utilities cost more. JB: Can you tell me what date you are looking at so I can look it up and get back to you. KS: yeah last year and the year before. JB: Last year the budget number dropped off or the actual number. KS: probably both. WE are looking at a 3 or \$500,000 difference. Between the utility and the KS: The utility. JB: This year and last year, OK. Well, let me look at it for you and I'll definitely get back to you. KS: thank you. LC: Jessie, Marie has a question as well. JB: Go ahead Maria. You don't need to. Dr. S: That's okay I just didn't want to step on anyone else. So that miscellaneous revenue budget that you have in there, does that include any bullet aid that we may get? JB: No, so the way that I like to do bullet aid, is again that is one of those one-time things, you don't know if it's going to come or not, so if we were to get it that's great. We add it to the budget when we do. Dr. S.: it would be there in miscellaneous revenue? JB: Yes, that would be a good spot for it, or other state aid. I have seen it there too. Dr. S: Thank you. JB: Any other questions on the revenue before we move on? LC: Justin, sorry. JE: Thank you Leslie. In regards to the miscellaneous revenue and the rental income, while not a huge drop I would expect more of a drop since the grounds are closed. So you had projected like rental income 20 and 20. 20 from last year, 20 this year. I would expect that number to drop off this year as well. JB: Well, I'm assuming, this now this 19-20 budget was, remember this was voted on last year in May, so they couldn't predict this from happening. And this 20-21 budget doesn't start until July, so I'm assuming we'll be back in Action by that point and

everything will be back up and running. JE: Hopefully. JB: Hopefully, yeah, cross your fingers. I'm going to knock on some wood here for you. JE: Ok. All right thank you. JB: You're welcome. Any other questions? Leslie? LC: I think that's it. JB: All right I just wanted to give a quick summary because there was a lot of information there. So in my last report, I did a report on the tax levy. Our tax levy this year, our proposed tax levy was \$24,247,776. The state aid - our proposed budget that I want to go out with is \$24,422,739. Other revenue which I just reported on is \$1,719,000. Assigned fund balance, which is a fund balance that is set into the budget to lower the local cost. That is currently right now at \$500,000. So our total revenue for 50-21 is \$50,894,814. Any questions on those big numbers? OK, at the request, I do not remember who requested it. They wanted to see what the 2.43 levy increase would have an effect on an individual's tax bill. You have to take these rates kind of with a grain of salt, because there's a lot of things that are not included in this, like Star exemption, asset values can change, equalization rates can change and your full value rates can change, but this will give you a general idea if your household was everything the same last year to this year, this is the increase you're going to see for \$100,000, and then obviously if you go up it's just going to go a little bit higher for \$200,000 and then the \$300,000. So you can see, not a horrible increase. We do, I believe, and someone can chime in, I believe we still have some assessments that need to be done for Greenport this year, so you might see some big swings in Greenport this year and I believe Livingston too. I could be wrong, but I think I did hear that those two are under reassessment. So any questions regarding these? Lucinda Segar: Can we just be the three slides again. JB: Of course. Everything will be on the website. But here's the \$100,000, the \$200 and the \$300. OK. Any questions? Concerns? OK. Again this is going to be posted on the website. If anybody has any questions that might come up later on. I know I come up with a ton of questions while I'm laying in bed. Feel free to email me or call me. I won't be in the office but you're more than welcome to leave a message and I will get back with you. Thanks a lot guys. LC: Hold on. Ken has a question. JB: Go ahead Ken. LC: Hold on, I have to unmute him. JB: Ken you there? KS: Can you hear me? JB: Yup. Go right ahead. KS: Throughout the community workshops, how many members of community members have showed up? Has anyone spoken up? JB: The last one I actually got sick so we had to cancel that one. The first one, I don't believe maybe one or two people from the public came. Maybe Maria or Leslie can speak up on that, but there wasn't a lot of questions and there was a few questions from the board but not a lot from the public. Again, I encourage questions, because this really is your guys' budget, so anything I can clarify or make better now, please feel free to ask it. KS: Do you think an effort should be made to maybe go beyond this preset schedule to try and get a larger group to participate from the community. JB: I'm open to whatever. I think in this these times right now is very tough. I think right now this is kind of our only option, but I am definitely willing to do whatever is necessary to answer people's questions that need to be answered. KS: So you'd be willing to take questions by email or whatever? JB: Of course, yes. Again if I get flooded by thousands of question, I might not get to all of them, but I would definitely be open to answering, especially with Maria's permission and the Board's permission, yes. KS: I don't think you get a thousand but thank you for offering. JB: Yeah, no problem. Well thank you very much everybody.

LC: Okay so do we want to start the meeting? Dr. S.: Carrie? CO: Yes, I'd like to call this meeting to order. Leslie will you please take roll call? LC: OK. Dr. S.: You have to take everyone off mute. LC: They should be off. Okay so I'm supposed to do this in alphabetical order so: Sage Carter? LC: You have to say here. SC: Here. LC: Justin Elliott? JE: Here.

LC: Linda Hopkins? LH: Here. LC: Carrie Otty? CO: Here. LC: Chuck Parmentier? CP: Here. LC: Lucinda Segar? LS: Here. LC: Willette Jones? I'm sorry WJ: Here. CO: Please rise for the Pledge of Allegiance. (In unison) I pledge allegiance to the flag of the United States of America. And to The Republic for which it stands, one Nation under God, for liberty and justice for all. Dr. S.: I should have pointed everyone to my flag.

CO: I make a motion to enter into executive session for the purpose of discussing the employment history of a particular person or persons. WJ: Second. LC: don't forget to state the time. CO: And the time is now 6:32. Dr. S.: Everyone needs to leave this meeting and go into executive.

