

108

00:08:41.250 --> 00:08:45.210

Maria Suttmeier: Soon as Scott is ready, we can start with the workshop

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00:08:46.170 --> 00:08:46.560

Okay.

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00:08:52.650 --> 00:08:54.450

Boblac55: So Scott's

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00:08:58.590 --> 00:09:03.900

Boblac55: Basically what we're gonna what we want to show you guys today is the

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00:09:05.070 --> 00:09:15.510

Boblac55: Obvious complexities of trying to run a music program virtually during a pandemic and, you know, the sort of

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00:09:16.710 --> 00:09:30.870

Boblac55: Trial and error that that he's gone through, um, you know, with this process, you know, there's been some things that we are going to keep. As a result, you know, moving forward music in our lives is a class that we used to run as a standalone music class.

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00:09:32.040 --> 00:09:35.760

Boblac55: Years ago that we brought back you know

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00:09:35.790 --> 00:09:49.800

Boblac55: Into the phone out of necessity, you know, to get the kids their music credit and to, you know, expose maybe another group of students that would otherwise not take a music class.

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00:09:50.700 --> 00:10:05.640

Boblac55: So that's sort of been the unintended consequence of this right now. And then from here involved in the school play The possibilities are basically endless at this point. So Scott was really excited to share what he's learned with you guys. And I'm going to give him the for

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00:10:07.890 --> 00:10:22.410

Scott Vorwald: Thank you so much. Sure. Yep. Alright so music in our lives like Bobby was just saying it's been a standalone class that's been on our schedule for four years since, as long as I've been in Hudson, it doesn't get taught every year.

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00:10:23.430 --> 00:10:35.670

Scott Vorwald: Because of, you know, management and signing up for it and available availability of teachers to actually teach it, but basically it's an extension of the general music that they do in

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00:10:36.360 --> 00:10:42.660

Scott Vorwald: In my kindergarten through eighth grade, but as they get into the high school we focus more on

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00:10:43.020 --> 00:10:55.320

Scott Vorwald: Playing and creating more musical experiences so music in our lives like trying to bring it more back into them, creating and what I see as it happened, going into the future is

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00:10:55.680 --> 00:11:01.140

Scott Vorwald: A lot of times we have kids who want to join the band in like ninth or 10th grade or the course.

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00:11:01.650 --> 00:11:14.430

Scott Vorwald: And they they've never had the experience doing that. So this could be a good stepping stone getting into the ensembles rather than just jumping into the ensembles with kids who have been playing for, you know, seven, eight years already.

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00:11:15.930 --> 00:11:26.070

Scott Vorwald: So it's, it's something that as I'm teaching. And as I'm seeing it in action that I'm seeing the benefits of it more and more. So I'm

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00:11:27.960 --> 00:11:34.650

Scott Vorwald: Over here. Alright, so as Bobby was saying there's significant challenges to teaching music online.

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00:11:35.850 --> 00:11:47.610

Scott Vorwald: And I decided I was going through just right now is sound, sound is such an issue when you're conveying it over the Internet and through these these platforms like Google Classroom and zoom

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00:11:48.030 --> 00:11:57.690

Scott Vorwald: Because they do a lot to try to control your sound to try to isolate you versus everything else around you. And when you're trying to teach a class where

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00:11:58.080 --> 00:12:07.920

Scott Vorwald: You want them to hear everything else around you. It's really hard to make that happen. So what I do is I have my mixing board over here.

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00:12:09.180 --> 00:12:11.190

Scott Vorwald: My sound is completely run through

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00:12:15.900 --> 00:12:17.520

Boblac55: Everything else that's

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00:12:17.550 --> 00:12:18.480

Scott Vorwald: That's going on.

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00:12:19.500 --> 00:12:30.570

Scott Vorwald: It helps me isolate what sounds a here and and to enjoy the class even more. And I'll go through that a little bit more in a bit, but

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00:12:31.440 --> 00:12:42.660

Scott Vorwald: Another thing with internet lag is we can't play at the same time, if there's no way for them to play at the same time as me and for me to hear that to basically run as an ensemble. It's really

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00:12:43.230 --> 00:12:54.480

Scott Vorwald: You're either teaching an individual lesson or you're you're demonstrating so internet lag is a big hurdle for us another hurdle that we're going through is copyright

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00:12:55.980 --> 00:13:13.110

Scott Vorwald: As musicians as a music class. We want to perform. We want people to enjoy the music that we're making. And in order for us to put something online and make it a like a virtual performance. It has to be either original music. So, written by me or student

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00:13:14.130 --> 00:13:20.550

Scott Vorwald: Or it has to be public domain to the public domain. It's got to be 95 years or older. So, um,

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00:13:21.180 --> 00:13:31.440

Scott Vorwald: That's been an issue with what you know our content. Basically what music. We're playing and we've we've done some some cool workarounds with that but it's definitely a hurdle.

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00:13:31.950 --> 00:13:46.320

Scott Vorwald: And the biggest thing in my mind is the community aspect of the music program on especially what the way I've seen the success in in this building in this district with the music program is

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00:13:46.770 --> 00:13:56.370

Scott Vorwald: This the community feel that the kids have they they're not here to be the next Mozart. They're not you know 95% of them are not here to become a music major

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00:13:56.820 --> 00:14:02.520

Scott Vorwald: They're in the room because they want to play music with their friends. They like the social aspect of it.

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00:14:02.940 --> 00:14:15.420

Scott Vorwald: On there are kids who walked through my door in the normal year every day who music is not the first reason why they're in the room. They're there because they want to be part of that that social experience.

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00:14:16.020 --> 00:14:24.900

Scott Vorwald: Which is really a big part of what music is, you know, going to concerts and and experiencing it. It's that you know that social emotional learning in a normal year

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00:14:26.610 --> 00:14:39.060

Scott Vorwald: Um, so that those were challenges I just the music faces and just as teachers in general teaching this way. There's a lot of different challenges that we are all experiencing.

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00:14:39.780 --> 00:14:48.060

Scott Vorwald: So the big one is how to present yourself on that I spent almost my whole summer just researching basically how youtubers do it.

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00:14:48.810 --> 00:15:01.770

Scott Vorwald: So like what I'm using for a camera right now actually could work as three different cameras. So I'm thinking, Okay, I have some students in our music in our lives classes playing piano learning how to play piano, we have these great

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00:15:02.610 --> 00:15:12.660

Scott Vorwald: Keyboards plug right into their Chromebook. But when they're at home. How do I teach them that, how do they know where my fingers are going to go. So I run all my my

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00:15:13.110 --> 00:15:22.800

Scott Vorwald: Audio through this program called OBS where I can use multiple cameras and screens at once. So if you're looking at me right now this keyboard over here sitting right next to me.

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00:15:24.780 --> 00:15:26.820

Scott Vorwald: Probably can't do that too. Well, right now.

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00:15:28.590 --> 00:15:33.150

Scott Vorwald: But I can show them my fingers as I'm playing

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00:15:34.440 --> 00:15:47.460

Scott Vorwald: And it makes it just that much easier for them to learn, rather than me having to tell them. Okay, put your thumb on this key your second finger on this key. They can see it in action, and they can follow along right with me as we're playing

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00:15:49.170 --> 00:16:05.070

Scott Vorwald: So I know every teacher is going through that, you know, even just writing on a whiteboard. How do you get them to see the whiteboard. Well, I'm writing on like jam board or something on Google meets is helpful to an extent, but it's not as quick. So a lot of what I'm

doing.

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00:16:06.180 --> 00:16:13.380

Scott Vorwald: Is, you know, using the technology in this room to my advantage. I'm using that mixing board, like I was saying.

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00:16:13.710 --> 00:16:28.380

Scott Vorwald: I can I have multiple mics around the room. So they're not hearing just me there when we're playing drums in class. They're hearing the room they're hearing everyone and the intent, at least, is that they have the feel of playing

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00:16:29.400 --> 00:16:34.950

Scott Vorwald: In the room with us that they're not just hearing one drum, but they they have the feel of everything going on.

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00:16:36.660 --> 00:16:42.060

Scott Vorwald: And just other other things that everyone is is dealing with right now. It's that relationship building

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00:16:42.660 --> 00:16:51.450

Scott Vorwald: Know, even with the kids who are here in person I know for me like I'm in the front of the room and they've spread out around the auditorium. So it's hard to get that one on one time. It's hard to

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00:16:51.930 --> 00:17:00.330

Scott Vorwald: It's hard to do that normal relationship building kinds of things you do. Um, how to ask assess the student engagement.

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00:17:01.350 --> 00:17:10.770

Scott Vorwald: Especially for those virtual kids on those virtual days that they're there without their cameras on you know it's it's hard to to to check in with them and see

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00:17:11.220 --> 00:17:20.310

Scott Vorwald: You know what, what they're actually doing in your class, you know, so I know for us for my class every day. They're a virtual kids have a

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00:17:21.600 --> 00:17:27.900

Scott Vorwald: Have a recording project to be working on and it's not always like, okay, give me your best recording, but just show me you're working

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00:17:28.260 --> 00:17:31.620

Scott Vorwald: So it's almost like I'm running two classes at a time, sometimes where

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00:17:31.980 --> 00:17:41.940

Scott Vorwald: The kids online have a video that I make for them to watch or I start with a prompt that is with the class. But when the class goes over to playing

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00:17:42.270 --> 00:17:54.810

Scott Vorwald: playing drums, if they were student who's chosen to focus on clarinet or saxophone, they go and work on their thing over there so that assessing their engagement and trying to keep them engaged is definitely a challenge.

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00:17:55.950 --> 00:18:11.640

Scott Vorwald: Technical difficulties for both you and the students that's, you know, self explanatory. The school has gone through our, you know, our internet issues which are been fixed. Which is great but you know kids at home you know my Internet's not working today. And you know, that's it.

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00:18:13.080 --> 00:18:22.440

Scott Vorwald: And attendance and and consistency goes along with that to internet issues just, you know, are always just a chink in the armor here.

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00:18:23.670 --> 00:18:30.210

Scott Vorwald: So bringing it back to this specific class music and our lives and exactly what we're doing and and

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00:18:31.230 --> 00:18:45.480

Scott Vorwald: How we're how we're engaging the students in music in this crazy year. So we're, we're doing a lot of different things. So rhythm and feel that's a huge a huge thing for even us in a normal year

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00:18:46.560 --> 00:18:55.230

Scott Vorwald: Where we know we don't spend enough time on rhythm, as opposed to pressing the right buttons playing the right, the right songs I realize I'm still on my

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00:18:57.870 --> 00:19:05.340

Scott Vorwald: Here we go, may see me a little more full. All right. Um, so I'll talk a little bit more about that in a moment. But we're

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00:19:05.700 --> 00:19:15.180

Scott Vorwald: Through playing percussion. We're doing a lot of rhythm and when I talk about feel. I mean, playing stylistically. All right, having, having a nice flow to your music having a nice feel

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00:19:16.020 --> 00:19:27.960

Scott Vorwald: Music production, through the use of soundtrack and note flight, we're able to do a lot of cool things that I've showed you guys before when we did music and

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00:19:28.500 --> 00:19:45.300

Scott Vorwald: Music Theory and technology, building on that and creating virtual ensembles and teaching them about music production and a lot of different aspects of playing music and creating music that they haven't really had the experience of doing before.

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00:19:46.440 --> 00:19:55.230

Scott Vorwald: music notation with note flight. We can we can show them how to write music and they can see things right off the bat, we're collaborating

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00:19:56.040 --> 00:20:07.560

Scott Vorwald: In in strange ways, you know, we have students playing in person. Students playing online recreate tracks with the in person people, for the people online to play.

