

WEBVTT

1

00:00:00.000 --> 00:00:14.099

Mark Brenneman: We've had the as teachers, providing the majority of that instruction and I've just been so impressed with with the work that they've done you know they've taken this situation and run with it a few of our virtual teachers are here tonight, and I'm, you know, we really

2

00:00:15.299 --> 00:00:23.880

Mark Brenneman: Love what's going on, it's a challenging way to teach kids, but I think that our teachers have responded to that and done a great job.

3

00:00:25.320 --> 00:00:35.370

Mark Brenneman: So we are now going to turn it over to letters. I think that Mrs. Blake or Mrs hagner I'm sorry I was, um, wants to present her screen at this point.

4

00:00:36.090 --> 00:00:40.980

Mark Brenneman: So I'm going to go ahead and back out of presenting my screen.

5

00:00:42.510 --> 00:00:43.410

Mark Brenneman: I gotta figure out

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00:00:47.010 --> 00:00:50.100

Allison: Mark. If you want to just keep presenting, that's fine, don't worry, don't worry about that.

7

00:00:51.420 --> 00:00:51.780

Mark Brenneman: Okay.

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00:00:54.480 --> 00:00:58.980

Mark Brenneman: Okay, so you put all of it in there. I didn't know. So I think it's

9

00:00:59.070 --> 00:01:00.990

Allison: Linked on the the letters logo.

10

00:01:01.980 --> 00:01:02.730

Mark Brenneman: Just click on it.

11

00:01:02.850 --> 00:01:03.210

Yeah.

12

00:01:04.710 --> 00:01:05.100

Allison: Oh, no.

13

00:01:05.130 --> 00:01:10.740

Mark Brenneman: I need access. Oh no. All right, so I'm gonna, I'm going to get out of the sharing here.

14

00:01:12.270 --> 00:01:14.100

Mark Brenneman: Okay, um,

15

00:01:22.770 --> 00:01:24.120

Mark Brenneman: Can figure out how to

16

00:01:26.070 --> 00:01:28.650

Maria Suttmeier - Hudson City SD: At the top, it should say stop sharing. Here we go.

17

00:01:29.460 --> 00:01:32.550

Allison: Okay. All right. You should be able to access

18

00:02:00.090 --> 00:02:10.080

Mark Brenneman: So, a big thank you to Mr. Mrs. Mrs. Mrs. Mrs. Mrs Pitts. This is her pants and Miss Smith for

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00:02:10.650 --> 00:02:23.250

Mark Brenneman: coming tonight to talk about letters. It's something that I know Dr. Myron Dr. Press the piano, and I've been talking about for at least three years and we were just so lucky to be able to send teachers. So I will hand it over to our letters crew.

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00:02:24.990 --> 00:02:34.680

Suzanna: So I get to speak. This is Addison Cati, I was so excited to be part of this team. It was just a wonderful experience.

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00:02:35.220 --> 00:02:47.370

Suzanna: We had nine days that we got to be a part of this. And the big thing that I came away with it is that it was not a program. It really is a professional development. It really is a mindset that we have to come up with

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00:02:48.480 --> 00:02:49.500

Suzanna: A really great

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00:02:51.030 --> 00:03:01.590

Suzanna: Booklet that we took copious notes on and the one thing that I noted that I wanted to share with you all, is that it says that letters is grounded in the science of reading

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00:03:02.730 --> 00:03:14.640

Suzanna: Concepts of instructional approaches of letters are aligned with respected sources which we went through many of them, and it is true is very, very well documented. So if we can go to the next slide.

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00:03:16.020 --> 00:03:25.830

Suzanna: Basically, it took us nine days 30 hours we were all in there teaching with each other and we had two wonderful trainers pat Johnson and Nova Wilson Williams.

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00:03:26.490 --> 00:03:36.510

Suzanna: And we just learned how to rethink about reading and how to rethink about how to present reading and how to be more explicit in that reading

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00:03:37.110 --> 00:03:53.550

Suzanna: And this was only the first half, believe it or not, but we get to do the next half which I'm excited about to that we're going to learn about the true language concepts and focus on those kinds of things. So that's my part I'm going to leave it over now to Allison.

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00:03:56.490 --> 00:03:58.800

greent: Actually Susanna i'm not i'm

29

00:03:59.040 --> 00:03:59.430

Sorry.

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00:04:02.970 --> 00:04:06.900

greent: No, I think I'm at now. This is my. I'm sorry. Okay, so after

31

00:04:07.980 --> 00:04:10.110

greent: After our training the summer.

32

00:04:11.190 --> 00:04:16.320

greent: We began a professional learning committee or PLC.

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00:04:17.400 --> 00:04:33.000

greent: To continue discussing what we learned as we implemented the letters lessons. So as a PLC. We shared the information that we learned during the professional development workshop shop in September to the pre K through fifth grade teachers.

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00:04:34.140 --> 00:04:49.380

greent: We meet regularly monthly to discuss our letters lessons and to support each other as we work through this process and we're looking forward to exploring on potential visits.

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00:04:50.460 --> 00:04:52.890

greent: To see letters and action in the future.

36

00:04:54.180 --> 00:04:54.630

greent: And

37

00:04:55.740 --> 00:05:03.870

greent: Fire we're committed to engage in this process and support each other so we can support the success of our students. The

38

00:05:04.920 --> 00:05:06.480

greent: Implementation of letters.

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00:05:12.030 --> 00:05:23.730

Trish Rapant: So after we I got letters trained, I was asked to write a testimonial of why I wanted to go to letters training letters training was

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00:05:24.930 --> 00:05:34.800

Trish Rapant: Changed my whole view on how to teach reading. I've been teaching for 19 years and it changed everything by going to this. So this is just the beginning of the testimonial.

41

00:05:52.170 --> 00:05:54.750

Allison: This is supposed to have sound. Now we can hear the sound.

42

00:05:56.010 --> 00:06:02.340

Mark Brenneman: So I can hear the sound on mine. I'm sorry. That's what I'm trying to let me give me a second here to figure it out.

43

00:06:09.360 --> 00:06:14.790

Chuck's iPhone: I'm sorry, this is Chuck time into it sounds like somebody has a TV out in the background, maybe

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00:06:15.240 --> 00:06:16.950

Chuck's iPhone: They could turn that off.