Piper Nayowith (PN): the majority, that was on a one-to-ten scale, and the majority of students reported that their stress levels was around five or below and that was about 56 out of the 88 who reported that a stress level is about five or below. However, I asked that question again saying what are your stress levels now, and there was a huge shift. 72% of the responses students say that their stress level is now 11.8. 37 students alone said their stress level is now at a 10, so that's obviously not very good. Then I also asked if they felt like they were managing their workloads successfully. The majority people said somewhat. That was about 37 students said they were somewhat managing it. However 35 students said they were not managing it. Only 16 people said that they were managing their workload successfully. And then I left a spot free sort of for them to say whatever they wanted, in terms of this, so whatever they wanted heard. And I heard a lot of the same things. Students are really overwhelmed with all this. They feel like they're getting more work assigned than usual and that they want structure in their assignments and the classes. A lot of students are saying that some of their teachers have begun to create a weekly schedule of all the assignments that are assigned and due. And the teachers will send that out ahead of the week and they're saying that is a huge help for them and that they kind of want that with all the classes and that's something I noticed a lot of students were saying, that they don't feel like there's a lot of communication between teachers and different departments and stuff so they're getting a lot of overlap. Like for example with video calls, teachers will assign them at random times without consulting each other. So I know, for example, I had a call for sociology and half the class was in there because there was also a call for a Spanish class. So there's a lot of conflicts with that that I've been seeing. So a lot of kids want to schedule for video calls and for them to be within normal school hours because unfortunately a lot of students have jobs that they're considered essential workers, so when they have called assigned to them at say 5 o'clock, they can't do it because they're working. So they're missing out on class time. and yeah they want, I've seen a lot of just more structure of communication between teachers and sort of a similar bass line structure for every class, because a lot of them are saying their teachers are doing completely different things and it's just making them more confused and makes it harder for them to keep up with their work and stuff. A lot of them were saying that they're completely unmotivated. They are experiencing a decline in mental health, bad sleep schedules, things like that. And so a lot of them are saying they just don't have the energy or motivation to do school work right now. But a lot of kids did express, like, thankfulness for the teachers and they know they're putting effort into doing this and they know that this is crazy for everyone. So they're like thankful that the teachers are being supportive and stuff, but a lot of students are saying that they're just overwhelmed and not doing great at this time fortunately. Yeah so I think a big thing out of this was structure and consistency in that structure because I know especially for me it's a huge thing right now,

especially with my age group to have structure and the need to follow that. I hate repeating the word structure over and over again, but I definitely think it is a big part of this. So, the agenda idea having each teacher create an agenda for the week send it out to the students on Sunday or something like that, that would definitely help. And sort of follow similar time schedules in terms of meeting calls because a lot of students are/can't do things after regular school hours and a lot, I heard, I saw a few responses saying that they were having work do on weekends, and that that was just something they're not used to. They've never experienced during school so they don't understand why it's happening now, especially if we already have such a limited time. So yeah. I can send out the data to anyone who wants it, like a datasheet. I can add people to that if anyone be interested in that. Dr. S.: I know Mr. Lacasse has shared it with me Piper, and I just want to say that our hearts go out to all of our students K through 12. I would echo that lot of the adults would use, would fill out your say survey in and say the same, but it's all the more concerning when our children are feeling this way, when our students are feeling this way, especially our class of 2020. There's a lot more questions than there are answers right now and you know unfortunately this is happening to us not because of us and we're all trying to figure out what it's like now to have education in outer space, which has you know really been thrust upon us over the last few weeks that we are just not used to doing and we're doing the best we can to get things up and running. It's taken us this long just get up on our feet and make sure our students have the connectivity, so you know I take all of those survey questions and feedback so seriously and I'm going to be working with the high school administrators to see if we can find a way where there is indeed consistency, and a schedule, some continuity and structure because we hear you loud and clear. PN: Thank you. Are there any other questions? anything like that? SC: Maria, this is Sage, I think it might be a nice idea to consider those thoughts all the way down through the junior high and elementary level, as well, for consistency and scheduling. I think that might help families as well. Families are struggling with how to support their student/their children and so having some sort of structure in that way might be really helpful to them as well. Dr. S.: Absolutely. I agree. I think we have a lot of teachers that are also parents so they're trying to figure out the structure in their own teaching of their children because now they're home instructors and also teach their students. So, we're trying to find a balance there so that there is structure for both sides. LH: Can you hear me? I just wanted to add that at Taconic Hills, we just this week switched to a specific schedule, that made it so classes were every other day. So like odd period classes are Mondays and Wednesdays and even period are Tuesdays and Thursdays. And Friday being a general check-in day for all classes. And it's only two days, but the student response was much higher when they had a specific time frame. You know so each class was given an hour. I can share with you the schedule that they came up with. It's only a week/two days so we will see. But and I started the day a little later for the kids at 9. I will tell you that my own children have told me that they don't want it at all, but that's another matter. Dr. S.: Thank you Linda. LH: You're welcome. PN: Thank you. CO: Good job. Good idea to send out a survey. PN: yeah I just wanted to make sure everyone was heard. SC: Absolutely. It was great. Thank you. CP: This is Chuck. Thank you Piper. Great job with a survey. In addition to the structure, the other thing that Piper mentioned was the stress level some students would have and certainly instituting greater structure would go a long way in reducing some of that stress level, but is there anything else that the District is considering to help students with the stress that's being caused by the current situation. Dr. S.: So our counselors are in touch with our teachers and also with our students to make sure that they have check-ins as well so that they can hear from our students and try to troubleshoot anything that they might be going through socially and