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00:20:08.850 --> 00:20:19.200

Scott Vorwald: Practicing and studying our instruments, just like always, and trying to trying to get them to see the band in a tangible benefits of their efforts, while they're playing

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00:20:19.740 --> 00:20:30.270

Scott Vorwald: And something that I'm working in every day is listening exploring music as a tool

for relaxation and release. So at the end or at some point in every one of

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00:20:30.750 --> 00:20:44.010

Scott Vorwald: My in person classes I put on some music and tell them you know give them a prompt of, like, okay, this is what it's about. Here's a an interesting thing about this music, not just sit back and listen. Um, get

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00:20:44.610 --> 00:20:52.110

Scott Vorwald: You that you know 510 minutes in your day to just sit and do nothing and listen to music. I tell them, you know, allow yourself to be bored.

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00:20:52.440 --> 00:21:08.190

Scott Vorwald: Allow yourself to just relax and listen. And I know for myself, I find that to be hugely beneficial. So just giving them that tool for themselves to, you know, recognize listening to music as a catharsis, a form of release.

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00:21:10.770 --> 00:21:22.410

Scott Vorwald: So virtual ensembles this is both all the rage in music right now music education and everyone's personal nightmare, because it's

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00:21:23.070 --> 00:21:33.930

Scott Vorwald: It's our only way of creating music together right now. So it's you know it's something that we're all trying to do, but it, it has its pros and cons, so

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00:21:34.410 --> 00:21:42.810

Scott Vorwald: It promotes independent playing, they are playing by themselves, and on their own. So we should see next year students who are more comfortable with that.

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00:21:43.380 --> 00:21:48.750

Scott Vorwald: And it creates that personal responsibility and it's offering them that little bit of music production.

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00:21:49.500 --> 00:21:56.580

Scott Vorwald: But cons would be just the loss of all the supports and that ensemble playing the sense of community.

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00:21:57.360 --> 00:22:06.120

Scott Vorwald: I can tell you from my personal experiences, you know, playing as a musician, you play best when you are just huddled up with the other people you're playing with

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00:22:06.420 --> 00:22:20.520

Scott Vorwald: When you can like smell the breath of the person next to you. That's when that's when you get that like ESP with the person next to you. It's just that you know things lock in. And the magic happens. It's really hard to make that happen over over, you know, a virtual

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00:22:21.540 --> 00:22:30.330

Scott Vorwald: A virtual platform. But what we're doing is, you know, we want. We want to have the students have that end product, see the fruits of their labor.

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00:22:31.140 --> 00:22:39.150

Scott Vorwald: As they're playing and try to create it as like another way of relieving stress that little piece of normalcy, check out this piece of music that we've made.

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00:22:39.540 --> 00:22:50.280

Scott Vorwald: So I can show you a little bit of what they're doing. I think it did change over for you, right. So, um, this is a piece of Ode to Joy. So

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00:22:50.790 --> 00:23:07.050

Scott Vorwald: The, the two things on the bottom. Mike and copy of Mike are a student playing into this program called soundtrack. So through this program I created a what I've been calling you see track. So if I need them and play this year.

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00:23:15.030 --> 00:23:21.960

Scott Vorwald: So they play along with that now so they can do this. So, this person is a flute player, so she could have

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00:23:23.730 --> 00:23:34.980

Scott Vorwald: You know, isolated or solo her track and played along with that, and you can hear her play along with it. I'll have her play along with everything turn hers on the wrong button.

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00:23:38.610 --> 00:23:41.790

Scott Vorwald: Alright, so now we'll hear everything and you can hear her play around with it.

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00:23:58.560 --> 00:24:05.910

Scott Vorwald: And with everyone doing that in the class. Some kids playing drums in class, which we recorded and we embedded into the sound as well.

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00:24:06.540 --> 00:24:14.760

Scott Vorwald: We're able to put together a virtual ensemble and we're starting on the simpler side, hopefully getting to be a little more complex as the year goes along.

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00:24:15.360 --> 00:24:22.890

Scott Vorwald: So this was a four part corral or four part like a quartet and halfway through the drums come in and we're working on.

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00:24:23.280 --> 00:24:33.210

Scott Vorwald: They've gotten so at this point. They've already worked on it and I'm, you know, putting all the pieces together. So I take all their recordings I mix them all together in

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00:24:33.810 --> 00:24:51.810

Scott Vorwald: In a program similar to this, but a little more robust on my computer and you can see a little bit of what we're working towards. So this is everyone in music in our lives, either on drums piano, bass guitar or wind instruments either playing in person or online.

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00:25:36.150 --> 00:25:50.220

Scott Vorwald: So that gives you a little idea of what the music and our live classes you're doing. We're also this process is basically all we're doing with the virtual wind ensemble, which has about 15 11th and 12th graders in it and then you can hear a little bit

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00:26:04.260 --> 00:26:13.890

Scott Vorwald: So between the two classes I have about six songs that I'm working on putting together and having this and I should have it ready to go. By the end of the week, or sorry about the beginning of next week.

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00:26:14.550 --> 00:26:26.010

Scott Vorwald: To put out before the holidays and like I said one of the big challenges with that is having music that you're allowed to record. So all the arrangements on it are

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00:26:26.640 --> 00:26:32.010

Scott Vorwald: Of songs out or 95 years or older and arranged by me or a friend of mine.

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00:26:33.000 --> 00:26:41.340

Scott Vorwald: This song that I was just played a little piece on your level is written by a guy Michael Mon tempo, who I befriended over the quarantine time on the internet.

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00:26:41.880 --> 00:26:50.340

Scott Vorwald: He's from Texas writes great music and I threw him some money for the use of his song and he's allowing us to do it. So we have our copyright protection there.

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00:26:52.020 --> 00:26:57.510

Scott Vorwald: But those virtual ensembles lots of work on there is definitely a payoff in the end.

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00:26:58.710 --> 00:27:05.640

Scott Vorwald: And it, it kind of keeps that feeling of music going for them, rather than just, you know, coming in and

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00:27:06.300 --> 00:27:23.550

Scott Vorwald: You know, doing exercises and playing without that end goal. You know, I always find that that the students practice. The most learn the most music like the two weeks before the concert. The two weeks before they have to perform and do it having that motivation there really really is important.

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00:27:25.470 --> 00:27:36.720

Scott Vorwald: So everyone, everyone in the class is learning how to play some percussion, the students who are here are obviously playing on the drums, I get you guys have seen all the drum set up in the room.

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00:27:38.280 --> 00:27:50.220

Scott Vorwald: And the, the students at home have practice pads to play along with as well. This for me is kind of like, okay, as we build back when we come back, hopefully next year is a normal year

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00:27:50.850 --> 00:28:02.250

Scott Vorwald: What's the first thing that should come back or even the spring. Hopefully we can bring some marching band back and the biggest thing with marching band is you Drumline so having students who are excited to play and

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00:28:03.000 --> 00:28:07.680

Scott Vorwald: Familiar with the drums is our route back into it all and

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00:28:08.460 --> 00:28:17.340

Scott Vorwald: Just overall having good rhythm being a drummer and, you know, just having good rhythm good feel to your rhythm is the most important part of playing music

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00:28:17.790 --> 00:28:26.760

Scott Vorwald: Is more important than the notes is what I always tell the kids and I like to play for them. Examples of like there's great bands down in Cuba that have

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00:28:27.150 --> 00:28:32.100

Scott Vorwald: This amazing feel to it. But if you listen to their, their tone quality on their instrument.

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00:28:32.550 --> 00:28:37.830

Scott Vorwald: Their tone quality is like you know what we would expect from our junior high kids because they're playing on

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00:28:38.190 --> 00:28:45.870

Scott Vorwald: On bad reads old instruments. A lot of time, but they sound amazing because they have good feel they have good rhythm and

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00:28:46.770 --> 00:28:56.280

Scott Vorwald: That's, you know, if I can if I can choose one thing to build in any given year good feel is the thing. So, you know, I'm going down that route this year and

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00:28:56.670 --> 00:29:07.530

Scott Vorwald: And really focusing in with every kid every student learning a little bit of drums and, you know, being able to listen to them, their own playing through using soundtrack and recording themselves.

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00:29:08.280 --> 00:29:16.710

Scott Vorwald: And and getting a getting a feel for, for having good rhythm and getting that that you know that feedback from themselves.

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00:29:18.810 --> 00:29:27.120

Scott Vorwald: Notation. I haven't done much of this with music in our lives yet but AP music theory is relying on this 100%

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00:29:28.590 --> 00:29:35.700

Scott Vorwald: Music in our lives. We'll get into this later in the year, as we build up their, their knowledge and their skills, but we have note flight.

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00:29:37.470 --> 00:29:41.550

Scott Vorwald: Which is this program where they can manipulate and create music so they can

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00:29:42.780 --> 00:29:43.560

Scott Vorwald: You know, they can

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00:29:45.210 --> 00:29:55.350

Scott Vorwald: All this music on their own. So this is a project by Finley turquoise from AP theory where I gave him or I gave the class. The baseline.

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00:29:56.130 --> 00:30:13.860

Scott Vorwald: And they analyze the chords and melodies, that would fit the chords, including some notes outside of the chords called non chord tones and again as a great compositional tool, they can put it in and then listen right back.

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00:30:47.010 --> 00:31:01.020

Scott Vorwald: So I you know that that no right there doesn't quite fit in the chords doesn't fit in any of our non non chord tones. We talked about some like I'm zeroing in on that. Will we got to talk about that one. This is next week we're going to refine these and talk about them.

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00:31:02.040 --> 00:31:11.970

Scott Vorwald: But they, they're coming up with some great melodies and some great stuff by

using this. It's a, it's just a great piece of exploration that they can they can dive into

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00:31:14.730 --> 00:31:21.840

Scott Vorwald: So like I was saying in the beginning. Um, what I see for music in our lives going forward is this kind of like a

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00:31:22.650 --> 00:31:34.800

Scott Vorwald: In a college on it's like music for non majors for that student who hasn't been in the ensembles before but still wants a music class. So once that music credit and to get some experience with it.

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00:31:35.490 --> 00:31:40.590

Scott Vorwald: Not every student is looking to be in an ensemble. Not every student is looking to be the next Mozart.

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00:31:41.010 --> 00:31:50.280

Scott Vorwald: Um, but it is a good. It's a good way to get them involved and it's a good stepping stone to get into those ensembles if that's where you want to go.

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00:31:50.640 --> 00:31:58.230

Scott Vorwald: I'm like, I've said. I said in the beginning, a lot of times in the past few years, I've had students who say, yeah, I want to come in and I want to play the clarinet.

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00:31:58.740 --> 00:32:03.000

Scott Vorwald: And then they sit down next to someone who's been playing the clarinet for four or five years.

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00:32:03.480 --> 00:32:13.800

Scott Vorwald: And it's right away. Oh, I'm still struggling. Like, I still don't know how to hold this thing and start struggling to make a sound and right away. They feel like they're failing. Right, so it's it's

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00:32:14.580 --> 00:32:20.310

Scott Vorwald: It's a, it's a hurdle for them to have to overcome and i don't i don't see a lot of retention with those students.

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00:32:21.000 --> 00:32:33.210

Scott Vorwald: So having them start in a class like this where they can get those basics, get used to the instrument and then the next year, go into, into the ensembles with that little bit of knowledge already under them.

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00:32:33.600 --> 00:32:48.510

Scott Vorwald: I think would be really helpful. The, the main sticking points with that would just be you know enrollment, making sure there's enough students in the class to run the class and having enough staff to teach the class as well.