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00:06:24.240 --> 00:06:34.530

Lucinda Segar: Thank you, Mr. Brandon, if you open the YouTube link and its own tab and then share that tab. Instead, hopefully it'll work. It's

46

00:06:34.770 --> 00:06:38.970

Allison: It's not a YouTube video. It's a video from much I'm just embedded into the little slide.

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00:06:39.330 --> 00:06:39.750

Lucinda Segar: Got it.

48

00:06:42.060 --> 00:06:48.750

Mark Brenneman: And I'm sorry if I was on a Google meet, I would know exactly what I'm doing. Um, but, um,

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00:06:49.830 --> 00:06:51.660

Mark Brenneman: I am not I'm

50

00:06:57.480 --> 00:07:02.460

Mark Brenneman: Bear with me for one second. I'm sorry. I'm just going to try to figure out the settings here how to share my computer audio.

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00:07:19.560 --> 00:07:23.340

Mark Brenneman: April, I know you use it regularly. Do you know how to share audio on a zoom

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00:07:31.980 --> 00:07:33.900

Maria Suttmeier - Hudson City SD: Mr. I've never had to do it this way.

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00:07:35.220 --> 00:07:37.740

April Prestipino: Either Mark manner. We can't hear you at all.

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00:07:40.020 --> 00:07:40.890

Amanda Klopott: You hear me now.

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00:07:41.940 --> 00:07:43.140

Mark Brenneman: Yes. Okay.

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00:07:43.320 --> 00:07:51.360

Amanda Klopott: So, um, after you do the share screen icon there shouldn't be a pop up window where you select your desktop or application.

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00:07:52.530 --> 00:07:58.050

Amanda Klopott: And then from there, you should click the check box in the lower left hand that says share computer sound.

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00:07:59.100 --> 00:08:00.570

Mark Brenneman: Hold on. That should work.

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00:08:11.100 --> 00:08:16.260

Amanda Klopott: We really just wanted to give everybody a sense of what virtual learning and that this is a

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00:08:17.760 --> 00:08:22.200

Amanda Klopott: Maybe a true obstacle and you have to figure it out like this.

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00:08:23.490 --> 00:08:24.720

Amanda Klopott: And I'm solid as a team.

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00:08:35.100 --> 00:08:36.720

Mark Brenneman: Give me a checkbox.

63

00:08:37.860 --> 00:08:38.640

Mark Brenneman: To do sound.

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00:08:41.490 --> 00:08:49.620

Lucinda Segar: I have one other thought which isn't maybe if you're using your headphones that might be in if your headphones are plugged into your computer audio.

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00:08:49.650 --> 00:08:49.920

Yeah.

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00:08:51.360 --> 00:08:53.010

Mark Brenneman: I'll give it a shot and plug them.

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00:08:54.870 --> 00:09:04.890

Mark Brenneman: I just find with my headphones plugged in. It's much less noisy with the kids in the background. So let me give it a run here.

68

00:09:10.290 --> 00:09:19.920

Mark Brenneman: This will be my 19th year teaching when I was hired. I was sent to a year long training course for reading recovery and about 13 years ago I was trained to teach Li

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00:09:20.550 --> 00:09:27.000

Mark Brenneman: I was a firm believer that teachers needed to know every students read. Can you hear that. And that was how we knew where start teaching from

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00:09:27.750 --> 00:09:34.080

Mark Brenneman: It wasn't too concerned with fluency. I knew students needed it. But I was sure it would come with more time reading

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00:09:34.770 --> 00:09:40.830

Mark Brenneman: I'm sure you've all heard me a data meetings fighting to be able to use the guide to three global to help form groups.

72

00:09:41.610 --> 00:09:56.280

Mark Brenneman: But then my whole mindset changed. I went to an SSD meaning for students around November of last year. And I remember the whole conversation quick Kristin Playa suggested I read David kilpatrick's book equipped for reading success.

73

00:09:57.330 --> 00:10:04.770

Mark Brenneman: That it had some good ideas that might help a child I borrow the book from Alison and started reading. I was instantly blown away.

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00:10:05.310 --> 00:10:14.370

Mark Brenneman: I couldn't put the book down in my own kids kept asking why I was always reading and it went against most of the things I was taught, but it made so much sense.

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00:10:14.910 --> 00:10:28.410

Mark Brenneman: Everything is backed up with science and studies of why the science of reading is so important and it is the only way to teach students every here just a few of the aha moments I have been reading one

76

00:10:29.460 --> 00:10:37.740

Mark Brenneman: How do most of us teach high frequency words we show them to students and tell them they need to memorize the words and put them on flash cards.

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00:10:38.700 --> 00:10:45.660

Mark Brenneman: That will not help because the brain doesn't remember words visual words needs to be orthographically Matt to go into their memory.

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00:10:46.410 --> 00:10:57.300

Mark Brenneman: Or graphic mapping is the mental process. The brain uses to Mac and remember words automatically. You can teach students to 10s of thousands of words, they might encounter.

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00:10:58.320 --> 00:11:11.040

Mark Brenneman: But we can't teach them the patterns in those words so that they can map them themselves. On the other hand, visual memory is essential for learning. Learn letter learning letters are learned through multiple exposures.

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00:11:13.860 --> 00:11:26.940

Mark Brenneman: Second aha moment. Most students with word recognition difficulties lack significant phoning awareness. Let her name's sounds in phony manipulation needs to be automatic.

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00:11:27.510 --> 00:11:37.350

Mark Brenneman: Without at all aspects of reading software. I think most teachers about first grade think these skills should already be learned, and if not too bad. They have to move on.

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00:11:38.250 --> 00:11:45.300

Mark Brenneman: This year kindergarten and first grade teachers are using the Haggerty program which will work on strengthening phoneme awareness.

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00:11:46.050 --> 00:11:57.840

Mark Brenneman: later in the presentation will give everyone a strategy, they can use with their students for sound or workings my third aha moment is a direct quote from page 48

84

00:11:58.860 --> 00:12:08.790

Mark Brenneman: Many schools in the US teach reading in kindergarten due to state mandates. This may work for many students, but not for students at risk for reading difficulties.