emotionally, It's just a matter of structuring that around all of the other classes, but I think the key here, Chuck is to reduce some of that stress by letting some steam out of the kettle, so to speak, with everybody assigning work and having the high expectations that they are more just really getting used to this new platform. April, I don't know if you wanted to add anything more with the continuity of education and what you know from your end with all of the social workers and psychologists that are also helping. AP: I know that looking at the K-5 schedule today, the K-5 schedule that is being worked on at the elementary school that they have their time built-in as well hopefully to be able to connect the students. I do know that specifically Deirdre Lipolli, who is one of the social workers at the elementary school, she has been posting on Facebook. Kind of words for parents, to reach out to parents and to help them maybe give them some wisdom and to just remind them that what they're doing is the absolute best thing that they can do no matter what. So I haven't really had a chance. It's not like Kim has said much to me about whether or not the psychologist and social workers are having a hard time connecting with students, but I can certainly, we can certainly talk to Kim to see if she's getting feedback from them, to see if they are having a difficult time doing that. I know there are so many phone calls made in general right now, just to make sure that they haven't lost track of students. That may be one of the best ways that they're able connect with family, just through the phone at this point. Dr. S.: I know one of the things that seems to help is Mr. Lacasse had a class of 2020 meeting and just for the class to be able to see each other on the screen, like we are right now. It's been a long time since they've been in class. The last time they were interacting was on March 17th, so just seeing you know their peers and being in one space, even if it's on a screen, it does help to reduce some of the stress but it doesn't happen often, Chuck. LH: one idea one of my coworkers had recently, was to use some of that class time as zoom time. Taconic Hills is using zoom, but we are using Google Hangouts or something. To play a game or something with your classes. It doesn't all have to be exactly content related to keep them connected. I thought I would give that a try.

CO: Ok. Okay. I make a motion to accept the agenda item A through L. No wrong thing. Sorry, I have a dog barking and I am the only one here. I make a motion to accept the agenda with the hand carry. Dr. S.: No this is Personal Agenda. CO: Somebody want to do this for me? I make a motion to accept the agenda. LS: We are just at personnel, right consent agenda. Dr. S.: A through G. CO: I am very sorry. My computer decided to quit internet. LC: So can I ask where there hand carries to the agenda? Dr. S.: Not Personnel, Consensus. LC: Ok, so that needs to be accepted with the agenda. CO: I make a motion to accept agenda. LC: With the hand carries. CO: There are no hand carries. LC: Ok. SC: With the hand carries added to the consensus. LS: K & L of the consensus. CO: but that's not this one. LC: That should when you accept the agenda. SC: We should do that now before we do the Personnel agenda. LC: Correct. SC: I make a motion to accept the agenda with the three hand carries added to the consensus. LH: Second. CO: All in favor? (All show of hands.) SC: Now we can do the personal agenda. CO: I make a motion to accept the Personnel agenda items A through G. CP: Second. CO: All in favor? (All show of hands.)

CO: Recognition of Retirement: On behalf of the Board of Education and the Superintendent of Schools that accept with regrets the resignation for the purpose of retirement of Diane Konderwich and thank her for 26 years of service in the Hudson City School District. We wish her good health and happiness in the years ahead. Congratulations.

That brings us to public forum. LC: Mr. Sheffer would like to speak in second public forum. CO: Ok. Nobody for first? LC: Nobody for first.

CO: Ok, that brings us to our business office update, Business Administrator Jesse. JB: Ok, so I have been working a lot of the budget obviously. I did a lot with the auditors to get some more information, calling references for the internal and external auditors. I've been working on looking at this year's budget and kind of going through there and see what we have to get a better understanding of it. I'd like to in the future, maybe next board meeting, try to get you a better understanding of the reserves that we have and kind of update the reserve plan because I think that's going to be very key for next year's budget, so I'd really like to get a good handle on that and make a small presentation to your guys. I would also like to talk; I know I did a little bit about the capital reserve in my last budget committee meeting, but tonight you guys are going to be voting on it, so I want to make sure everybody understands and everybody hears this, that this is not, this is just to setup a reserve. We don't have to put any money in it. This proposal is just to set it up. Again, you guys must approve it first and then the public needs to approve it, but I want to make it very clear that it is just to set up the account. There doesn't need to be any money moved at this time. Any questions for me concerning what's been going on? I apologize I haven't been able to kind of get a little bit more into the stuff, because the budget has been really consuming my life right now. So in the future I'll definitely give you a little bit more.

CO: I have totally lost everybody's picture. Anyway, thank you Jesse. That brings us to the Assistant Superintendent's report, Office of School Improvement updates, April Prestipino. AP: Hi everyone. It feels like a long time since we've seen each other last, honestly. I just want to give you guys some information on what State Ed has been up to. I don't want to assume that you have already heard all the latest and greatest. Just in case you weren't sure, which it would have already been over with by now; All 3 through 8 assessments have been cancelled. So that's ELA, math, the NYSYSLAT, which is for English language Learners, the NYSA, which is the assessment for alternate assessment students, the 4th grade and 8th grade science has been canceled. Next year we were supposed to start with new assessments for ELA and math based on the Next Generation standards for ELA and Math. They have decided to postpone those for a year. So that will not happen next year that will happen the following year. Today, they announced formally that Regents exams were also cancelled and gave school districts guidance on how to proceed with giving students credit for courses that ended in a regents exam and also for students who needed exams for graduation purposes. The only exam at this point that I'm aware of its being is the AP exams. So if a student is registered to take an AP exam, they have the option to still take the exam. They do not have to. There is no penalty if they don't, financial penalty. They are going to be given online instead of paper pencil and the AP board has been producing a lot of webinars and guidance. So Rocky Payne, who is in charge of AP, with the students and the teachers, they will work on that and talk with IT and us to make sure students are ready for that. I have you guys all kind of friend of minimized so I can look at my notes, so if there's a question someone just have to shout out because I can't see you. My time has been spent really gathering information on the needs of families as it relates to internet. Chromebooks and Technology along those lines are being funneled through the buildings and the IT department. My job is working with the teachers and secretaries to find out who needs access to the internet. It's still an ongoing process as families choose to respond to emails and messages that have been left with them, but it always hovers right around 50 families. As time goes on there have been families that have taken the initiative to get their own