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00:32:49.800 --> 00:32:57.660

Scott Vorwald: So, but I do think, and that's a this is a department discussion we've been having that this is a class that we would like to see

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00:32:58.650 --> 00:33:07.500

Scott Vorwald: Kind of get reinvigorated in a normal year because it's been a few years since it's been more than six years these it's not been taught since I've been in the high school

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00:33:08.370 --> 00:33:15.480

Scott Vorwald: So we would like to see it come back and really serve a purpose for for some of those students who want to who want to get music credit

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00:33:17.130 --> 00:33:21.300

Scott Vorwald: So, that is, that's my presentation. That's what I got any questions for me.

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00:33:37.290 --> 00:33:39.000

Maria Suttmeier: Any questions that the board has

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00:33:42.900 --> 00:33:48.570

Maria Suttmeier: So I have a question. Scott, because I've been, you know, in the back of the auditorium kind of observing what you're doing.

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00:33:48.750 --> 00:33:49.290

Boblac55: I think

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00:33:49.320 --> 00:33:49.920

Maria Suttmeier: What you're doing is

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00:33:50.040 --> 00:33:51.240

Absolutely awesome

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00:33:52.320 --> 00:33:53.340

Maria Suttmeier: Thank you for

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00:33:53.400 --> 00:33:54.540

Maria Suttmeier: Bringing music to

248

00:33:54.540 --> 00:34:12.390

Maria Suttmeier: Life, even despite these difficult times that we're having. But what I'm wondering if maybe the board, you know, the drums that are behind you. How do you work concurrently. When you have students on the screen, but you also have students in the auditorium that are socially distanced

249

00:34:12.420 --> 00:34:13.980

Maria Suttmeier: On the drums

250

00:34:14.670 --> 00:34:30.360

Scott Vorwald: So there's a couple different things that I do in that six weeks for that, um, sometimes really hopefully it where the kids are and what we're doing in class. So often I will. I'll make a like

251

00:34:36.180 --> 00:34:40.230

Scott Vorwald: Well, maybe I'll make a video lesson so so that they can

252

00:34:40.650 --> 00:34:50.520

Scott Vorwald: They can follow along with something else that is more appropriate for their goal is every student in the beginning there was an instrument that they want to

253

00:34:51.690 --> 00:34:57.750

Scott Vorwald: So the students who focus post the focus on their wind instruments, when I'm doing like Drumline stuff in here.

254

00:34:58.230 --> 00:35:12.270

Scott Vorwald: That doesn't really work for them. So I'll give them something else to work on using note flight or or soundtrack to do some recordings for the students who are who are want to practice the drums with us.

255

00:35:14.010 --> 00:35:22.950

Scott Vorwald: To assess that they're actually working with us. I'll have them using soundtrack record themselves playing right along with us and hand that in. So I know that. Yeah, you're doing this.

256

00:35:23.430 --> 00:35:46.080

Scott Vorwald: On and I have the microphones around the room, so they can kind of get a feel of the whole room when they're playing when they're listening, not just me, not just one microphone on. And I also have cameras set up around the room. So when I'm doing the drums, I will turn on.

257

00:35:47.730 --> 00:35:52.110

Scott Vorwald: Turn on this camera which is pointing at the where I would be with the drum set

258

00:36:02.700 --> 00:36:08.490

Scott Vorwald: See me relatively well and you're us relatively well and and get a good experience from that.

259

00:36:11.310 --> 00:36:14.580

Maria Suttmeier: You are literally using the entire auditorium as your classroom.

260

00:36:15.330 --> 00:36:15.720

Yeah.

261

00:36:17.010 --> 00:36:28.800

Scott Vorwald: And I gotta tell you, having, having this sound system. I'm a little disappointed that I can't change some of the things I'm doing with sound because I can't get it to. I've never had to had to work in the room.

262

00:36:29.310 --> 00:36:40.950

Scott Vorwald: But I'm using the song system, man. Am I happy to have this. This is a beast. It's taken a while to learn how to run this crazy mixing board over here, what

263

00:36:41.970 --> 00:36:42.720

Scott Vorwald: I'm having fun to

264

00:36:45.030 --> 00:36:46.320

Scott Vorwald: Find the silver lining and everything.

265

00:36:47.010 --> 00:36:50.220

Maria Suttmeier: So Scott. I don't know if you saw the chat, but

266

00:36:51.240 --> 00:37:02.700

Maria Suttmeier: Lucy see GAR said so cool saves that thank you Scott so awesome and Linda is I agree is such a neat way to keep the music going. So thank you so much for, you know,

267

00:37:03.210 --> 00:37:11.130

Maria Suttmeier: inviting us into your auditorium classroom and letting us see how we're doing this. This year it's it's amazing what you've been able to do

268

00:37:11.490 --> 00:37:14.460

Maria Suttmeier: Thank you. I know you've put an awful lot of work in this and

269

00:37:14.850 --> 00:37:27.300

Maria Suttmeier: You know, there's a lot of prep that goes along this doesn't just happen on a screen and the students participate and they understand what you're asking of them. I know it's been a complete process and where you are now is probably not where you were in September.

270

00:37:27.840 --> 00:37:28.110

Well,

271

00:37:29.520 --> 00:37:40.980

Scott Vorwald: Since the last time you guys will probably be a little different, like I've moved the table. So if I'm on the screen. I can trump over to the other like turn my computer around the other end of this

272

00:37:43.140 --> 00:37:44.730

Scott Vorwald: You're reinventing the wheel every day.

273

00:37:46.620 --> 00:37:48.720

Scott Vorwald: And I know every, every, teachers, doing the same thing.

274

00:37:54.300 --> 00:38:00.780

Chuck's iPhone: It, Scott. I just want to thank you look it looks like an amazing program and

275

00:38:01.800 --> 00:38:07.020

Chuck's iPhone: I thank you for all the things that you've done with a music program. I mean you you've done just an incredible job.

276

00:38:09.180 --> 00:38:24.570

Chuck's iPhone: I don't know if the rest of the board knows. But Scott was by far my daughter's Kaylee's favorite teacher and and there are times when you know music was the only thing motivating her to go to school.

277

00:38:25.830 --> 00:38:34.860

Chuck's iPhone: And so, you know, I just can't thank you enough for for all that you've done for the high school music program and and for Kalia in particular.

278

00:38:36.360 --> 00:38:37.110

Chuck's iPhone: You're fantastic

279

00:38:38.520 --> 00:38:39.120

Scott Vorwald: Thank you very much.

280

00:38:46.560 --> 00:38:48.030

So we do have time

281

00:38:49.470 --> 00:38:58.290

Maria Suttmeier: Before our other meeting starts. I don't know if Mr. Luke has wanted to come back and speak to the board. I see you're on there with Mr. Wood in the background.

282

00:39:00.510 --> 00:39:19.410

Boblac55: I just wanted to, you know, kind of reiterate, you know, you're sending to them. And they're like, this is, you know, just, you know, another example of our teachers here Hudson high school that are just going above and beyond to make you know make their classes work during a pen deck and know

283

00:39:20.790 --> 00:39:28.050

Boblac55: You know everything that Scott did. I mean, he's saying, you know, give up an entire summer to teach himself. You know how to make

284

00:39:28.410 --> 00:39:35.670

Boblac55: The sound work, you know, the multiple microphones, the multiple video cameras. Now this isn't something that

285

00:39:36.150 --> 00:39:43.350

Boblac55: You know, we sent them out for professional development because there wasn't anything. This is also new and so on unprecedented

286

00:39:43.800 --> 00:39:48.900

Boblac55: Now I made the, you know, sort of, same analogy you know when when I spoke to you guys.

287

00:39:49.320 --> 00:39:59.460

Boblac55: back ends in October, about, you know, the teachers in the classroom with their multiple screens teaching concurrently. And it looking like the Starship Enterprise.

288

00:39:59.820 --> 00:40:14.070

Boblac55: You know, and here's you know Scott down here taking over the entire auditorium using everything in his disposal to give kids the absolute best experience that that we can, um, you know, give them a

289

00:40:14.160 --> 00:40:14.520

Carrie : You know,

290

00:40:14.550 --> 00:40:20.340

Boblac55: A cathartic release the stress relief with with music, you know, and then

291

00:40:21.360 --> 00:40:32.790

Boblac55: And it also note something that that him and I have talked about quite a bit is to try our very best to keep this many kids hooked into music as possible. So when we do go back to normal.

292

00:40:33.330 --> 00:40:46.410

Boblac55: You know, we could pick up where we left off, or you know if there is a drop off and in participation that we may be net added a few kids, you know, as a result of of this class.

293

00:40:47.430 --> 00:41:04.410

Boblac55: You know, so that that that was really important to all of us, um, you know, to try our best to get get instruments in the hands of kids and and giving them experiences. And again, you know, my hats off their hand to, you know, for meeting the kids where they are.

294

00:41:04.590 --> 00:41:14.340

Boblac55: They are because we didn't give we can give our kids, the choice here. We put them in music. So when we were schedules.

295

00:41:14.820 --> 00:41:21.030

Boblac55: You know, the kids were placed in music. So there were kids that had experiences in music that man band, the band and

296

00:41:21.450 --> 00:41:32.550

Boblac55: Or taking music lessons at home, and there's kids in this class that have never looked at sheet music a day in their lives, you know, so it's a testament to him to be able to take all of those different

297

00:41:32.910 --> 00:41:46.020

Boblac55: You know skill levels and interest levels and find something for them, whether it's the music or it's the music production piece that might, you know, fancy, you know, after know this

was all said and done,

298

00:41:49.380 --> 00:42:02.040

Maria Suttmeier: And I know when we were talking about having curriculum workshops, you know, what is it that the board would appreciate seeing music was one of those things where it's hard to explain. Like, how are you going to do this class.

299

00:42:02.940 --> 00:42:07.980

Maria Suttmeier: Remotely you know you can think about how you're going to teach English or social studies.

300

00:42:08.460 --> 00:42:21.930

Maria Suttmeier: Even science, you know, but to teach music and have them work as part of an ensemble and to hear each other's music and to make music. It really, we wanted to highlight an area where

301

00:42:22.380 --> 00:42:37.770

Maria Suttmeier: It's so extraordinary taking it from the classroom from the typical setting having students practicing, you know, with their instruments in front of Mr bar Walden. The other music teachers and then together, it's just

302

00:42:38.760 --> 00:42:53.820

Maria Suttmeier: That this has taken it to a whole new level. So I think that this is really a very good glimpse as to what's happening in classrooms across all content areas. This is an extreme situation. And you can see what we've made out of it. Thanks to Scott

303

00:42:56.550 --> 00:43:08.790

Boblac55: Yeah. And again, the conversations I have with our faculty in particular, are you know really begin to reflect on as we're, you know, coming up on you know halfway through the year.

304

00:43:09.210 --> 00:43:16.200

Boblac55: You know, what are some of the things that we're going to keep going to learn or some of the with some of the pedagogy, some of the technology.

305

00:43:16.560 --> 00:43:29.970

Boblac55: You know, what did. What did we learn from this that that we can take, you know,

when we get back to our, you know, typical nine period day. Do we go back to the way it was, you know, or do we

306

00:43:30.960 --> 00:43:37.080

Boblac55: You know, learn from from some of these things and and you know become better teachers, you know, for it.

307

00:43:44.820 --> 00:43:53.850

Maria Suttmeier: I think there's going to be many takeaways I don't think there is going to be a choice to just reset the button and go back to the way things always were, you know, there's some things that we miss terribly and

308

00:43:54.180 --> 00:43:58.620

Maria Suttmeier: We have can't wait for them to be reinstated. But then we're also learning as we go.

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00:43:58.920 --> 00:44:00.480

Maria Suttmeier: But there's ways to blend

310

00:44:00.930 --> 00:44:04.560

Maria Suttmeier: how students learn and how teachers teach and

311

00:44:05.280 --> 00:44:14.280

Maria Suttmeier: I think it's going to make education. This is the, you know, this is a renaissance of education, as far as I'm concerned, this whole pandemic and we're learning from it what

312

00:44:14.670 --> 00:44:21.240

Maria Suttmeier: May be different in the future because I don't think it's ever going to be reset exactly the way that we left in March.