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00:12:09.450 --> 00:12:19.230

Mark Brenneman: These response goes responsible for such a mandate would have difficulty finding any scientific research to support the push to teach all or more

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00:12:19.740 --> 00:12:30.900

Mark Brenneman: Children to read and kindergarten teaching reading before students are ready and inadvertently promotes bad habits for those with weak readiness skills and

87

00:12:32.130 --> 00:12:42.120

Mark Brenneman: This is not to say we shouldn't still be pushing students, however, we shouldn't be pushing them to read a level d by the end of kindergarten or level j by the end of first grade, for example.

88

00:12:43.020 --> 00:12:59.490

Mark Brenneman: It should be from speech to print, not the other way. We need to follow a detailed scope and sequence in teach and an explicit systematic way. That means lots of phonological pieces and then phonics pieces then decoding pieces.

89

00:13:01.050 --> 00:13:10.380

Mark Brenneman: For a quick to reading success has great activities to help students, one of those activities talks about the importance of nonsense words.

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00:13:10.980 --> 00:13:24.720

Mark Brenneman: I was thought nonsense words for just that nonsense that reading is about meaning not making up words but now I see that nonsense words. Let us see students can apply skills they want without just recognizing the word

91

00:13:26.520 --> 00:13:29.430

We will hand out a brief overview of these activities.

92

00:13:30.540 --> 00:13:41.790

Mark Brenneman: My last aha moment, maybe one of the biggest we're making compensating regions by having them. Look at the beginning letters and then the picture and think that what would make sense.

93

00:13:42.450 --> 00:13:58.830

Mark Brenneman: We need to teach them to look through the whole word we need to teach them about the patterns and words and not expect them to read words for which we haven't taught the pattern to do this effectively we need more decoder readers. An example is the word hope.

94



00:14:00.000 --> 00:14:01.860

Mark Brenneman: They would know the book and

95

00:14:03.090 --> 00:14:09.570

Mark Brenneman: But we need to teach them the Oh a pattern. Before we ask them to read both that is what a proficient reader does

96

00:14:10.230 --> 00:14:17.910

Mark Brenneman: In the past I've taught students to look at the first letter say the sound, but now look at the picture and think about what would make sense.

97

00:14:18.750 --> 00:14:29.010

Mark Brenneman: Maybe I would go back and point out the matches up with the gas and not saying much about the middle. That is what a compensating reader does now a professional

98

00:14:54.270 --> 00:14:55.650

Allison: Like a cheering voice.

99

00:14:57.120 --> 00:15:02.760

Allison: So why is this important, why is it important that we are focusing on.

100

00:15:04.050 --> 00:15:08.670

Allison: Having the students understand the association between what they hear and what the print is

101

00:15:09.720 --> 00:15:15.780

Allison: We were born to speak and listen. But we weren't born to read and write. That's not something that is innate within us.

102

00:15:16.530 --> 00:15:28.800

Allison: We need to be taught to be readers and writers alphabetic reading is relatively new to human capability. It used to just be that we talked, we would tell stories we listened. And that was how information was

103

00:15:29.910 --> 00:15:40.230

Allison: dispersed among people. So the fact that the idea of putting ideas down into writing is a new concept. So it's not something that we've evolved to just be able to know yet.

104

00:15:41.490 --> 00:15:49.050

Allison: For anemic awareness is how we begin to learn that letter sound relationship to then apply it to written language so

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00:15:49.860 --> 00:15:56.790

Allison: It shows that if you make awareness, if a student has korphe to make awareness. It's predictor of lack of success in reading

106

00:15:57.120 --> 00:16:08.190

Allison: So if they don't understand how to differentiate those sounds and words before looking at the print. They're going to have more of a struggle when they put when the print is in front of them.

107

00:16:09.450 --> 00:16:20.100

Allison: Students are continually learning new words every grade level and the idea of them memorizing every word in the English language just isn't realistic. So instead of we teach them the patterns in

108

00:16:20.520 --> 00:16:29.460

Allison: English language, they can apply that to any word that they come across, and that would be even when you get into like the fourth and fifth grades at the elementary level.

109

00:16:29.850 --> 00:16:36.720

Allison: You would you come across a lot of multi syllable words. So a lot of that is picking out the Latin roots of words or noticing that

110

00:16:37.440 --> 00:16:46.650

Allison: This word has Greek origin. So I know that I'm going to pronounce this letter this way so you teach them those things and then they can apply that to the print in front of them.

111

00:16:47.850 --> 00:16:54.060

Allison: For some students who who appear to have a comprehension deficit their difficulty may actually be rooted in

112

00:16:54.570 --> 00:17:04.470

Allison: She anemic awareness or phonics, especially those older students where they've just memorized words. So when they come to a word, they don't know, they have no idea how to figure it out, which affects their comprehension.

113

00:17:08.640 --> 00:17:09.810

Allison: Alright, you can go to the next slide.

114

00:17:14.160 --> 00:17:25.470

Marlena Peduzzi: So, um, one thing that they share with us during this training or several theories on reading that supported the letter strategies that they taught us

115

00:17:25.860 --> 00:17:32.910

Marlena Peduzzi: And so the most basic one is literally called the simple view of reading and this was created by two researchers golf and timer.

116

00:17:33.240 --> 00:17:49.350

Marlena Peduzzi: And in 1986 and basically what they said is that the two most important components of reading are word recognition and language. Language Comprehension. And when you multiply those two together, you will get reading comprehension. So what does this mean for our growing readers.

117

00:17:52.050 --> 00:17:59.550

Marlena Peduzzi: So basically, it tells us that if the student hasn't developed the skills in one area, they can't be a proficient reader.

118

00:18:00.330 --> 00:18:14.850

Marlena Peduzzi: They need the skills in both areas to in order to be a proficient reader. So if they can't read or decode written English, they can't comprehend it. If they can't comprehend spoken English. Then they can't comprehend Britain English

119

00:18:17.610 --> 00:18:21.780

Marlena Peduzzi: So they put it in numeric form for us and the numeric form is

120

00:18:23.100 --> 00:18:33.930

Marlena Peduzzi: word recognition gets one language comprehension get to one. And so in order for a reader to be proficient using this model one time zone would equal one.