internet and so we don't need to worry about them anymore. There are, I have ordered 40 additional hotspots, which I know is not enough but that's all I was able to get. The 9 hotspots we have in District have been distributed to students and they are being used. Those students who have hotspots are students who do not have the option of having cable whatsoever. So they live outside the Mid-Hudson Cable territory. So they have a hotspot. What I am doing is working with, I am working with Mid-Hudson cable to/through the Hudson City School District Community endowment fund to provide families who need it with the low cost internet. I'm sure you've seen on Mid-Hudson Cable's website their 19.95 deal for 60 days of Internet. So we are working together to identify families that are willing to have that installed into their house and the community endowment fund will pay for that for them for 60 days, and then the family has the option of either discontinuing the service or taking it upon themselves to pay the increase for Mid-Hudson cable's regular rate of Internet service. So that is good news. Those installs started today with the families that we have on board so far. We continue to gather more. There's always more requests that come in every day. The city of Hudson is partnering with an organization called The Spark of Hudson. I'm not familiar with them. They have purchased I think around 50 cell phones, brand new cell phones with data plans, and they are distributing them to students at their leisure, however the students chooses to reach out to the mayor to receive one of these phones for the purpose of using the phone as a hot spot. So I don't know necessarily who has taken advantage of that yet. I know that Maria is in contact with the mayor, so that hopefully we can have that information, so that we're not necessarily duplicating efforts, but also just being of whether or not our families are connecting because I know that there are still many families and students that no one can get ahold of yet and that is a concern for everyone. It kinds of runs the gamut across K-12. Let's see what else I have. Before I change topics, does anyone have any questions about internet or technology access? No? OK. So, for the other thing that I'm working on with the BOCES specialist and the coaches that we have in the district is that we've rolled out this week something called Coaches Corner in Google classroom. And the purpose of Coaches Corner is to kind of have like a warehouse or clearinghouse I guess, however you want to think of it, of resources K through 12 resources, curriculum resources, instructional resources all in one place, so that teachers, as we get more information because there are vendors left and right giving us, sending us emails and obviously not everything that they send is something that we want to use. We have to make sure that it is appropriate. So we use Coaches Corner to kind of house all the different resources that have been coming our way. So that teachers do not necessary have to go look for new things all the time. They can go right to Coaches Corner and look through the different classes to find something that they are looking for. Hopefully teachers are going to find that beneficial and useful. The way that we rolled it out to them, will used what's called a s'more. I don't know if you guys have ever seen or heard of a s'more newsletter s m o r e. It's actually really cute. It is easy to use and you can create a newsletter that is really cute and user-friendly and email the link out to anyone who wants that you want to have access to the S'more. So we're going to do one S'more more every week and each sore is going to include the updates of what's new in Coach's Corner so that the teachers don't have to wonder what has already been there and what's new. The goal for next week's sore and Coaches Corner editions is to prepare a bunch of online professional development opportunities, as well as hopefully create some office hours with the coaches so that the teachers can jump in and talk to coaches as needed. Maybe schedule them to go over some things with them. Maybe invite them into their Google classroom to do some different things. We are going to play it by ear to see what the need is. But we have a lot of coaches and a lot of specialists within the district and outside the district

that work with us that want to make sure that we're providing the support that our teachers need as this closure is extended and the teachers have to remain really super creative and look for new ways and new opportunities to keep kids engaged. Especially as the state continues to cancel the expectations in terms of, you know outcomes. So those are the two big things that I've been working on over the past two weeks. The internet portion is huge, but I cannot. The secretaries in the school buildings have been amazing. We have utilized translators to talk to families. I cannot tell you how instrumental they have been in organizing the spreadsheet that we have and getting all the information that we have and actually Mid-Hudson cable working with them has been amazing as well. So, so far, that part of it has been really smooth and really easy. So, I just want to thank everyone who's put so much time and energy in the efforts of connecting with our students. And that's really what I have for you guys tonight. CO: That brings us to the Superintendent's Report. CP: I just have a question for April. AP: Sure. CP: Can you talk a little bit more about what the cancellation of the Regents exams means for student diplomas. AP: It depends on what grade they are in. Go ahead Maria. Dr. S.: It depends on what grade they are in, all the way to 8th grade because there are students that would have taken an upper-level course and then been credited with having taken that Regents in 8th grade. So there were questions and answers that were provided by the State education Department today and we just got that guidance today. So the administrators are looking through that and it depends on what grade whether you're in 8th grade or you are taking you know the lower level or the upper classmen Regents exams especially our seniors. For example I have a meeting tomorrow with the superintendent's counsel like we do every day during the week and one of my questions is if a senior passed a course and were about to take a Regents exam in June that could have given them the designation of an advanced diploma do they still get it? And these are questions that are left unanswered yet because we have to assume that the student would have passed that Regents. So I just need to get guidance from state Ed because I haven't been seen that in the regulations yet that has come down to us. So what we've been asked to do is take a look at the guidelines that we just received today and have all of the components superintendent's submit questions so that we can get clarity on some of the questions were coming up isn't really clear in the guidance that we receive today. So we don't mean to answer you with "it depends" but we are still working through a lot of these complicated questions and we're relieved. We think it's the compassionate thing to do is to eliminate the Regents exams, because like I said, this is happening to us, not because of us. and this is a very, very stressful time not only for students but also for staff and trying to navigate what the new normal is going to look like if and when we do go back to school. So we'll have more answers, Chuck, within the next few days as you know a lot of minds are on this and asking specific questions as it relates to the grade levels and courses that students were taking. AP: but if curious if you're curious the State Education Department posts all the memos that they send to us on their website, so if you go to nysed.gov they have their big pink COVID box at the top of their web page and there's a covid-19 resource page for the public as opposed to the one that is the one for their staff. If you click on that Covid-19 link, it takes you right to their website that has all the memos that they released every day and the most recent one is always at the top of that webpage. And so that would have the memo that we all received today that talks about the cancellation of the Regents exams. So you can, all of that is always made public, so you can visit that anytime that you want, just to keep yourself informed of all the new decisions that come out all the time. CP: Ok, thank you. AP: Sure. JE: April I've got something. Can you hear me? AP: Barely, go ahead Justin. JE: so I appreciate everything with the internet you know getting out the hot spots and all that. Just a suggestion