313

00:44:22.920 --> 00:44:23.400

Boblac55: And this is a

314

00:44:23.430 --> 00:44:25.320

Maria Suttmeier: prime example of how it can get better.

315

00:44:32.370 --> 00:44:45.330

Maria Suttmeier: So if there are no other questions or comments, we can take a little break and come back when the board members are ready to start the board meeting at seven o'clock sharp.

316

00:44:49.650 --> 00:44:53.970

Maria Suttmeier: Mr low caste, you don't have to worry about the flag. I'll use my little one here.

317

00:44:55.440 --> 00:44:56.640

Boblac55: I would have stayed

318

00:44:59.670 --> 00:45:06.300

Maria Suttmeier: I know you would have. There's a great big old flag on the stage, but we'll be okay with this little one that I am

319

00:45:07.080 --> 00:45:18.480

Boblac55: Well thank Thank you everyone. I really appreciate you taking the time to, you know, hear about the wonderful things that that we're doing in high school and you know more, the point you know what Scott has created

320

00:45:20.280 --> 00:45:27.570

Boblac55: You know, for for our students, we definitely appreciate it and I know the the families that have high school do as well.

321

00:45:30.420 --> 00:45:34.200

April Prestipino: Scott is telling you that as a department chair.

322

00:45:35.670 --> 00:45:35.940

April Prestipino: You're

323

00:45:37.080 --> 00:45:42.300

April Prestipino: Really has just it's very obvious through the entire apartment.

324

00:45:43.410 --> 00:45:50.160

April Prestipino: When I'm with the other music teachers or see the other music teachers, doing things what they

325

00:45:51.240 --> 00:45:54.930

April Prestipino: What they take on what they grapple with the way that they do.

326

00:45:56.370 --> 00:46:07.110

April Prestipino: It's a total testament to leadership as the department chair. So I just wanted to say thank you and let you know how well the other teachers are doing. So I know you don't get to see them.

327

00:46:09.630 --> 00:46:11.220

April Prestipino: They're doing great. So thank you.

328

00:46:12.570 --> 00:46:25.260

Scott Vorwald: Thank you. That means a lot to hear, especially I know for all of the teachers right now. It always this, this makes you feel like a first year teacher again as the cliché. So hearing those compliments is needed this year. So thank you very much.

329

00:46:42.990 --> 00:46:46.740

Maria Suttmeier: So if you want to take a break now you can stop your video.

330

00:46:48.000 --> 00:46:51.540

Maria Suttmeier: And just make sure we're back on screen for seven o'clock start

331

00:46:54.120 --> 00:46:55.350

Maria Suttmeier: Date and justice for all.

332

00:47:13.770 --> 00:47:15.840

Carrie : I'm gonna be leaving this meeting.

333

00:47:17.310 --> 00:47:20.370

Can you hear me. Can anybody hear me.

334

00:47:23.430 --> 00:47:27.690

Carrie : Can anybody hear me well I can hear me.

335

00:47:29.640 --> 00:47:30.000

Okay.

336

00:47:31.650 --> 00:47:31.920

Carrie : Let's

337

00:47:33.480 --> 00:47:36.810

Carrie : Roll call, please. Yes, if you

338

00:47:38.850 --> 00:47:39.660

LESLIE COONS: Guys, hear me.

339

00:47:41.070 --> 00:47:41.520

Sage Carter: I'm here.

340

00:47:42.360 --> 00:47:43.740

Sage Carter: Partner here.

341

00:47:49.200 --> 00:47:50.160

LESLIE COONS: Linda happens

342

00:47:51.510 --> 00:47:52.830

LESLIE COONS: Doesn't look like she's back yet.

343

00:47:53.970 --> 00:47:54.690

LESLIE COONS: Let don't

344

00:47:55.470 --> 00:47:55.830

Hear

345

00:47:57.360 --> 00:47:58.020

LESLIE COONS: Very audio.

346

00:47:58.920 --> 00:47:59.370

Here.

347

00:48:02.190 --> 00:48:03.600

Chuck's iPhone: Here, here.

348

00:48:05.130 --> 00:48:05.460

LESLIE COONS: And

349

00:48:07.860 --> 00:48:08.160

Lucinda Segar: Here.

350

00:48:16.380 --> 00:48:16.890

LESLIE COONS: Comes in.

351

00:48:19.980 --> 00:48:24.780

Carrie : Make a motion to accept the old we have any changes to the agenda, first of all,

352

00:48:26.550 --> 00:48:26.790

Yeah.

353

00:48:29.070 --> 00:48:30.810

Carrie : And make a motion to accept the agenda.

354

00:48:33.450 --> 00:48:33.870

Chuck's iPhone: Second,

355

00:48:35.430 --> 00:48:36.300

Carrie : On paper,

356

00:48:39.750 --> 00:48:41.880

Carrie : You can't see me I'm raising my hand.

357

00:48:42.210 --> 00:48:42.750

Okay.

358

00:48:44.040 --> 00:48:47.400

Carrie : I just logged out of this the thing. Sorry.

359

00:48:48.960 --> 00:48:52.830

Carrie : This is difficult. I didn't do it on purpose, honest.

360

00:49:02.220 --> 00:49:03.120

One second.

361

00:49:12.090 --> 00:49:12.750

Okay.

362

00:49:14.370 --> 00:49:17.190

Carrie : So that brings us to recognition and presentation.

363

00:49:18.630 --> 00:49:21.000

Carrie : Our claims audit report from Heather brown

364

00:49:31.980 --> 00:49:32.010

brownh: Everyone

365

00:49:38.280 --> 00:49:40.860

brownh: So there's there's nothing new to report.

366

00:49:42.060 --> 00:49:46.950

brownh: So the last time we continue to buckle down on the procedures.

367

00:49:48.450 --> 00:49:50.430

brownh: That we have in place.

368

00:49:52.050 --> 00:50:00.360

brownh: I'm still keeping my books. This is the second of second one that I've got. It's got a couple years and

369

00:50:05.910 --> 00:50:12.930

brownh: Everything's going smoothly. The only hiccup that I've come across is with us being out of

370

00:50:14.970 --> 00:50:20.700

brownh: Out of the building over the summer, we weren't able to create the IPOs

371

00:50:21.810 --> 00:50:23.880

brownh: So as invoices come in.

372

00:50:26.130 --> 00:50:30.810

brownh: You know the invoices. We're getting invoices before the peels are created.

373

00:50:31.980 --> 00:50:42.450

brownh: But that was because of Code Red and the fact that, you know, we weren't really in the buildings to be able to do them appropriately. But everything else is

374

00:50:43.560 --> 00:50:44.460

brownh: going as planned.

375

00:50:52.680 --> 00:50:53.190

Maria Suttmeier: Questions.

376

00:50:57.870 --> 00:50:59.370

Sage Carter: Thank you, either.

377

00:51:01.320 --> 00:51:03.090

Sage Carter: Hard Times to do what you doing

378

00:51:05.100 --> 00:51:05.580

brownh: Yes.

379

00:51:08.580 --> 00:51:15.930

brownh: Thank you, Heather. Everything's going smoothly I continue to keep my books and all the documentation.

380

00:51:17.850 --> 00:51:28.350

brownh: And if I'm correct, though. The only thing last time was presenting to the board and which I'm doing so every, every things running smoothly.

381

00:51:32.040 --> 00:51:41.040

Maria Suttmeier: And that is evident by the audience that we've been having you know Mike Wolfe coming in and doing an audit of the district. So thank you, you know, Heather for

382

00:51:41.670 --> 00:51:51.210

Maria Suttmeier: Creating those checks and balances that we need. And I think also in the time that you've been doing it. You're seeing an improvement in the flow of things in the business office where

383

00:51:51.570 --> 00:52:04.230

Maria Suttmeier: You had to keep going back a little bit more and asking more questions and probing and now things are starting to flow and I'm creating that smooth, you know, situation, despite the challenging year that we're having

384

00:52:11.760 --> 00:52:13.050

Carrie : Thank you very much.

385

00:52:14.580 --> 00:52:22.920

brownh: It's working out very well you know with me doing the auditing because nothing is really getting kicked back because Chris and I are

386

00:52:24.180 --> 00:52:27.810

brownh: You know, in the same building, in a sense.

387

00:52:28.920 --> 00:52:37.080

brownh: So we're claims are being paid bills are being paid on time, which is a huge improvement from a couple of years ago.

388

00:52:39.000 --> 00:52:41.820

brownh: So that relationship is working out really well.

389

00:52:42.960 --> 00:52:56.820

brownh: Because like I said, there's really not much being kicked out of an audit because we're able to work together immediately and not have to wait and, you know, catch up play catch up in a couple of days.

390

00:53:08.760 --> 00:53:09.690

Maria Suttmeier: Carrier either

391

00:53:10.440 --> 00:53:23.250

Carrie : Well, I am I just keep opening my mouth of the wrong time. Okay, thank you, Heather very much for that report and all the hard work you do keeping us in line.

392

00:53:24.390 --> 00:53:26.970

Carrie : We have no need for an early Executive Session.

393

00:53:28.530 --> 00:53:28.800

Carrie : So,

394

00:53:40.020 --> 00:53:43.650

Sage Carter: Carrie, I'm afraid your audio cut out to want me to

395

00:53:45.180 --> 00:53:46.530

Sage Carter: Um, so

396

00:53:46.590 --> 00:53:50.640

Maria Suttmeier: Let me see if you have good audio tonight as Vice President, you might want to

397

00:53:50.700 --> 00:53:52.260

Maria Suttmeier: Take over just running through the

398

00:53:52.260 --> 00:53:53.670

Maria Suttmeier: Agenda for Kerry.

399

00:54:02.670 --> 00:54:08.370

Maria Suttmeier: We're saved you were just about to offer whoever can hope carry out tonight we'll add, are you able to do that.

400

00:54:11.550 --> 00:54:12.600

Maria Suttmeier: Well, that, can you hear me.

401

00:54:15.060 --> 00:54:16.710

Maria Suttmeier: Do you have an agenda in front of you.

402

00:54:17.940 --> 00:54:18.450

Yeah.

403

00:54:21.600 --> 00:54:23.700

jones: We just got done with Heather brown

404

00:54:25.860 --> 00:54:27.270

jones: No need for exactly

405

00:54:31.320 --> 00:54:34.260

jones: So right now is the student representative report.

406

00:54:38.160 --> 00:54:40.050

noshintasnim: Hi, good morning, everyone. Happy

407

00:54:41.190 --> 00:54:56.580

noshintasnim: Tuesday. So since the last Board of Education meeting the student council has been working on ideas I talked about like spirit weekend newsletter and actually square we kicked off tomorrow with our first day being bring your pet to class day

408

00:54:57.690 --> 00:55:08.670

noshintasnim: So in order to prepare for spirit week we spent a lot of time creating posters and advertisements to spread across social media and just the students in general so everyone knows what's happening.

409

00:55:09.360 --> 00:55:26.370

noshintasnim: And I had also talked about there being prizes and we had reached out to people. Yes. And they very generously donated 620 \$5 visa gift cards. So we have those to give out every day. And we're just really excited to see everyone school spirit. This these following days before break

410

00:55:27.870 --> 00:55:33.480

noshintasnim: Continuing Bob. We also are working on a newsletter right now, just to reiterate, the purpose of it.

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00:55:33.870 --> 00:55:41.580

noshintasnim: Is to keep all the important information going at school and one central location to prevent students from being overwhelmed with lots of emails.