121

00:18:34.470 --> 00:18:42.300

Marlena Peduzzi: If either side of the equation or unbalanced, then we would not have a proficient reader. And so I put a few exam. We put a few examples.

122

00:18:43.080 --> 00:18:51.120

Marlena Peduzzi: On the slide. If a student just really couldn't recognize the word but were great with language comprehension and very

123

00:18:51.780 --> 00:18:57.690

Marlena Peduzzi: Had a great vocabulary and spoke really well. This still potentially could not be a proficient reader.

124

00:18:58.140 --> 00:19:02.400

Marlena Peduzzi: And if we reverse that we had. We have one times point five equals point five.

125

00:19:02.760 --> 00:19:14.460

Marlena Peduzzi: If a student could read words wonderful you we often call them word callers but this didn't have a good vocabulary didn't wasn't able to hear all the sounds and words they're

126

00:19:14.790 --> 00:19:25.710

Marlena Peduzzi: Not necessarily going to be a proficient reader. So a lot of times what happens is you see those equations where they're proficient in one part of the symbol of your reasoning and not the other.

127

00:19:26.280 --> 00:19:34.890

Marlena Peduzzi: We call them compensating readers, because they're using the skills that they're proficient in and they're compensating for the skills that they're not perfection.

128

00:19:35.250 --> 00:19:44.880

Marlena Peduzzi: And those are the kids that we often question like, we know that we need to support them in some way, but we just can't figure out exactly where those missing components are

129

00:19:48.990 --> 00:20:00.870

Tracy: So when we were attending the letters training they talked a lot about the level readers and the decoder readers. So the level readers were the are the fonts and finale readers.

130

00:20:02.100 --> 00:20:11.550

Tracy: And the big push is to go more towards the decoder readers, because they provide the student with practice and phonics and words that have been explicitly taught

131

00:20:12.090 --> 00:20:21.210

Tracy: And they support decoding and automatic city, which is, you know, the ultimate goal to becoming a proficient reader. They encourage letter sound connections when reading

132

00:20:22.050 --> 00:20:29.790

Tracy: And there's a systematic scope and sequence and the complexity as the kids move along increases as you teach more elements.

133

00:20:30.240 --> 00:20:37.500

Tracy: And children are attending to texts, they're focusing on decoding and looking at the whole word rather than using the pictures and guessing.

134

00:20:38.130 --> 00:20:50.100

Tracy: The word which creates the compensating meters and we would rather we definitely want them to become proficient meters. So that's why the decoder readers are so important. And I think the next slide shows a couple of examples of those

135

00:20:51.180 --> 00:21:02.250

Bridget Smith: So we just wanted to show you a few examples of what decoder readers look like especially these ones that we really like from flyleaf publishing. They're called flyleaf decoder readers.

136

00:21:02.910 --> 00:21:11.430

Bridget Smith: And so we have three examples of what our decoder will text looks like they increase in complexity on each slide.

137

00:21:11.970 --> 00:21:20.850

Bridget Smith: And I believe that we are considering purchasing these in our building. I think they're already on order for kindergarten and we have one shared set among the reading team.

138

00:21:21.540 --> 00:21:28.590

Bridget Smith: And these texts are really aligned with the paradigm shift that we're making following our letters training

and as we

139

00:21:29.460 --> 00:21:36.510

Bridget Smith: Disseminate all of our training to the rest of our building. So in that first example you see

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00:21:37.140 --> 00:21:44.490

Bridget Smith: What's called a consonant, vowel, consonant pattern. So you would only introduced this text to students who have been explicitly taught this

141

00:21:44.820 --> 00:21:59.490

Bridget Smith: Specific spelling pattern and how to decode that spelling pattern, along with a few high frequency words and then on the next slide, you can see it's a little bit more complex. It has initial and final blends and then on the third slide.

142

00:22:00.570 --> 00:22:11.220

Bridget Smith: There's the long vowel silent a pattern with multi syllable words there's more words on the page. We really like these texts, because they have high interest stories.

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00:22:11.580 --> 00:22:17.820

Bridget Smith: And they're well written and they have nice illustrations to go with them, which isn't always the case with decoding texts.

144

00:22:18.360 --> 00:22:26.400

Bridget Smith: And I guess just to kind of reiterate what Tracy was saying is that we want the children to focus on the individual and combined letters within words.

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00:22:26.760 --> 00:22:34.560

Bridget Smith: As opposed to looking at the pictures and making a good guess, or looking at the first letter and making a good guess. And so

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00:22:35.070 --> 00:22:43.950

Bridget Smith: This is really the shift. We want to make in our literacy instruction and these books are essential to do that and give kids a chance to immediately put to practice what we've taught them.

147

00:22:47.040 --> 00:22:54.540

Colleen: And this is calling pitch and we're going to finish up, Tricia testimonial and hear her. The second part of her thoughts.

148

00:22:54.720 --> 00:22:57.270

Allison: And just as a disclaimer. I

149

00:22:58.440 --> 00:23:06.210

Allison: There's no video in this like the last one is just the audio. So it seems like there's nothing happening. That's

what's supposed to happen.

150

00:23:27.510 --> 00:23:30.090

Bridget Smith: I think Mark might have to unmute for us to hear

151

00:23:31.350 --> 00:23:33.390

Maria Suttmeier - Hudson City SD: Or he has to take his earphones out again.

152

00:23:57.150 --> 00:23:58.260

Mark Brenneman: It is a lot more in depth.

153

00:24:01.980 --> 00:24:03.780

The ghost. The don't sakes.

154

00:24:05.070 --> 00:24:05.340

Go.

155

00:24:07.020 --> 00:24:17.940

Mark Brenneman: After I read the book I tested my three daughters calling eighth grade did on on a Darwinian first grade to create with that. I like fifth grade scored about the scene in Star when

156

00:24:18.660 --> 00:24:31.080

Mark Brenneman: Allah is the weakest reader can definitely the weaker scholar, it made complete sense sense to me. I'll do the tasks, but wasn't automatic with it. I would you find her as compensating reader.