especially for the younger kids, my son is in kindergarten, I know my son is having a difficult time with a lot of the computer stuff. I think we not only need to focus on the internet and get out these hotspots, Chromebooks, stuff like that, but I think some of the teachers also need to work on the paper material. Like maybe some of these newsletters, putting them together and mailing them out. Mailing them out end of this week or next week so they're arriving at parents homes Monday and Tuesday or even earlier, and sending additional worksheets as well in paper packets. We got an initial pile when the kids first went home that first week but nothing yet. I mean I've been going through a ream of paper and had to refill the ink in my printer already because all the stuff is being sent over the internet and I'm having a print out at home and a lot of parents can't afford a constant flow of ink and paper. So that's just something to think about as well. I appreciate the technology, but the school is sitting on reams and reams of paper and ink. You know we should work on something where the teachers can go into the school or we can designate someone to go into the school so that these teachers can send this paperwork too. Somebody prints it at the school, copies it, sends it out. Dr. S.: So one of the conversations that I have had with Mr. Brenneman is just that. K-1 is much different than our other grade levels, and I would say even second grade and third grade. So we're talking about having teachers send work through an email, PDF, you know so that we can have our copy aid go in. We really only want one person in there working with the copier, because of germ, and everything else. So, we are trying to coordinate it as best we can so that it can be systematic where somebody goes in for a number of hours, collates everything, gets it ready for grades and then we can meet people at the door with the packets. So it's just been taking a lot of effort to try to figure out the best way to do that, and you know the aides are more than willing to go in, as April said our main office and guidance staff and clerical staff have been working enormous hours and trying to accommodate everything. But you're right. We understand that there is a void there as we've been trying to get devices into everyone's hands and get them connected, that we're also going to have to have like a phase 2 of the packets that went out at the beginning of time. AP: yeah I think when obviously that when it was first done we weren't really thinking that this would be as long as it is, and yes Mr. Brenneman, Maria and I just had a meeting last week, late last week to talk exactly about that. JE: One other quick thing. This doesn't really require an answer just something I found it interesting. A situation came up at work with one of our school resource deputies in the school district, as you mentioned they weren't to get ahold of the family at all. Several children at home, they weren't replying to emails, weren't answering the telephone. They called us requesting a welfare check just to make sure they were ok. We sent a patrol there. The parents were fine. The kids were fine. They were enjoying their time home. And the school kind of pressured, kind of asked a little bit to inquire with us as to why are you not answering emails, why are you not answering the phones. So it came up kind of legality, at what point to do these parents have to answer the email or have to answer the phone. Of course it's in the best interest to continue with the child education, but it came up we don't have that authority to say you need to reply back to school today. You need to answer your teacher's phone call. So just food for thought that these situations have occurred with these parents outright telling us it's none of your business. We don't want to deal with the school. Thank you very much. Have a good day. So just be prepared for that. Like I said, It has happened. Dr. S.: Thanks Justin.

CO: Now we have Maria's report. Dr. S.: So I just want to first thank all of our First Responders and our healthcare workers. You know I'm always thanking all of the people that I'm surrounded with that have been working tirelessly to try to shift gears from school as we