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00:55:42.180 --> 00:55:49.200

noshintasnim: So at our last meeting we broke out into our different average committees and sent out emails to our perspective, teachers and staff.

413

00:55:49.530 --> 00:55:58.230

noshintasnim: informing them of our idea and ask them for their cooperation by sending it by sent asking them to send in anything they deem important for their students to know

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00:55:58.680 --> 00:56:06.450

noshintasnim: So as of right now, you're in the process of collecting information, but our goal is to release the newsletter at the start of the second semester, which will

415

00:56:06.780 --> 00:56:16.590

noshintasnim: Cover the month of February and March and then hopefully our second newsletter will be out by the end of March, which will cover the rest of the year just April, May and June.

416

00:56:17.040 --> 00:56:26.370

noshintasnim: So that's where we're at with the newsletter and one last thing is typically by this time before holiday break we hold a senior seminar.

417

00:56:26.730 --> 00:56:36.210

noshintasnim: Which is when we say graduates of Hudson high school come in and talk to seniors and juniors about college and their experiences and people get to ask questions and all that.

418

00:56:36.750 --> 00:56:49.080

noshintasnim: But considering our circumstances. Right now, it's not really possible to have it in person. So we're holding off on that until around March, maybe, April, hopefully when the weather permits. We can all meet outside

419

00:56:50.340 --> 00:56:52.470

noshintasnim: And yeah, that's just what we've been working on these paths.

420

00:56:54.150 --> 00:56:55.890

noshintasnim: Anyone have any questions.

421

00:56:58.440 --> 00:57:04.290

Maria Suttmeier: So there's no plans machine of doing that in a virtual setting with the recent graduates.

422

00:57:04.650 --> 00:57:09.570

noshintasnim: We haven't really discussed the yeah but that is something I can bring up. They want to do it.

423

00:57:10.380 --> 00:57:22.080

Maria Suttmeier: Because I think you'd be able to glean some, you know, good advice and experiences from them. I know everyone's tired of just seeing tiles on a screen and talking to people on a screen. But, you know, then if you

424

00:57:22.710 --> 00:57:36.690

Maria Suttmeier: I just think there's be some value in that. If you could do that now. And still find a setting outside in the spring and, you know, do the other idea that you came up with. So I wouldn't just discount meeting with them because they're home for the holiday and

425

00:57:37.560 --> 00:57:38.970

Maria Suttmeier: It might be a good way to just

426

00:57:39.210 --> 00:57:43.980

Maria Suttmeier: Ask questions and get to know what it is. What's life like outside of high school.

427

00:57:44.850 --> 00:57:49.230

noshintasnim: Yes, good really good idea. I'll bring it up about the next meeting. Thank you.

428

00:57:53.700 --> 00:57:54.510

Maria Suttmeier: Thank you machine.

429

00:58:00.870 --> 00:58:03.030

jones: Okay, thank you. Machine.

430

00:58:05.070 --> 00:58:10.530

jones: At this time, I like to make a motion for the personnel agenda a

431

00:58:13.230 --> 00:58:13.920

jones: Little my letters.

432

00:58:31.980 --> 00:58:32.700

jones: Moving on to

433

00:58:33.570 --> 00:58:34.620

Sage Carter: Old business.

434

00:58:36.390 --> 00:58:37.260

jones: Policy Committee.

435

00:58:41.820 --> 00:58:44.400

Maria Suttmeier: And you see, do you want to give a report, you're

436

00:58:45.060 --> 00:58:56.670

Lucinda Segar: On the policy committee met on Tuesday of last week and we had a meeting that included Cheryl whose last name I'm forgetting. I'm sorry.

437

00:58:57.390 --> 00:58:58.110

Maria Suttmeier: We're gonna with

438

00:58:58.170 --> 00:59:08.340

Lucinda Segar: Rabinowitz, thank you. And she and Rachel worked through the series of policies that you'll see in new business.

439

00:59:09.240 --> 00:59:19.710

Lucinda Segar: The data information and data privacy policies and the regulations and she looked over them with Rachel and made sure that they were all in line with

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00:59:20.460 --> 00:59:37.350

Lucinda Segar: What her area of expertise is. And so that was really great. And then we also as a policy committee made a plan to work through kind of our working document of policies to come and then there's also a organizational chart that is up for a first reading.

441

00:59:39.960 --> 00:59:48.900

Maria Suttmeier: So as you know, you know, we've moved it over to new business. So just the report here and then we'll take care of those policies, when we move into new business.

442

00:59:50.340 --> 00:59:51.570

Lucinda Segar: Any questions about any of that.

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00:59:53.970 --> 00:59:58.830

Lucinda Segar: Really are work in this policy committing it meeting was

444

01:00:00.660 --> 01:00:02.640

Lucinda Segar: We. Oh, great. Thanks to Rachel.

445

01:00:12.150 --> 01:00:14.550

jones: Oh, I'm Facility Committee.

446

01:00:16.680 --> 01:00:22.050

Sage Carter: Yeah, we haven't met since my last report. So hopefully we'll meet soon.

447

01:00:23.670 --> 01:00:26.520

Sage Carter: And I will report when we do

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01:00:28.080 --> 01:00:28.650

jones: Thank you.

449

01:00:30.840 --> 01:00:31.770

jones: Audit Committee.

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01:00:38.580 --> 01:00:39.420

jones: Budget Committee.

451

01:00:42.900 --> 01:00:43.350

jones: Report.

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01:00:43.980 --> 01:00:45.750

Maria Suttmeier: So I'll just, you know, I'll just say that the

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01:00:45.750 --> 01:00:46.650

Maria Suttmeier: Audience now.

454

01:00:48.240 --> 01:01:05.160

Maria Suttmeier: That's okay. I was just going to say the audit committee has had reports through Mike and Scott coming in for internal audit and external audits and then the Budget Committee will be starting in soon as budget season approaches when we come back in January. After the holiday results.

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01:01:09.630 --> 01:01:10.140

jones: Thank you.

456

01:01:11.220 --> 01:01:12.960

jones: Now is our public forum.

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01:01:14.010 --> 01:01:14.940

jones: Anyone signed up.

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01:01:18.150 --> 01:01:19.920

Maria Suttmeier: Leslie, did anybody sent an email.

459

01:01:20.670 --> 01:01:21.840

LESLIE COONS: I had no email.

460

01:01:23.640 --> 01:01:24.120

jones: Thank you.

461

01:01:26.760 --> 01:01:30.810

jones: Now is our business administration with port, Jesse.

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01:01:40.770 --> 01:01:42.180

Sage Carter: We can't hear you, Jesse.

463

01:01:48.150 --> 01:01:48.990

LESLIE COONS: He's not here.

464

01:01:51.330 --> 01:01:53.970

jones: They see Jesse I just can't actually just yeah

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01:01:54.390 --> 01:01:55.950

LESLIE COONS: Right. Oh, I see. Okay.

466

01:01:58.290 --> 01:01:58.650

Now,

467

01:02:07.980 --> 01:02:08.730

Jesse Boehme: You hear me now.

468

01:02:09.960 --> 01:02:23.340

Jesse Boehme: That's better. Okay. Sorry. I guess my headphones won't work in well. So tonight I want to talk about state aid, last week the state ID numbers came out for the 21 2021 school year.

469

01:02:24.360 --> 01:02:37.620

Jesse Boehme: As and it could change with other things like this looming 20% that's over our head. But right now, our number is at 23,000,320 \$5,033

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01:02:38.550 --> 01:02:49.770

Jesse Boehme: Which is about \$100,000 less than what we budgeted for and the big reason for this was less expenses in the special ed and transportation aid.

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01:02:50.670 --> 01:03:02.310

Jesse Boehme: And if you remember that these two aids or expense space AIDS. So the excess costs that deals with a special ed expense and transportation aid, which deals with the transportation to expense.

472

01:03:03.390 --> 01:03:28.440

Jesse Boehme: So we didn't spend as much on last year in 1920 school year. Then we estimated and mostly do because of the the shutdown. So we did see a little bit of a decrease in those eight categories. This 23 million that I mentioned before, does include a pandemic adjustment of 620 1000

473

01:03:29.610 --> 01:03:45.390

Jesse Boehme: Which the governor put into his numbers after the start of the coven pandemic. Well, we were able to apply for the gears gears funds and so funding, which is Federal Financial the cares act.

474

01:03:46.680 --> 01:03:52.020

Jesse Boehme: So, and again, this money will was used to offset the pandemic adjustment that the state.

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01:03:53.820 --> 01:03:54.960

Jesse Boehme: Instituted last year.

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01:03:56.130 --> 01:04:20.370

Jesse Boehme: We got 530 \$1,809 from Esser and 90,000 from gears. The only downfall to this funding is we we had to pass off some of this funding to eligible are not public schools. So I had to reach out to all of our non public schools. Our students attend

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01:04:21.540 --> 01:04:31.620

Jesse Boehme: To see if if they were first eligible for the funds and they had to have students that are idle one which are low income students

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01:04:32.220 --> 01:04:43.890

Jesse Boehme: And if they had those they were eligible I needed. And then I had to discuss with them if they had any use for these funds and. And some of them said yes. And some of them said no. So we actually had to

479

01:04:45.030 --> 01:04:45.750

Jesse Boehme: 10 grams.

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01:04:46.500 --> 01:04:47.820

Jesse Boehme: Of those funds.

481

01:04:48.540 --> 01:04:56.550

Jesse Boehme: To non public funds. So we didn't actually get this. The all of the 620 1001 we only got about 610,000 votes.

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01:04:58.500 --> 01:05:01.530

Jesse Boehme: The governor has recently had a press conference.

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01:05:03.360 --> 01:05:08.340

Jesse Boehme: And talking about the 20% caught. He mentioned about, I believe it was last week.

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01:05:09.360 --> 01:05:20.880

Jesse Boehme: That he's really pushing the federal government again to come and assist the state and if they don't we, the, the schools could see a 20% cut

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01:05:22.260 --> 01:05:35.970

Jesse Boehme: The if the 20% card was to come about, this would be unprecedented size and it would drop the state contribution to schools revenues or lowest since 19 since the 1940s.

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01:05:38.550 --> 01:05:43.680

Jesse Boehme: So this would be catastrophic. Too many other not just Hudson, it would be again.

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01:05:44.790 --> 01:05:45.390

Jesse Boehme: A large

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01:05:46.470 --> 01:05:49.230

Jesse Boehme: You know, large hit for all the districts

489

01:05:52.350 --> 01:06:06.630

Jesse Boehme: So he did mention that if we were to see that 20% cut it would be coming towards the end of the state's fiscal year the state's end of their fiscal year is over in March.

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01:06:08.190 --> 01:06:11.040

Jesse Boehme: So we could see that 20% cut in March.

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01:06:12.120 --> 01:06:24.060

Jesse Boehme: And that's actually we get our biggest payments from the state are in March, April and May. So if we do does take a large portion out of that and that area would be pretty significant.

492

01:06:24.960 --> 01:06:37.110

Jesse Boehme: We did as of this point, we haven't seen any reduction in aid for for the 2021 school year. We've gotten all the payments every supposed to get on time and a full amount

493

01:06:38.070 --> 01:06:52.680

Jesse Boehme: We did see some reduction in the 1928 that we got right around 45,000 in aid from the 1920 school year. And there's been no discussion of skinny. I knew that money back.

494

01:06:54.240 --> 01:07:07.650

Jesse Boehme: If we were to see a straight 20% cut of our all of our state aid, it would come to right around \$4.7 million. So again, it's, it's pretty. It's a significant amount and

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01:07:09.840 --> 01:07:15.360

Jesse Boehme: Know, we're interested in. See, hoping that the federal government comes through and helps the state.