157

00:24:32.550 --> 00:24:42.870

Mark Brenneman: I then tested all my second round kids in February on it first through fourth grade. It was crazy to me to see how low all of my students working for a logical awareness.

158

00:24:43.560 --> 00:24:49.860

Mark Brenneman: Some could do the tasks, but couldn't do it automatically which they should be able to do to read efficiently.

159

00:24:50.670 --> 00:25:07.830

Mark Brenneman: Some of those kids that we think have comprehension problems truly have phonological awareness problem and we need to go back and teach those skills until they are automatic. If I were a classroom teacher, I would keep the past past or asking a teacher first system is given

160

00:25:09.180 --> 00:25:14.220

It takes about 10 minutes to get the past, I would then do the one minute activities in

161

00:25:16.350 --> 00:25:32.460

Mark Brenneman: In fact, I use kilpatrick's one minute activities and other suggestions from the Gulf Coast for my second round, and I did and I did the best I could continue it remotely. It wasn't perfect and I know I didn't do it all correctly, but I'm trying to learn and do better for the students.

162

00:25:33.750 --> 00:25:46.440

Mark Brenneman: The students and I stay here too long. I recently learned it 95% of first graders should and can be on level by the end of first grade with proper instruction.

163

00:25:47.010 --> 00:25:56.700

Mark Brenneman: If they are more likely have the likelihood of them becoming efficient readers is slim, we need to do better and I truly believe that this is the way to do

164

00:25:57.690 --> 00:26:13.740

Mark Brenneman: I don't think it's a fad, and the pendulum will swing back to guided reading groups reading is not a natural process like speeches, humans are not biologically wired to read it needs to be taught in an explicit and systematic way. So all students can learn

165

00:26:15.720 --> 00:26:27.480

Mark Brenneman: So all students can understand it science shows that all kids learn to read. In the same way, some quicker than others. Some without direct instruction all brains learn in the same way.

166

00:26:29.070 --> 00:26:38.640

Mark Brenneman: Reading recovery and Li will say that they are research based but they are not truly both use the three queuing system which has been proven

167

00:26:39.240 --> 00:26:48.390

Mark Brenneman: Not to be scientifically based and is harmful to readers information. We're going to share with you today is just an introduction to what we have learned throughout the summer.

168

00:26:48.960 --> 00:26:56.490

Mark Brenneman: We want to give you enough information today to get you started, but will continue to visit this and more throughout the course of the school year.

169

00:26:57.300 --> 00:27:11.280

Mark Brenneman: My Angelo once said, Do the best you can, until you know better when you know better to better and, quote, now that I know better. I'm going to continue to do better, because I know that is what is best for our students.

170

00:27:21.900 --> 00:27:29.280

Colleen: That's the end of the letters presentation. Are there any questions that are specific to letters that any of us can answer.

171

00:27:34.890 --> 00:27:36.810

Maria Suttmeier - Hudson City SD: Any board members have any questions.

172

00:27:40.650 --> 00:27:51.030

Maria Suttmeier - Hudson City SD: So I just want to thank everyone I noted that, you know, we had classroom teachers reading specialists and special education teachers that all participated in this letters training.

173

00:27:51.330 --> 00:28:02.190

Maria Suttmeier - Hudson City SD: So we do have a good cross section of our elementary school looking at a reading program and and the acquisition of reading and understanding how to read and write for understanding so

174

00:28:04.230 --> 00:28:11.550

Maria Suttmeier - Hudson City SD: I did about this. I know we've been talking about it for several years, but it was really a matter of one. The timing is right, as you know, we've

175

00:28:12.270 --> 00:28:19.830

Maria Suttmeier - Hudson City SD: melded together, our primary school and our elementary schools. So we wanted to give people an opportunity to ease into

176

00:28:20.310 --> 00:28:32.100

Maria Suttmeier - Hudson City SD: Working under one roof now seems like the time for us to transition to something that is very promising to really give improvements in our reading instruction for our students.

177

00:28:33.870 --> 00:28:38.760

Maria Suttmeier - Hudson City SD: So thank you everyone for your participation, not only over the summer. But for this evenings presentation.

178

00:28:43.140 --> 00:28:48.720

Mark Brenneman: Alright, so I will go on out of people for MC Smith. So my message. The issue is that

179

00:28:49.800 --> 00:28:59.760

Mark Brenneman: The zoom does not allow Chromebooks to share audio as we were going through that I looked through so I am on a Chromebook. I'm not on a laptop. I don't think

180

00:29:01.470 --> 00:29:04.290

Mark Brenneman: Anyone is but does anyone from see Smith on a laptop.

181

00:29:06.150 --> 00:29:07.110

Mark Brenneman: No, I think we're all

182

00:29:07.170 --> 00:29:10.170

Maria Suttmeier - Hudson City SD: Yes, you have some people shake Tanya.

183

00:29:10.980 --> 00:29:14.160



Mark Brenneman: So if one of you could share the presentation that I shared

184

00:29:15.360 --> 00:29:19.950

Mark Brenneman: With you guys when we get to the next parts that have audio, it should work.

185

00:29:26.340 --> 00:29:31.500

Colleen: Mark for moving on. I think we're going to go on to the sow apart with Trish. I don't know if you have those slides.

186

00:29:33.540 --> 00:29:35.520

Trish Rapant: There's no audio and milk. So it should be fine.

187

00:30:03.690 --> 00:30:04.740

greent: I'm trying to find it.

188

00:30:07.230 --> 00:30:08.070

Mark Brenneman: On the bottom

189

00:30:10.140 --> 00:30:14.280

Mark Brenneman: On the bottom that says share right next to chat participants when you're in, zoom

190

00:30:19.110 --> 00:30:22.260

Mark Brenneman: But for the sake of time I'm going to go ahead and share if you

191

00:30:23.280 --> 00:30:23.670

greent: Got it.

192

00:30:24.360 --> 00:30:24.840

Okay.

193

00:30:35.940 --> 00:30:38.670

Mark Brenneman: But if you want to go ahead and talk. That's fine. Just so we can

194

00:30:39.360 --> 00:30:48.900

Trish Rapant: So when I was reading David kilpatrick's book he mentioned sound walls and I was very interested in it and I went to market. I said, Can we get some walls so he

195

00:30:49.350 --> 00:30:59.670

Trish Rapant: Right away all of the readings staff got sound walls and then I don't remember how it went. Then kindergarten got them and first grade has have them now to

196

00:31:02.460 --> 00:31:10.620

Trish Rapant: They I am teaching first grade virtually this year. So I've used it a lot. Just to review the letter sounds with them.