knew it, to school as we are now learning to put together. But the real heroes are on the front lines every day risking their lives. I do think we have heroes in schools too that are keeping the lifeline going for our students and families. Our students, as we just heard from Piper today, you know they are working so hard to try to find some balance in normal in their lives. Our parents that are trying to do the same thing, not only teaching their own children, but teaching the students, if they are teachers from their classrooms and in managing schedules. Our teachers, our support staff and our administrators. I think I speak for everyone that we've never worked as much and as hard as we are currently to try to put all of the components together from a distance. It's an enormous undertaking and I appreciate everything that everybody is doing. I appreciate the board's patience. I know that I'm usually more uncommunicative with you than I have been. I try to update you as much as possible and give you the information before it comes out, but it's almost impossible because there's so many things changing if not day to day, it's changing hour to hour. We literally put out something and then we have to change it within minutes. So thank you all. I appreciate everything that everyone is doing in their corners of the world. It's hard not getting together and to be able to meet, but I'm thankful that you were able to make it here tonight. As you know our first closure was a voluntary closure across the region that was going to end on March 27th and that was quickly changed by a mandate closure that would bring us back April 1st and then it was pushed out to April 15th and now we're pushed out again until April 29th. And I would say that it would have been easier to know that we were going to be out through April 29th at the very beginning of time, because there's a different decision making pattern. There's a different way of preparing when you're thinking in two-week intervals even though you were hoping for the best and planning for the worst, it's still a two-week interval. So now, we feel like we're building it as we go every two weeks, even though we have an alternative plan for the longer duration. We don't know yet if we will be back. If we are, the best case scenario is that we're back on April 29th, but it could be extended. As you know the governor said that he will be evaluating that as time passes. So we're holding on to the notion that we'll be able to preserve many things for seniors, but like I said to Piper, our hearts go out to them. This is their year. This is the year for so many milestones, from their proms to their senior trips, and to their senior awards and their graduation. And we can't lose hope that we will be back and we'll be able to do many of those things for our seniors, but we'd also be a little short-sighted if we didn't at least plan alternative things that we might be able to put into place and hope we never have to use them. So I'm working with the high school staff, with parents and trying to figure out what is it that we might be able to do if we are faced with an extension again. So those are some of the things that we're working on a daily basis. We start our days every single morning with an 8 o'clock administrative team meeting, where all of the district-level and building level administrators talk about the many different topics that are a concern to us. And we try to troubleshoot. We are dividing and conquering as best as we can as it relates to, you know, human resource concerns and the connectivity, and packets and what do we do with grading now because students are as you know, there's no equity right now. We either have kids that are connected or we have students that are still struggling to be connected. Yes, we have some, you know, unmotivated learners at this time, but we're trying to make connections and we know that social-emotional development during this time is also just as crucially important as continuing the academic learning for students. So there are a number of things that keep us concerned and awake at night to make sure that we are thinking of everything and supporting our families as much as we can during this very difficult time for education. Besides that, I'm on a meeting with our Questar region so that's three different counties across Rensselaer, Columbia and Greene Counties. And we share ideas with each

other. We share some things that have worked for us, what hasn't worked so well for us, so that we can help each other through this difficult time because it's all new and we're all trying to figure out, you know, the next mandate, the next guidance that comes to us and how fast does that fit and customize with our specific populations that we serve. I also sit on the House of Delegates for the New York State Council of School Superintendent so I'm attending a couple of meetings a month so that I can hear what's happening across the state, and again help each other through this difficult time and learn from each other. So I feel like I'm zooming, zooming, zooming for most of my days. And then of course there are documents and communication and a slew of emails that I have to admit it's very difficult to keep up with. I counted yesterday that I had a 130 that came in between 5:30 and 3 o'clock yesterday, and more came in by the time of close of day. So it's nearly impossible, but when you're thrown into a remote world, everybody needs to communicate with you either through a zoom meeting or of course electronically through email, so we're just finding ways to try to manage that and delegate the work as best as possible. Essential staff are certainly doing an enormous job for us. As you know when we were mandated to close, we were mandated to close with three points of education that needed to continue: The continuity of education and everything that April spoke to as far as connectivity and Chromebooks and packets and books and coaching and everything that needs to happen from social-emotional development to academic learning. Also childcare, so we have our 21st century after-school program coming to work and they are taking care of children of first responders and our healthcare workers, so that we make sure that we are taking care of those people that are sick and that there's a place for families to go to free of charge. So we have been seeing six to eight students so far from 4 years old on up. We expect that to increase as the needs become more and more increased across our school district. Those are people who are working every day. Our cafeteria staff, those ladies, we have 18 people that are coming in every day and we have served well over 2,000 meals over the time that we've closed from March 17th until today. And we now have on community partners that are helping us to get the word out and we served over 800 just in one day yesterday which is a record high for us. We were averaging over three or four hundred meals a day and we've doubled that just yesterday. An you know it's not just our cafeteria staff that are providing meals to families, breakfast and lunch, Monday through Friday, but also the Hudson Youth Center, the Regional Food Bank. Thank you too Willette for helping to organize that to get extra groceries out to our families that are in highest need. So you know all the people working together towards a common good has just wonderful to see the team work in the community coming together and when we say we're HUD City strong, I'm seeing it every day. As you know, I'm well equipped to work from home. I've got three computers going all day long and trying to stay up to speed with everything as best as I can, but I do leave. I like to go into the school for a few hours and support our cafeteria staff, our custodians who are making sure that they are doing a deep clean in the child care areas and in the meal prep areas to make sure that our schools are remaining sanitary for the time that we come back. We have halted all field work at this time. There is no indoor or outdoor facility use. We have everything locked, as do other school districts across the state. We are under a mandated closure, so there's just no use, but in the meantime we're making sure that everything is safe and we're cleaning everything. So, I like to go in and support those staff members. We have on mandated masks. If you cannot be 6 feet from each other, then you must wear masks when in our work environment. So that is something that you know as the Department of Health gives us more guidelines, then we're making sure that we abide by that as well. Transportation, Nikki DeDominicis, and the buses are rolling every day. We have all of those meal locations, so they've been making sure that they're supporting us as well. So a