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01:07:16.410 --> 01:07:26.070

Jesse Boehme: We also have again some major concerns about the following year, or the 2021 school year, you know, even if the federal government does come and bail us out this year.

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01:07:27.240 --> 01:07:30.750

Jesse Boehme: The state is going to have quite a bit of a hole to fill

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01:07:32.340 --> 01:07:39.420

Jesse Boehme: And we do expect to see much lower state in the next, not just next year, but next few years.

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01:07:41.430 --> 01:07:51.120

Jesse Boehme: So is there any questions on that. I wish I had some more detail on exactly what is going to happen. Unfortunately, right now, that as much as I know

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01:07:51.570 --> 01:08:04.380

Jesse Boehme: I do meet with the other business officials and the state a planning a quest our weekly and they give us up to dates on a weekly basis. And they also give Dr. Scott Meyer updates to in her meetings.

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01:08:05.460 --> 01:08:09.180

Jesse Boehme: So if I do hear anything else I will definitely let you guys know

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01:08:12.540 --> 01:08:28.140

Maria Suttmeier: I just want to add that will be meeting with the building principals in January. As you see on the consensus agenda, you have the budget calendar and starting to talk to them about forecasting what we need as a, you know, academic

503

01:08:29.580 --> 01:08:42.120

Maria Suttmeier: Environment next year for school. But things will be changing. You know, march of 2020 was a very tense month for school districts due to the pandemic and schools closing

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01:08:42.480 --> 01:08:50.370

Maria Suttmeier: But it sounds like march of 21 could be a very tense month for districts to as we learn our fate when it comes to state aid.

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01:08:52.200 --> 01:08:58.230

Jesse Boehme: Yeah, I will say that we, we do have sufficient fun balance.

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01:08:59.760 --> 01:09:17.280

Jesse Boehme: As well, both of our auditors is mentioned in their Otter reports and I'd like to thank the previous business administrator and the boards and and superintendents that build these this this cushion for for times like this but you know that that will go fast. It's a snowball effect and

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01:09:19.170 --> 01:09:21.150

Jesse Boehme: You know, it's not gonna be there forever.

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01:09:23.010 --> 01:09:29.730

Maria Suttmeier: The good news is we didn't have that at all. The last recession and we do have

it to rely on it could be very helpful going into the

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01:09:30.780 --> 01:09:40.470

Maria Suttmeier: School year but just as Jesse just said it's not going to sustain us, year after year. So we're going to have to make some decisions.

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01:09:41.520 --> 01:09:42.750

Maria Suttmeier: Beginning with next year.

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01:09:46.500 --> 01:09:50.880

Maria Suttmeier: So that there isn't a great big snowball effect in any particular school year.

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01:09:55.380 --> 01:09:55.770

Maria Suttmeier: Thank you.

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01:09:56.520 --> 01:09:57.060

Thanks, guys.

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01:09:59.310 --> 01:09:59.790

jones: Thank you.

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01:10:01.980 --> 01:10:07.980

jones: Now we have the assistant superintendent report will improvement updates.

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01:10:12.330 --> 01:10:24.450

April Prestipino: So every year the virtual to comic Community Foundation, also known as arts and humanities. They have a grant or grant opportunities usually for our teachers and

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01:10:24.930 --> 01:10:33.270

April Prestipino: We have many teachers and community members that take advantage of applying for this grant. And then I sit on a committee that

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01:10:34.320 --> 01:10:50.640

April Prestipino: Hundred reviews the applications and decide what the grant awards who

whose applications are granted and award and what the award amount is and often they have gone towards supporting field trips for our students to go to different places, um,

519

01:10:52.050 --> 01:11:03.870

April Prestipino: Some of the other music opportunities that are in the community bundle stuff in terms of like the circus and different things like that. So this year because of the way school is and the pandemic.

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01:11:04.650 --> 01:11:07.470

April Prestipino: They allow for a lot more flexibility.

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01:11:08.040 --> 01:11:22.440

April Prestipino: Or a different way of thinking about how they can support our schools. And so I worked directly with one of the board members to speak with I spoke with stop four walls as the department chair for music and I spoke with

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01:11:22.830 --> 01:11:33.930

April Prestipino: Elizabeth el vino as the as the department chair for arts and I also shared with with Chris Jones, some of the things that we're grappling with and facing in terms of

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01:11:34.440 --> 01:11:53.790

April Prestipino: The extreme finances that we have to send for just technology in general. Um, so we made a proposal to the arts and humanities Fund and the committee met and they were very gracious and granting everything that we had requested, basically. So, um,

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01:11:54.570 --> 01:12:05.670

April Prestipino: I don't know if you guys are aware of this, but you know just purchase a Chromebook is one thing, but we also have to purchase a Google license in order for that Chrome up to work and each Google license is \$25

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01:12:06.300 --> 01:12:17.370

April Prestipino: So it adds up very quickly. So they have agreed to fund 300 Google licenses for 300 Chromebooks that we have on the way, which is outstanding.

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01:12:17.880 --> 01:12:23.550

April Prestipino: And one of the other things that they did was, um, you know. When Scott was

presenting he

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01:12:24.030 --> 01:12:36.270

April Prestipino: Briefly quickly showed you the keyboard that plugs into the Chromebooks. Well, Mr corcovado had time to one of those for the virtual students at the junior high, so they are funding.

528

01:12:37.200 --> 01:12:48.600

April Prestipino: I'm there, providing the funds for us to get the keyboards for the Virtual School students, so we can send those on to them once they come in at the junior high, which Mr core data is

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01:12:49.650 --> 01:12:53.520

April Prestipino: Over the moon excited. His phrase in his email was hot diggity.

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01:12:54.720 --> 01:13:06.930

April Prestipino: Um, and then the other thing that they agreed to fund for us, for our supplies for the Virtual School students at the elementary school actually for across all the schools. So, um,

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01:13:07.950 --> 01:13:18.300

April Prestipino: And that was a way to allow the Virtual School students to participate in some of the more robust and in depth, our projects that require special

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01:13:19.620 --> 01:13:32.400

April Prestipino: Special paints or special, you know, like pencils or different things like that or brushes that they just can't get anywhere that we also can't afford to send home. Um, so

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01:13:33.660 --> 01:13:48.660

April Prestipino: I'm very grateful to them for being open to some different things and just being super supportive of what our students need and the district needs to help us get through the school year and into the future. So thank you to them for that.

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01:13:49.260 --> 01:13:56.070

April Prestipino: Um, we had our hot day PD LAST WEEK FOR SIX THROUGH 12 it was parent teacher conferences for k five

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01:13:56.490 --> 01:14:02.280

April Prestipino: And, you know, there's always something new that we need to continue to offer the teachers as it relates to

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01:14:02.580 --> 01:14:12.210

April Prestipino: Software that we now have access to that we've never had access to before. So the teachers were able to participate in workshops that taught them how to use canny

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01:14:13.080 --> 01:14:15.120

April Prestipino: And it's not that they don't know how to use it, but

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01:14:15.720 --> 01:14:28.200

April Prestipino: Really well. Like, what are some of the new features. Now that we have the licenses that allow us to have full access to these software's so kamei near cod, which has just got everyone all excited

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01:14:28.860 --> 01:14:47.040

April Prestipino: I'm castle learning, which is one of the favorite programs of the Social Studies department. And so I was, I had some representatives come in from kamei well actually from both us they came in and helped out with some different things. We just been culturally responsive instruction.

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01:14:48.750 --> 01:14:55.920

April Prestipino: Representatives from Europe, Mr McCormick came up and helped and did some some sessions. One of the social studies teachers.

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01:14:56.310 --> 01:15:07.080

April Prestipino: Did the castle learning sessions. And then, Mr le cas spent time with his teachers, doing some rotations and work with them on portrait of a graduate so

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01:15:07.860 --> 01:15:20.340

April Prestipino: It was weird. I have to tell you, because there was so many people who just chose to participate virtually so all the teachers were just in their rooms, instead of being in

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01:15:20.790 --> 01:15:28.140

April Prestipino: Like a space where the presenter was there were a few people who came and sat in the room and to have it you know it live but

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01:15:28.980 --> 01:15:42.360

April Prestipino: Basically most everyone shows to participate virtually so and you know it makes sense. Um, it's just different very different from the PV we had in September when everyone was together.

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01:15:43.500 --> 01:15:53.340

April Prestipino: And then the other thing you know I you guys. You've heard me talk about teacher observations, but you know from Thanksgiving. So now I conducted 12 observations and

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01:15:53.880 --> 01:16:09.300

April Prestipino: I have probably another 15 to go when we come back from the break. So really excited to spend time with all these teachers and to really see what they're doing and how hard they're working. Um, and it's just it's a blessing for me. So that's all I have for you tonight.

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01:16:12.030 --> 01:16:13.800

jones: Thank you have a purpose.

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01:16:15.000 --> 01:16:16.470

jones: Now we will have

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01:16:19.410 --> 01:16:20.550

jones: To pretend this report.

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01:16:23.550 --> 01:16:23.820

jones: What

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01:16:29.220 --> 01:16:32.850

Maria Suttmeier: Okay, so yeah, just a few things. I just wanted to

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01:16:34.050 --> 01:16:38.760

Maria Suttmeier: Let you know that I sent out a message to the board that just let

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01:16:40.050 --> 01:16:46.860

Maria Suttmeier: It be publicly said that the New York State high school Athletic Association has announced the cancellation of all

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01:16:47.280 --> 01:17:01.530

Maria Suttmeier: Winter state championships and the postponement of high risk sports until authorization is granted by state officials and you know they they took into consideration feedback that they were receiving from membership in the

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01:17:03.270 --> 01:17:14.010

Maria Suttmeier: And the section edge executive directors. So, you know, we do have some sports that will be starting one of which is swimming and I did send the board.

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01:17:14.760 --> 01:17:24.780

Maria Suttmeier: An email today. And I just want to make sure there's consensus, because you know we are abiding by our reopening plan, but as new things prop up and

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01:17:25.170 --> 01:17:34.470

Maria Suttmeier: You know the swim practices are scheduled for Wednesday's. I just wanted to be sure that the board was okay with that as long as Paul stalker.

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01:17:35.340 --> 01:17:49.530

Maria Suttmeier: feels that he can work around it. I spoke to him after I sent your email, I was able to to contact him and he feels that the swim coach is very easy to work around she runs a tight ship, no pun intended, with the water

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01:17:50.400 --> 01:17:57.180

Maria Suttmeier: And that he can work around the schedule for that deep cleaning. So if the board has no objections to that.

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01:17:57.450 --> 01:18:07.560

Maria Suttmeier: This seems a bit different than just allowing people to come into work and student access to the building because these are practices for swim meets which will look very different this year.

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01:18:11.910 --> 01:18:22.980

Maria Suttmeier: We're okay. Thumbs up. Okay. All right, good. So as long as Paul can work around that and the deep planning happens when we're ready to open our doors on Thursday as plan. I will let Paul and

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01:18:25.260 --> 01:18:29.010

Maria Suttmeier: Derek know that we're good to go. So thank you for that.

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01:18:30.540 --> 01:18:43.560

Maria Suttmeier: Also, I'm excited about what our goals are becoming I sent you for renditions of the achieve become and commit goals that the board set

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01:18:43.980 --> 01:18:54.270

Maria Suttmeier: Those broad overarching statements that you did back in February of 2020 and I'm just wondering, I heard from two people that liked the

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01:18:54.660 --> 01:19:15.270

Maria Suttmeier: Fourth rendition, and that is the one that the title is future focused and then at the bottom. It has the destination graduation to occupation, so I just would like to know if anybody has any other thoughts about the other choices that we sent your way.