197

00:31:15.180 --> 00:31:31.140

Trish Rapant: Good Tanya. Thank you. So I, I hold up the sign the cards. We talk a lot about what our mouth is doing when we make the sounds, which I don't think was always taught to kids. We just said, Oh, well, he says.

198

00:31:32.040 --> 00:31:43.470

Trish Rapant: Remember that. But now, where, where's your How are your lips. Where's your tongue does the air continually flow out. So we're talking a lot about how we articulate the sounds.

199

00:31:44.850 --> 00:31:54.870

Trish Rapant: And I think it helps the kids remember a lot of those sounds too so they need to know how to articulate them so that they can remember helps them. Remember the sounds.

200

00:31:55.980 --> 00:31:59.460

Trish Rapant: And so I'll say the word phoneme is a lot phoneme sir, just the sounds and

201

00:32:04.050 --> 00:32:14.940

Trish Rapant: So the sound walls that we bought. We're from tools for reading and it's kids lips so I hold up pictures of the kids lips and we talk about

202

00:32:16.170 --> 00:32:25.500

Trish Rapant: What our lips, our teeth, our tongue are doing if the air is flows out continuously likes is a continuous sound, but is it stops.

203

00:32:26.520 --> 00:32:27.090

Trish Rapant: Today,

204

00:32:28.110 --> 00:32:38.640

Trish Rapant: We did voiced unvoiced with th th makes true sounds ones voice done ones unvoiced before I didn't even realize th me to sounds, but it does

205

00:32:40.140 --> 00:32:44.400

Trish Rapant: And then if the air goes through your nose and our nasal sounds

206

00:32:46.380 --> 00:33:00.960

Trish Rapant: By by doing letters in the, the sound walls. I know now now. No. All right, and the A doesn't say as it's because it's going through your nose and his nasal sound so it's connected to that.

207

00:33:01.500 --> 00:33:11.610

Trish Rapant: There's a lot of reason behind what we're teaching them, which I like that. I can explain to them why

they're doing certain things why sounds are the way they are.

208

00:33:13.680 --> 00:33:31.560

Trish Rapant: So here's just an example of the cards. A Apple as their mouth is open their tongue is down, and they're saying, as though for the vowels. I also have hand motions that go along with them the hand motions help them so much to learn the sounds.

209

00:33:32.580 --> 00:33:34.740

Trish Rapant: And then the next slide, I think, is just

210

00:33:36.570 --> 00:33:54.450

Trish Rapant: P AMP B are made, same part of your mouth ones voiced in ones on voiced. And when I say voiced. If you put your hand on your throat. You can feel it is on voice, but our for his voice and his unvoiced through Your throat vibrates, a little bit.

211

00:33:55.650 --> 00:33:56.430

Trish Rapant: And

212

00:33:58.170 --> 00:34:12.510

Trish Rapant: There's a consonant chart that was given to us. I need a virtual one that the kids can click on if they click on certain ones, then it'll bring them just to that sound. But this tells us

213

00:34:13.020 --> 00:34:23.910

Trish Rapant: All how the sounds are made. Why and how they're produced I don't go into like the details of what a fork activists with my first graders, but they know

214

00:34:25.620 --> 00:34:29.100

Trish Rapant: They know where the sound is coming through from in their mouth.

215

00:34:31.020 --> 00:34:51.600

Trish Rapant: And next one is a vowel valley. It's the same thing. All of the vowels. The valley is in the shape when you say he up at the top left, he, your mouth is closed, but the farther down you go. The valley your mouth gets more open and then up the other side, it closes up again.

216

00:34:53.550 --> 00:34:55.680

Trish Rapant: So we go over all those patterns.

217

00:34:56.940 --> 00:34:57.480

Trish Rapant: Now,

218

00:34:59.190 --> 00:35:04.380

Trish Rapant: Once you start teaching them words, not all words sound like they should

219

00:35:05.490 --> 00:35:16.320

Trish Rapant: Just the other day with my first graders. We did the word one on a traditional word wall you would put the word one like one dog, one would be under oh

220

00:35:19.650 --> 00:35:25.590

Trish Rapant: a first grader doesn't realize that they here will never want to look under. Don't be you. Because that's how

221

00:35:26.790 --> 00:35:30.060

Trish Rapant: They hear it. So we were teaching them.

222

00:35:31.080 --> 00:35:31.500

This

223

00:35:32.670 --> 00:35:38.370

Trish Rapant: The way they do it from speech to print word walls when you just put them up and they

224

00:35:39.480 --> 00:35:46.680

Trish Rapant: Are under alphabetical. A to Z. That's not how the students brain knows how to find it.

225

00:35:48.870 --> 00:35:57.210

Trish Rapant: So you can read this, the traditional worthwhile if promotes print to speech, which isn't how the brain works a sound wall is speech to print

226

00:35:58.500 --> 00:36:03.990

Trish Rapant: A word wall is an A to Z order put a sound wall is organized by sounds

227

00:36:05.040 --> 00:36:17.250

Trish Rapant: The words are placed in a traditional word. Well, the words are placed in order like the example here. It looks pretty, but it doesn't really help the kids find the words that they need to. And then I

228

00:36:18.780 --> 00:36:22.710

Trish Rapant: Don't remember the next slide, if there's an example of a there's

229

00:36:23.730 --> 00:36:24.630

Trish Rapant: A sound wall.

230

00:36:25.710 --> 00:36:26.670

Trish Rapant: So I

231

00:36:28.050 --> 00:36:28.620

Trish Rapant: And then

232  
00:36:29.370 --> 00:36:29.970  
greent: I'm sorry.

233  
00:36:30.540 --> 00:36:32.490  
Trish Rapant: Now, no, you're fine. And then

234  
00:36:34.560 --> 00:36:37.830  
Trish Rapant: I think the slide before just said if you teach a child.