big shout-out to all of them. We have aides that are delivering Chromebooks and other devices throughout the community. It's just been wonderful to make sure that we can lean on everyone in the school district at the time when we need them the most. You know you've already heard the clerical staff is doing, teaching assistants assisting our teachers with Google Classroom. We just have not skipped a beat, but you know we're still learning as we go on how we can improve different things in different corners of our school. We also have IT department has been working to configure and have distribution location so they have been working really seamlessly out of the junior high school corridor. So it's kind of drive-thru. You can come in through the junior high side entrance and pick up a device or swap out of device that's not working so we do have essential staff from the IT department going in there to make sure that we are providing our students with the devices that they need to be successful. And like I said before, our aides are coming by and picking them up in and making those deliveries. Safety and Security not only do we have our school resource deputy and our school resource officer but we have our safety officers as well that are doing a check of the perimeters of all school buildings including our John L. Edwards building. And they're also rotating between our meal location between the hours of eleven and one and then checking our facilities again. They are wonderful. Anytime I have to text them, call them, and ask them for any assistance they are right there to provide us with that assistance. So I just want to make sure I'm going through everything. I think I've covered all of the pockets of things that we have going on. The other thing that I wanted to talk about is we are in regular communication each week with the County Supervisors, as well as Department of Health to find out, you know, what the statistics are across the county, what our response needs to be as a school district. I was in touch with them. As you know we were going to be having a blue hawk wave parade today at 1:30 and I spoke with the executive director of the Department of Health's you gave us the green light on that. They thought actually it was excellent idea to try to bring some spirit to our students and to our families. Our Hudson Police Department, our Sheriff's Department, everybody was on board and we did put out the word around to what our plan was going to be. It was a very tight plan of social distancing, masks being used, no one carpooling. You had to be on your own car. We had the police department working with us. Everything was a go with all precautions and safety approved by the Department of Health and law enforcement. It was minutes after we launched our communication at 2 o'clock that I heard from law enforcement that they were rethinking the route, rethinking whether this was the right timing for the school district to be having a parade, and at the 11th hour we just needed to make the decision to cancel the parade, to the disappointment of many students, many teachers, many families and participants. But we gave us the blue hawk try and it just didn't work out. It's disappointing to know that there are other school districts that are our neighbors that have had a parade last week. One had one today. Another one's having one this Saturday. So when we decided to cancel because we felt it was in the eye of the storm of the apex approaching, yet other school districts and communities are supporting that and allowing it to happen with all the safety precautions as I just described. So unfortunately it wasn't the right timing for Hudson, but you never know. There might be a pep rally in our future when we know that things are being lifted and we don't have to be as stringent and strict with the way that we were going to have this parade and traffic control, and maybe we'll be able to do it when we know we're going back to school and do a little bit of a rally to get everybody stoked and ready to go back to school. So we're not giving up hope. We just feel that at this time it wasn't in the best interest of our school district. Any questions that you have about anything that I've brought up or anything that I may have left out? I know it's kind of lengthy but there's an awful lot going on right now in school life. We're trying to stay well

ourselves. There's a lot of sleepless nights, just because that's the only time you can catch up with the work that needs to be done so that you're ready for the school day and everything that is coming out us at once. JE: Maria, I do have something. Dr. S.: Go ahead Justin. In regards to the field work and what not, I understand, the fieldwork, outside work, the facilities work. The only thing that I would caution about suspending that is if we do get the opportunity to open school say April 28-29, hopefully they reinstate sports as well, and hopefully our spring sports teams can jump right into action. If we put off all this field work and everything, just, and don't do anything until April 28-29th, we're not going to have facilities ready for sports to start at that point. So I would maybe even look into doing the bare minimum to get the field ready for softball, baseball, make sure the tennis courts are prepped and ready to go. So that way if they do give us the green light, on April 28-29 these spring sports can jump in that same day and be able to play and use our fields. I think sports are going to be a huge rallying point to get the kids back motivated and we can salvage somewhat of a season. Of course it would be modified season, shortened baseball and softball and tennis, but I would just hate to disappoint the kids by saying, yeah we are back to school but we can't use the fields. Dr. S.: I agree with you Justin. We've brought this up in our Questar meetings when we talk across the region, because everybody's pretty much in the same boat. We have a little bit more work than we, than maybe another district because their fields are ready to roll and there isn't a whole lot of work to do other than the seasonal grooming that you normally would give, but we're told right now that unless it's essential construction that we shouldn't be having any outside contractors. So we do need to fix the fence down at the MCS field. That is something that we're not able to do at this time, because that's not considered essential work right now. So there's some things that we may be able to do as far as grooming is concerned and I can find that out, but there's other things as far as like erecting the fence at the softball fields that we have been told that that work has to be halted for now. But we are concerned as a region what happens if we're reinstated and we need to be ready for spring sports. So I think we're going to have to figure out what can we do and what do we need to put off. JE: I understand the essential versus nonessential. It's a balance of what can we do to be ready. You know, I would like to think. Dr. S.: you just froze on a screen Justin and I don't think I heard your last sentence. JE: I said I understand the essential versus non-essential and it's a tough balance getting ready. Thank you though. Dr. S.: I can give you any updates after I get more guidance and I talk to the region tomorrow morning I have a meeting I can bring this up and if there's any changes I'll definitely let you know. JE: Thank you. Dr. S.: Lucy. LS: I just wanted to say I appreciate all the carefulness around planning of the parade and also the decision to postpone or potentially do it when we've passed this apex. I know it's a hard decision to make and a lot of families were excited about it. And I saw a video from Goshen, I think, did you see that video? Dr. S.: No, I don't think I did. LS: That school districts just asked teachers to make like a 5 second video clip on their phone or whatever of them saying hello and greeting their students and giving a little message. I don't know who was responsible for editing it together, but they kind of created a digital reading for all of their students. That was great. Dr. S.: We have two that Lance Wheeler did for us on YouTube, so I don't know if you've seen those, but we have two videos part 1 and part 2 of teachers doing that. We have the bunny hop dance of the kindergarten grade level. We also have Lance Wheeler, because we were hoping to be able to celebrate our students in a very safe way today, we had lots of posters and signs made up. So we ask the teachers to take pictures of those and send them to Lance who would put them in a slideshow of what they would have seen at the parade, minus the surprises here and there that we want to hold on to, because we're still hopeful that when things lift, that well will be able to still resurrect some of the

things that we had in mind. I'm comfortable with the decision I know that you know no matter how you twist and turn there's going to be people that are upset on one end or upset on the other end, but I'd rather, you know, air on the side of safety and caution and it is what it is. So thank you. LS: And I've loved seeing the rainbows too all over Hudson. That's been great. Dr. S.: I love seeing them on my walks. I'll see them on Warren Street. Some kids have put them in the windows along the streets and it's just wonderful to see in a virtual world. Any other questions or comments? Thank you.