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01:19:16.920 --> 01:19:23.820

Maria Suttmeier: THERE WAS A plus B plus C equals destination graduation to occupation and then there was

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01:19:25.740 --> 01:19:31.650

Maria Suttmeier: Another one with just destination graduation at the top and then we blended together.

568

01:19:32.790 --> 01:19:34.110

Maria Suttmeier: For future focused

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01:19:38.400 --> 01:19:40.140

Maria Suttmeier: Sage you want muted. Where you going

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01:19:40.170 --> 01:19:43.710

Sage Carter: It did ya know I liked it. I thought. Number four was good.

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01:19:45.720 --> 01:19:46.710

Sage Carter: You know I not sure

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01:19:48.030 --> 01:19:49.410

Sage Carter: I was a little worried that the

573

01:19:50.640 --> 01:19:55.770

Sage Carter: The colors were pretty muted. And I didn't know if there's anything we could do to make a jump out a little more

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01:19:57.060 --> 01:20:02.820

Sage Carter: It just felt a little drab, but I mean, I know it's hard to do, gold and do texting gold.

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01:20:04.020 --> 01:20:08.610

Sage Carter: But I thought if there's anything we can do to punch it up because we really want people to be excited by it. So,

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01:20:09.150 --> 01:20:10.800

Maria Suttmeier: Yeah, I mean, the only thing that

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01:20:10.860 --> 01:20:12.300

Sage Carter: My critique was the

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01:20:12.300 --> 01:20:16.650

Maria Suttmeier: Word future seem to be more of like a greenish gold. It wasn't the same

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01:20:16.680 --> 01:20:33.390

Maria Suttmeier: Goal that was used for the VCs and the destination graduation. So I am asking her to change that future. So the very first word on the page pops more I'll see if there's different shades. I know what you mean, just to have very sharp

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01:20:33.840 --> 01:20:39.030

Maria Suttmeier: You know, gold and blue. So it really, you know, is eye catching

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01:20:40.230 --> 01:20:52.320

Maria Suttmeier: I will ask her that I will ask her that, but you know I did notice that the future didn't match the rest of the gold coloring. So that's something that we will change. And if everybody's happy with the way that it's

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01:20:53.610 --> 01:20:54.360

Maria Suttmeier: Laid out

583

01:20:55.740 --> 01:21:03.960

Maria Suttmeier: Then we can move forward with number four. I think it's very professional looking when I look at our vision 2020 goals, you know, we were starting

584

01:21:04.350 --> 01:21:09.240

Maria Suttmeier: From no vision to a vision and really trying to have those SMART goals.

585

01:21:10.170 --> 01:21:19.800

Maria Suttmeier: Visible so that we could get everybody moving in the right direction. I think these are great. I think they really can move beyond the four years we will be setting.

586

01:21:20.670 --> 01:21:28.800

Maria Suttmeier: The four year targets for district goals as well as building goals, but I think these overarching statements can take the district beyond 2024

587

01:21:30.840 --> 01:21:39.210

Lucinda Segar: I was just gonna say I really liked the addition of inclusive to the learning environment in letter C.

588

01:21:39.690 --> 01:21:48.000

Lucinda Segar: And I wondered if maybe it's worth just adding it to the top because we also use the term educational environment at the top.

589

01:21:48.480 --> 01:22:05.190

Lucinda Segar: It is our responsibility to create an engaging inclusive and inspiring educational environment with multiple opportunities for our students to and then it's applies to all the A, B and C. And it kind of for friends that goal of being inclusive.

590

01:22:06.780 --> 01:22:11.430

Maria Suttmeier: I'll see if they can, you know, I think we'll have to change those size font.

591

01:22:11.730 --> 01:22:13.680

Lucinda Segar: Yeah, that's my thing my shift. Yeah.

592

01:22:14.070 --> 01:22:19.560

Maria Suttmeier: But if she can do that. I think that's a great idea because you're right. The language is the same.

593

01:22:20.130 --> 01:22:20.700

Lucinda Segar: Right, it's

594

01:22:20.730 --> 01:22:25.230

Maria Suttmeier: The lead him right to introduce the achieved become

595

01:22:26.280 --> 01:22:28.710

Lucinda Segar: And it just might be more noticeable up there also.

596

01:22:28.740 --> 01:22:33.300

Maria Suttmeier: Yeah, okay, good. Great. Any other feedback, this is all great.

597

01:22:35.430 --> 01:22:40.320

Chuck's iPhone: Because the. The only question I had is on committing to civic engagement.

598

01:22:41.490 --> 01:22:55.980

Chuck's iPhone: And I'm not clear on exactly what that means or how we're committing to civic engagement. I'm not sure that the description communicates exactly what we're doing with regard to civic engagement.

599

01:22:58.080 --> 01:23:16.290

Maria Suttmeier: Do any of the other board members want to speak to that because this was the work on February 1 so those that lead in and that paragraph really was the work of the board that came to the workshop. So I don't want to rearrange anything that has to come from the board to

600

01:23:19.530 --> 01:23:20.520

Maria Suttmeier: Respond to that.

601

01:23:21.090 --> 01:23:24.480

Lucinda Segar: Think the goal, the goal there was to try to

602

01:23:25.500 --> 01:23:28.680

Lucinda Segar: Create a goal around

603

01:23:29.760 --> 01:23:34.620

Lucinda Segar: Our students becoming engaged community members and citizens.

604

01:23:36.180 --> 01:23:42.090

Lucinda Segar: In the future, and members of like their school community, but also their Broader Communities in the future.

605

01:23:44.190 --> 01:23:45.390

Chuck's iPhone: Right, okay.

606

01:23:46.680 --> 01:23:48.600

Lucinda Segar: But maybe lamb.

607

01:23:49.080 --> 01:23:53.010

Chuck's iPhone: The wording there doesn't really communicate that. I think that was probably the goal, but the

608

01:23:53.220 --> 01:23:54.330

Lucinda Segar: Wording doesn't the

609

01:23:54.450 --> 01:24:07.320

Chuck's iPhone: Wording seems to be more focused on what's happening inside the school, rather than what is being done to engage the community or involve the students in engaging with the community that's that's. My only comment don't know

610

01:24:09.120 --> 01:24:23.820

Maria Suttmeier: If there's, you know, something that can be sent to me that would improve that language before this gets pushed out, you know, further I would be willing to entertain that, you know, and see if we can fit it in there.

611

01:24:29.490 --> 01:24:31.590

Maria Suttmeier: I'm just pulling it up now, so I can

612

01:24:32.850 --> 01:24:34.440

Maria Suttmeier: In case you don't have it in front of you.

613

01:24:35.730 --> 01:24:48.030

Maria Suttmeier: It says commit to civic engagement is the title of that particular goal and then our schools will cultivate a positive culture by providing a safe inclusive and supportive learning environment.

614

01:24:48.600 --> 01:24:56.100

Maria Suttmeier: celebrating diversity fostering collaboration and actively engaging school members and our community.

615

01:25:00.690 --> 01:25:06.030

Maria Suttmeier: So if we're talking more about, you know, being active members of the community and

616

01:25:07.140 --> 01:25:08.640

Maria Suttmeier: Service Learning

617

01:25:10.350 --> 01:25:19.080

Maria Suttmeier: This dissipating in community events. I can see where you're coming from their

chat, because it doesn't really explain what we're expecting them to do.

618

01:25:20.520 --> 01:25:28.530

Chuck's iPhone: I wasn't there for the February 1 meeting so I wasn't involved in in that so I wasn't quite sure exactly what the focus was but

619

01:25:29.640 --> 01:25:30.150

Maria Suttmeier: The more

620

01:25:31.290 --> 01:25:44.820

Maria Suttmeier: All the more someone that wasn't part of the work. Sometimes we know it because we were doing the work. So we know what we mean. But for having you come in and with a clean pair of eyes and go all it doesn't speak to me because I wasn't there, that that's meaningful.

621

01:25:46.200 --> 01:25:48.450

Maria Suttmeier: You saved you had, I think,

622

01:25:50.280 --> 01:25:56.700

Sage Carter: I recall during the conversation. It's in the last part of it actively engaging school members.

623

01:25:57.030 --> 01:26:04.110

Sage Carter: And our community. We want to do that boy also want our school members to be engaged in the community out in the community.

624

01:26:04.440 --> 01:26:20.400

Sage Carter: So I think we're sort of missing that bridge, you know, we want to get, you know, we're always talking about parent and community engagement and bringing them into this whole but we also want our students to be active outside of school in the community where they live, um,

625

01:26:22.470 --> 01:26:26.760

Sage Carter: So I think maybe that's just missing from this wording.

626

01:26:29.100 --> 01:26:40.530

Maria Suttmeier: So would it would it help to at the end where it says an actively engaging students in community projects, something like that.

627

01:26:43.980 --> 01:26:49.860

Sage Carter: Well, the problem is it then it narrows it in a way that I think from the conversation before we didn't want it.

628

01:26:51.960 --> 01:26:59.130

Sage Carter: In corpus in incorporates a lot. So I get why it's hard to say it. Um,

629

01:27:00.180 --> 01:27:01.500

Sage Carter: I think I'd sleep on it.

630

01:27:03.240 --> 01:27:13.380

Lucinda Segar: Maybe we can put this text right into an email that I'm happy to do it. And then we could pass it around a little bit tomorrow.

631

01:27:14.640 --> 01:27:16.740

Maria Suttmeier: Just be mindful of word count.

632

01:27:17.250 --> 01:27:21.150

Maria Suttmeier: Because this is laid out very carefully. There's no room.

633

01:27:21.180 --> 01:27:21.810

Lucinda Segar: For

634

01:27:21.870 --> 01:27:24.300

Maria Suttmeier: And to make it adding a lot of words and

635

01:27:24.360 --> 01:27:35.910

Maria Suttmeier: We need to be, you know, right to the point. But I would really like to perfect this so that this carries the through the district for the four years that it's intended for and quite possibly be on that too.

636

01:27:38.190 --> 01:27:40.020

Maria Suttmeier: That'd be great. Even if you want to do it in a

637

01:27:40.020 --> 01:27:41.250

Maria Suttmeier: Google Doc, so people can

638

01:27:41.250 --> 01:27:43.020

Maria Suttmeier: Kind of manipulate it. Sure.

639

01:27:43.560 --> 01:27:44.040

Lucinda Segar: I'll share it.

640

01:27:44.580 --> 01:27:45.120

Maria Suttmeier: Thank you.

641

01:27:46.590 --> 01:27:54.960

Maria Suttmeier: And then the last thing that I just wanted to report on is, you know, I always try to focus on celebrating something. Right. And as you know, even in this

642

01:27:55.200 --> 01:28:05.130

Maria Suttmeier: Unusual year there's so much. Right. And speaking of our community and wanting to engage our students in our community and our community working in partnership with us.

643

01:28:06.000 --> 01:28:19.200

Maria Suttmeier: We're very, very fortunate in Hudson to have community based organizations that are interested in Hudson care about our students want to assist our, our district, especially at times like this.

644

01:28:20.280 --> 01:28:26.220

Maria Suttmeier: As you may know, I have applied for a grant through the Galvin foundation still waiting to hear back from them.

645

01:28:26.820 --> 01:28:30.660

Maria Suttmeier: But they approached us saying, you know, what can we do to assist students

646

01:28:31.170 --> 01:28:40.350

Maria Suttmeier: We've talked about the Hudson literacy Foundation and the wonderful desks that they donated to our students during these difficult times with students learning at home.

647

01:28:40.980 --> 01:28:49.470

Maria Suttmeier: And then I was also approached by the Hudson River Bank and Trust who asked, what is it that your students need. We know that the district is

648

01:28:50.040 --> 01:28:55.170

Maria Suttmeier: Finding it very challenging this year. There's expenses that you weren't expecting through the coven

649

01:28:55.890 --> 01:29:08.760

Maria Suttmeier: P P and all of the other expenses that come along with that students learning at home needing hotspots needing devices and I spoke with the board today and they have encouraged me to apply for grant

650

01:29:09.810 --> 01:29:21.600

Maria Suttmeier: For hotspots for our students. So that on the chance that we have to go 100% remote but or even right now with so many students learning in a virtual environment.