235  
00:36:41.130 --> 00:37:03.780  
Trish Rapant: There. If a child and memorize his 10 words, they can read only 10 words if a child learns the sounds of time letters. The child will be able to read 353 sound words or thousand 320 or sad words and 21,655 sound words. So we need to be teaching them the patterns, not words.

236  
00:37:05.910 --> 00:37:09.810  
Trish Rapant: And I think Colleen is not going to equity.

237  
00:37:10.200 --> 00:37:19.860  
Colleen: Yeah, I'm up and talking about Haggerty, this was briefly mentioned in the letters on discussion that we had. So go back to that point you make awareness.

238  
00:37:20.310 --> 00:37:27.450  
Colleen: And then I see understanding that spoken words are made up of individual sounds or phoneme as Trish mentioned, you go to the next slide.

239  
00:37:28.140 --> 00:37:31.230  
Colleen: Children without nastia the phoneme awareness will inevitably

240  
00:37:31.980 --> 00:37:43.080  
Colleen: Inevitably struggle, excuse me, without explicit phony MC awareness instruction. Many students believe that words are whole units that need to be memorized, rather than individual phoneme so we used to teach

241  
00:37:43.590 --> 00:37:56.400  
Colleen: Words li ke like li ke like and just expect them to memorize and just know the letters. Now we're actually really delving deep and the sound and in sequential order and and why they're making what sound.

242  
00:37:58.590 --> 00:38:10.770  
Colleen: This is actually a very small portion of our day. It's only 10 to 12 minutes and it's 35 weeks throughout the year. So every day. We have a different lesson and different skills that we go through

243  
00:38:11.730 --> 00:38:17.580

Colleen: And it moves pretty quickly. So these are some of the components of Haggerty, it always starts with rhyming

244

00:38:18.090 --> 00:38:25.560

Colleen: We I sleep onset sounds medial sounds final sounds we blend words together. We take words apart.

245

00:38:26.430 --> 00:38:36.240

Colleen: We're adding we might have like the rhyme at and dad book and make that same thing with deleting taking out a portion of phoneme

246

00:38:36.630 --> 00:38:44.370

Colleen: And having as soon as tell us what's left also switching phoneme so like we might have the word bat change the book.

247

00:38:45.030 --> 00:38:54.450

Colleen: And you have cat. So they're doing a lot of really intense work. But really, really helpful work. Um, and then we do letter sound knowledge and do some on

248

00:38:55.080 --> 00:39:00.210

Colleen: Poetry, too. So this is currently being used in kindergarten through second grade.

249

00:39:00.930 --> 00:39:09.750

Colleen: Because it kindergarten kind of took off their first grade really liked it. They took off and now second grades on doing the same. And then I've heard recently that bridge the gap.

250

00:39:10.050 --> 00:39:23.280

Colleen: Which is a supplemental program to help basically bridge the gap of finding those missing pieces has been purchased for third through fifth grade. So those struggling learners in those upper grades are now going to benefit from this program as well.

251

00:39:23.640 --> 00:39:25.410

Mark Brenneman: In alive today misfits

252

00:39:25.530 --> 00:39:25.860

Gay.

253

00:39:27.450 --> 00:39:36.630

Colleen: So in addition in kindergarten, we're really, really focusing as I mentioned that sound knowledge on really explicit in the letter N sound on

254

00:39:36.960 --> 00:39:47.160

Colleen: And really making sure they're solid and moving on. And if those kids aren't solid revisiting them in revisiting network in small groups and making sure it's solid, so that when these kids move on to first grade.

255

00:39:47.670 --> 00:39:56.160

Colleen: On they can really take off and and as Trish mentioned from that one quote really be able to piece the sounds together and make more and more words.

256

00:39:57.240 --> 00:39:57.870

Rich program.

257

00:39:59.190 --> 00:40:02.580

Colleen: Many teachers have already reported that they're seeing a difference in the way. Children are

258

00:40:02.580 --> 00:40:04.290

Tracy: Attacking words and books.

259

00:40:04.350 --> 00:40:17.070

Colleen: And how the children already seem much more competent this year when they are approaching these two quotable books, even some of the kindergarteners that are approaching now and some other first graders.

260

00:40:19.890 --> 00:40:20.910

Colleen: Are there any questions.

261

00:40:31.980 --> 00:40:38.250

Mark Brenneman: Over Tanya, we still need if we're gonna sorry because Amanda has something to sound. That's why we need the

262

00:40:38.550 --> 00:40:51.360

Mark Brenneman: That but we're going to go to Mrs. Brown, Miss Brown. Next is she's going to talk about avid in first grade. We're really excited. We did the training this summer. And I know Miss Brown want to share. I'm just what's been happening first grade avid

263

00:40:54.540 --> 00:41:06.750

Melissa Brown: Hi, thank you. I'm so Tanya, if you have this in present mode, you wouldn't mind just when I say go just move them. It's just for slides. I really appreciate it. That'd be great.

264

00:41:08.790 --> 00:41:25.560

Melissa Brown: So I we we have been implementing avid in sixth grade and sixth and seventh grade, and this year in over the summer we included first grade, and fourth grade and

265

00:41:25.980 --> 00:41:43.200

Melissa Brown: So I'm just going to kind of do just a really brief general idea about how I use it in for how we're using it in first grade. And so Abbott's you know one of their overarching goals is to create

266

00:41:44.520 --> 00:41:55.740

Melissa Brown: Build accountability and responsibility for students and teach them organizational skills. So we use a binder and I've shared a couple of pictures there and

267

00:41:56.550 --> 00:42:05.850

Melissa Brown: You know, we had to figure out a way to make the binder meaningful and useful for first graders, but also, like, have them be able to build that

268

00:42:06.780 --> 00:42:14.460

Melissa Brown: You know, being able to use that as a tool moving forward into the upper grades. And so in the upper grades, they'll, they'll use

269

00:42:14.970 --> 00:42:26.640

Melissa Brown: They'll have five sections in their binder for all five subject areas where we just determine we would use it for just a delay in math. So if you can turn to the next slide.

270

00:42:27.840 --> 00:42:28.560

Melissa Brown: Thank you.