CO: That brings us to the consensus agenda, if nobody has any questions or comments, I make a motion to accept consensus agenda items A through L. CP: Second. CO: All in favor. (All but Justin raise hands.) That brings us to new business. JE: Carrie, one second. Leslie in regards to J&L, two of the hand carries, can I please vote no on those. CO: Did you get that Leslie? LC: Yes I did. Okay Justin, I will. JE: J as in John L and L as in Lincoln. Thank you. CO: I probably should have done those separately. Sorry Justin. JE: That's all right. I didn't know if we would do them separately where I could say yes to everything and not to those.

CO: Okay new business the 2021 Questar Administrative budget vote. I'm not sure what we're supposed to do. LC: You're supposed to review that information for the next meeting because we will have to do a vote on those, on the budget and on the board members. CO: Thank you. I looked at it. I just didn't know what I was supposed to do with them.

That that brings us to our second public forum. LC: We have Mr. Sheffer who wishes to speak. Give me one second to find him and unmute him. Okay he's unmuted. Ken Sheffer (KS): Leslie, can you hear me? LC: Yes, go ahead. KS: I just want to commend everyone on what you are doing to get the kids fed and chaotic times. I think it's commendable. I recommend not letting your guard down like we did in Hong Kong. It's turned into a mess here again, worse than the first time. Points 3, any consideration given what you've been saying, to establish a technology committee within the board or among the board or with outside advisers now that you're learning so much about what your needs are and your lack of abilities and to maybe keep a small section of the remote learning going on going forward. You could actually do it inside the building, room to room, and just sort of fine-tune it because in case you need it again. This virus is Insidious and you know that it's possible it could come back very, very easily. So I encourage you to continue teaching the kids about distance learning and maybe establish a technology-committee. The next point be given the extended schedule would there be any consideration to an additional budget workshop or some other form to bring this the budget to the community in a different way now that you have more time. The next one I have is the parade. I think parade just the word in the fact that we had to tax the system of local officials to get a parade approved in two weeks when lives are at stake, I think was a very, very, very, bad decision to go ahead up until the last minute to plan a parade this week. I think it would send shockwaves to the elder community, among others who would have seen this is a very bad idea. Next point would be now that the district is being audited by the state controller, I'm wondering if you're going to be releasing details, be releasing details of what that audits about prior to the election and the budget vote that's coming up. The audit committee meeting transcript and audio that was promised two weeks ago still isn't out. I'm wondering when that will be posted. Finally I would say for the vote on the capital reserves I would not abbreviate for the public the actual wording they are voting on. I think that's unfair and I don't think it's how people vote, how people, issues like that to the public. It should be exactly what they're voting

for word for word. Thank you. CO: Do we have any other people that would like to speak during public, Leslie? LC: Uh, nobody else has signed up.

CO: Okay that brings us to upcoming meeting dates. Board of Ed meeting and training dates: April 21st 6:30 p.m. regular meeting via Zoom, May 5th 6:30 regular meeting Hudson High School library starting at 6 p.m. with community budget workshop, May 19th 6:30 regular meeting in the Hudson High School Library, Budget Hearing. June 2nd 9 p.m. special meeting Hudson Central fire station, tentative annual budget vote and election, and June 16th 6:30 regular meeting at the Hudson High School Library. There is a community budget workshop May 5, 2020 in the high school library followed by a regular Board of Ed meeting.

So, that brings us to our second executive session. I make a motion that we enter into executive session at 8:02 p.m. LC: For the purpose of? CO: I'm sorry I was doing so good there for a minute. My computer doesn't want to tell me. Can somebody say the purpose of. My computer won't bring it up. LC: Discussing real estate. Dr. S.: and discussing the history. CO: okay. Dr. S.: Leslie, you have those two? LC: yes. CO: Can I have a second? WJ: Second. CO: All in favor? (All but Lucy raise their hands. Lucy is not present.). SC: So do we leave this meeting? Dr. S.: Go back into the executive meeting, but we have to come back to this meeting to exit and adjourn. SC: But there won't be any further action taken though. Dr. S.: No.

JE: Rachel can you hear me? Rachel are you there? Are you available tomorrow for a phone call at some point. Just I had some more additional questions about those hand carries. There are some things I was not clear on. JE: If it's slow during work I might be able to call sometime before 3, but if not it might have to be just like right after 3. Rachel Risetto (RR): That's fine. You have my cell phone number, just shoot me a text or. JE: Ok. Thank you Rachel. RR: You're welcome...

CO: So I make a motion to exit executive session at 8:33 p.m. and resume the meeting. SC: second. CO: All in favor? (All raise hands)

CO: I make motion to exit the meeting, adjourn the meeting at 8:33 p.m. WJ: Second. CO: All in favor? (All raise hands) LC: okay guys have a great night. Dr. S.: Good night everyone. JE: Thank you Leslie. LS: you too.