651

01:29:21.930 --> 01:29:30.780

Maria Suttmeier: That we have hot spots that are ready to go with licenses. So I just want to give a shout out to our community and recognize that

652

01:29:31.200 --> 01:29:46.530

Maria Suttmeier: It's not even us seeking this they're thinking of us they're reaching out to us and they're inviting us to send out a grant their way asking for funding that can assist students. So I just wanted to say how thankful I am that

653

01:29:47.550 --> 01:29:58.380

Maria Suttmeier: This is something that our community partners are doing for us. Even now, when I'm sure they're having a difficult challenge as well so

654

01:29:59.430 --> 01:30:00.570

Maria Suttmeier: That's it for me tonight.

655

01:30:13.740 --> 01:30:14.070

jones: Thank you.

656

01:30:16.650 --> 01:30:17.550

jones: I like to make the motion.

657

01:30:23.280 --> 01:30:23.880

jones: So,

658

01:30:26.700 --> 01:30:27.660

jones: Hello. Can you hear me.

659

01:30:29.520 --> 01:30:30.690

jones: You don't hear anyone anymore.

660

01:30:35.730 --> 01:30:39.510

Maria Suttmeier: You're breaking up a little bit on my end will let maybe you could just say that again.

661

01:30:44.010 --> 01:30:48.660

Lucinda Segar: It was hard to hear you, Willa. If you just want to repeat it. I don't think we heard you.

662

01:30:52.440 --> 01:30:54.450

Maria Suttmeier: She's frozen on my screen. Is it me

663

01:30:55.500 --> 01:30:55.920

Maria Suttmeier: No.

664

01:30:56.700 --> 01:30:57.030

No.

665

01:30:58.140 --> 01:31:01.170

Maria Suttmeier: Okay, what somebody else like to make that motion for her, please.

666

01:31:03.420 --> 01:31:04.470

Maria Suttmeier: She was that consensus.

667

01:31:04.470 --> 01:31:05.580

Chuck's iPhone: I can do it. Oh.

668

01:31:05.760 --> 01:31:11.490

Chuck's iPhone: I'd like to make a motion to approve consensus agenda items. A through F.

669

01:31:13.980 --> 01:31:14.430

Lucinda Segar: Second,

670

01:31:16.560 --> 01:31:17.190

Chuck's iPhone: All in favor.

671

01:31:18.960 --> 01:31:20.520

Sage Carter: Sage. Yes.

672

01:31:27.090 --> 01:31:32.490

Maria Suttmeier: We're just not going to know if we'll let said yes but she can put it in the chat will let if you can hear us.

673

01:31:44.970 --> 01:31:46.050

Carrie : Can you hear me.

674

01:31:47.550 --> 01:31:49.740

Carrie : No, yeah, yeah.

675

01:31:51.210 --> 01:31:55.470

Carrie : Would you like me to carry on for a little while.

676

01:32:00.060 --> 01:32:02.520

Lucinda Segar: You sound like a robot, though, it's really hard.

677

01:32:14.580 --> 01:32:18.780

Maria Suttmeier: So for consistency, Chuck, since you were successful with the consensus agenda.

678

01:32:18.780 --> 01:32:21.570

Maria Suttmeier: He likes to just continue right on to number 13

679

01:32:22.230 --> 01:32:22.740

Okay.

680

01:32:24.270 --> 01:32:33.810

Chuck's iPhone: New business policy committee has a first reading of policy number 3230 the district organizational chart.

681

01:32:36.270 --> 01:32:38.760

Chuck's iPhone: And I think we decided that

682

01:32:39.870 --> 01:32:41.640

Chuck's iPhone: If there were no

683

01:32:43.560 --> 01:32:50.040

Chuck's iPhone: There was no other input or no objections, we could approve this organizational chart at this meeting.

684

01:32:54.840 --> 01:33:12.720

Maria Suttmeier: So it's really a matter of title changes. We've had a couple of different positions come in the IT manager, as well as the head maintenance worker. So it's really just getting those titles corrected. So it's not substantial change whatsoever. So you can accept that tonight.

685

01:33:17.940 --> 01:33:19.170

Chuck's iPhone: Anybody have any input.

686

01:33:22.320 --> 01:33:22.830

Lucinda Segar: Looks good.

687

01:33:23.940 --> 01:33:29.490

Chuck's iPhone: Okay. Do we want to approve the organizational chart tonight.

688

01:33:35.280 --> 01:33:47.190

Chuck's iPhone: I'd like to make a motion to approve policy number 3230 as revised the Hudson City School District organizational chart.

689

01:33:49.710 --> 01:33:50.130

Lucinda Segar: Second,

690

01:33:51.570 --> 01:33:52.140

Chuck's iPhone: All in favor.

691

01:34:13.980 --> 01:34:14.460

Chuck's iPhone: organizational chart.

692

01:34:21.240 --> 01:34:22.230

Chuck's iPhone: Next we have a

693

01:34:23.820 --> 01:34:26.340

Chuck's iPhone: Read on. Yeah, okay.

694

01:34:27.780 --> 01:34:28.170

Chuck's iPhone: You back

695

01:34:31.740 --> 01:34:36.390

Chuck's iPhone: Okay, so we have a first reading of

696

01:34:37.590 --> 01:34:39.660

Chuck's iPhone: A number of related policies.

697

01:34:40.740 --> 01:35:05.100

Chuck's iPhone: At 635 information and data privacy, security breach and notification at 635 our information and data privacy, security breach notification regulation at 635 he point one parents bill of rights for student data privacy and security and at 635 he to

698

01:35:06.840 --> 01:35:07.590

Chuck's iPhone: placeholders

699

01:35:13.050 --> 01:35:14.100

Chuck's iPhone: So,

700

01:35:16.920 --> 01:35:18.810

Chuck's iPhone: Everyone had a chance to take a look at these

701

01:35:23.010 --> 01:35:24.270

Chuck's iPhone: This is just the first reading.

702

01:35:25.980 --> 01:35:28.980

Chuck's iPhone: Rachel did a lot of work on these policies.

703

01:35:30.060 --> 01:35:31.170

Chuck's iPhone: And I think

704

01:35:32.490 --> 01:35:40.350

Chuck's iPhone: You know, they're in great shape. I don't think we really made too many changes in our meeting last Tuesday in the policy committee.

705

01:35:47.940 --> 01:35:54.510

Lucinda Segar: Yeah, and we just talked about making sure that people with the right titles were in the right spots that was it.

706

01:35:57.150 --> 01:35:59.370

Chuck's iPhone: So yeah, this is the first redone.

707

01:36:00.060 --> 01:36:07.470

Maria Suttmeier: So this will move to old business at our next meeting, and the board can so move to approve it at that time or

708

01:36:08.070 --> 01:36:20.460

Maria Suttmeier: You know if there's any additional comments at that time, we would actually, you know, be able to make some edits, if needed, but I don't think there's going to be anything substantial. So I do think you would be able to approve this next

709

01:36:22.470 --> 01:36:22.740

Chuck's iPhone: Okay.

710

01:36:24.840 --> 01:36:25.230

All right.

711

01:36:26.340 --> 01:36:32.280

Chuck's iPhone: Next we have public forum, Leslie. Do we have any questions or comments from the public.

712

01:36:37.170 --> 01:36:38.220

Lucinda Segar: you're muted. Listen.

713

01:36:38.580 --> 01:36:39.030

Listen.

714

01:36:40.260 --> 01:36:41.070

LESLIE COONS: No questions.

715

01:36:44.280 --> 01:36:44.610

Chuck's iPhone: Okay.

716

01:36:47.070 --> 01:36:55.050

Chuck's iPhone: We have upcoming meeting dates is a Board of Education meeting tuesday january 5 at 630 via zoom

717

01:36:57.720 --> 01:37:09.360

Chuck's iPhone: Is an MC yes yes curriculum workshop tuesday january 19 at 6pm also via zoom followed by a board of education meeting at 7pm via zoom

718

01:37:16.860 --> 01:37:18.270

Chuck's iPhone: Upcoming committee meetings.

719

01:37:20.280 --> 01:37:29.100

Chuck's iPhone: As a Board of Education Policy Committee meeting tuesday january 12 at 430 that is also a virtual meeting.

720

01:37:35.640 --> 01:37:38.850

Chuck's iPhone: Okay, now we have Executive Session.

721

01:37:39.870 --> 01:38:00.390

Chuck's iPhone: I'd like to make a motion to enter into executive session for the purpose of discussing real estate employment history of a particular person or persons negotiations with food service tentative HGA negotiations and teacher aid negotiations at 750 to

722

01:38:01.620 --> 01:38:04.680

Maria Suttmeier: Do need to add teach tenure recommendations to that.

723

01:38:09.180 --> 01:38:09.930

You have a second

724

01:38:11.220 --> 01:38:11.670

Lucinda Segar: Second,

725

01:38:12.330 --> 01:38:12.960

Chuck's iPhone: All in favor.

726

01:38:19.260 --> 01:38:20.010

Sage Carter: Ah, yes.

727

01:38:25.140 --> 01:38:32.670

Maria Suttmeier: Okay, so everybody has a separate link to go to the Executive Session, and then we'll come back here to close out this meeting.

728

01:38:33.780 --> 01:38:35.880

Maria Suttmeier: No further action being taken, however.

729

01:38:59.130 --> 01:39:02.190

Maria Suttmeier: Carry. Want to see if Chuck's having problems getting back

730

01:39:52.050 --> 01:39:53.460

Carrie : He can't get back and he said

731

01:40:00.540 --> 01:40:03.330

Maria Suttmeier: Well, I mean, you can you have enough here to

732

01:40:05.220 --> 01:40:07.020

Maria Suttmeier: Exit and adjourn.

733

01:40:09.090 --> 01:40:16.980

Carrie : So make a motion to exit executive session and resume regular meeting at 9:38pm

734

01:40:18.240 --> 01:40:18.900

Sage Carter: Second,

735

01:40:20.100 --> 01:40:20.550

Carrie : Favor

736

01:40:26.850 --> 01:40:27.210

Carrie : Linda

737

01:40:31.080 --> 01:40:31.320

Carrie : Yes.

738

01:40:34.650 --> 01:40:35.850

Carrie : I make a motion to

739

01:40:37.140 --> 01:40:39.750

Carrie : End the meeting at 9:39pm

740

01:40:41.760 --> 01:40:42.420

Sage Carter: I'll second.

741

01:40:43.440 --> 01:40:44.100

All in favor.

742

01:40:48.030 --> 01:40:48.540

Anybody have

743

01:40:50.940 --> 01:40:52.110

Maria Suttmeier: A Good night, everyone.

744

01:40:52.890 --> 01:40:53.550

Sage Carter: Good night.

745

01:40:54.120 --> 01:40:58.710

Maria Suttmeier: Thank you. And thank you everyone for pitching in when Kerry's audio was out

746

01:41:00.360 --> 01:41:01.170

Carrie : Thank you, people

747

01:41:01.590 --> 01:41:03.600

Carrie : I liked it, you can do

748

01:41:03.630 --> 01:41:06.120

Lucinda Segar: Next time. Well, happy holidays.

749

01:41:06.630 --> 01:41:08.190

Maria Suttmeier: Happy Holidays everyone

750

01:41:15.090 --> 01:41:15.360

jones: Bye.

751

01:41:17.250 --> 01:41:17.910

jones: Bye guys.