271

00:42:29.820 --> 00:42:31.650

Melissa Brown: So the other thing that

272

00:42:32.850 --> 00:42:39.390

Melissa Brown: avid teaches is a lot of organizational graphic organizers and graphic organizers strategies.

273

00:42:39.690 --> 00:42:50.760

Melissa Brown: So there's many, many, many of them. And again, because their first graders, we decided we would just start with to organizational graphic organizers and build their

274

00:42:51.120 --> 00:43:01.110

Melissa Brown: Knowledge from there. So we determined we would use to column note taking and Venn diagrams. So if you notice in the slides there that are showing in the pictures.

275

00:43:02.220 --> 00:43:05.520

Melissa Brown: We do a lot of word and sound sorts

276

00:43:05.730 --> 00:43:06.720

Melissa Brown: So it really just piggy

277

00:43:06.780 --> 00:43:11.310

Melissa Brown: Piggy backs off of what the ladies were talking about with

278

00:43:13.320 --> 00:43:31.440



Melissa Brown: Dynamic awareness is having kids sort sounds and then words by vowel sounds. And if you can see students doing a sort on the board and then they are you know then logging those words into their binder in a two column sort

279

00:43:33.870 --> 00:43:45.180

Melissa Brown: And then in the next one. You can see that they have a lot of tools that they use to work with. So if you look at the slide on the photo on the left.

280

00:43:45.930 --> 00:44:01.470

Melissa Brown: Student Is using cubes and welcome in boxes to build and blend and segment words. So we know when we get out our binder. We're working on letters and words and sounds and then I just think I have one more slide.

281

00:44:03.870 --> 00:44:04.290

Melissa Brown: And

282

00:44:05.310 --> 00:44:12.540

Melissa Brown: So the last thing I was gonna say is what. So what we have is to to we have two sections right now and Eli section in a math section.

283

00:44:13.020 --> 00:44:20.790

Melissa Brown: They are taught to use the reference materials and their binder. So if you look at the photo on the left. This student is using his alphabet chart.

284

00:44:21.240 --> 00:44:33.120

Melissa Brown: And then the student on the right is using his whiteboard marker and dice to use a dish you know for addition strategies and then if I can just have you start presenting. Thank you. Tanya. So much for doing that.

285

00:44:33.960 --> 00:44:38.850

Melissa Brown: Or I guess it was. I don't know who even was doing that. And I don't know if you can see

286

00:44:40.350 --> 00:44:52.260

Melissa Brown: Can you guys see me. I can't see you. So I don't know if somebody nods. And so you can see me okay so I brought my binder and I just very briefly want to talk about. So the students have an e la section and

287

00:44:54.270 --> 00:45:05.280

Melissa Brown: And they have a do done section so they can work on what they're doing and what they've done. And here's the L Conan boxes and then

288

00:45:06.150 --> 00:45:19.920

Melissa Brown: You know, we can use this for a two column sort and then they have, for example, an alphabet for a you know reference tool. So I'm, I'm excited about how it's being used in

289

00:45:20.640 --> 00:45:30.030

Melissa Brown: First grade. I'm excited to be implementing it this year and I really do feel like this will build some independence for the students and build their

290

00:45:31.290 --> 00:45:49.950

Melissa Brown: Ability to be organized, you know, and I just thinking back I you know I don't even know that I really referred to La, la, you know, so for them to now know e la means, you know, reading, writing, spelling phonics, it's just, you know, it's kind of helpful for for them to have that going forward.

291

00:45:51.120 --> 00:45:54.210

Melissa Brown: Does anybody have any questions for me about the Avid binder.

292

00:45:57.600 --> 00:45:58.470

Melissa Brown: Okay, thank you.

293

00:45:58.920 --> 00:46:08.640

Mark Brenneman: Okay, we are going to go to Mr. McCormick with houses, Tanya. If you can present it. We missed requirements can be two minutes. We have an eight minute video and we will be done. We are just random

294

00:46:11.460 --> 00:46:16.890

Ian MacCormack: Times, go to the next slides, click on where it says houses of MCS yes you guys have this arm.

295

00:46:17.220 --> 00:46:26.520

Ian MacCormack: And you guys can see the rollout video which is below which is hyperlink. Not that one. No, no, just go up to the actual words of houses of them yet but follow that link.

296

00:46:27.330 --> 00:46:36.360

Ian MacCormack: Alright and then just present that real quick. Um, this is all being shared with you guys so you can watch the YouTube video of when we rolled it out this year at a later point in time.

297

00:46:37.170 --> 00:46:51.660

Ian MacCormack: To just go to Slide number four, because most of you guys already know kind of that we did different houses. It's like a Harry Potter ask theme right there. Thank you, kind of, um, and all these

298

00:46:53.460 --> 00:47:01.830

Ian MacCormack: Character Traits come from Maria way back in the day when I believe she was the system principal and brought it to MC Smith. So this is where a lot of this comes from

299

00:47:02.310 --> 00:47:19.290

Ian MacCormack: And these are the current houses that we have a but we had a problem because we had a lot of virtual students and how do we get them involved in the houses. So what we ended up doing was creating another house. So here we go. Next slide.

300

00:47:20.850 --> 00:47:34.080

Ian MacCormack: So our new house is called the rainbow raiders. They are obviously comprised of all the colors, since everyone was in a different house and whether the and they're being that the virtual they are now house persistent. So, which means

301

00:47:34.800 --> 00:47:40.380

Ian MacCormack: perseverance. So we added to the character traits one additional

302

00:47:42.030 --> 00:47:46.740

Ian MacCormack: character trait. And obviously, perseverance is it. So the next slide please.

303

00:47:48.630 --> 00:47:58.800

Ian MacCormack: This is where we kind of went over real quick with some of the points and how they're earning points through for their houses wearing masks being socially distance they have hawks

304

00:48:00.600 --> 00:48:14.070

Ian MacCormack: One thing that they are going to be using their hawks for next week and monthly is a Minute to Win It game. So they're going to be like stalking hockey pucks on their debt on their, their head in the gym during their lunch time and earning extra points for their houses.

305

00:48:14.610 --> 00:48:20.400

Ian MacCormack: So obviously handwashing being kind of responsible and doing their classwork and then last but not least,

306

00:48:21.840 --> 00:48:32.430

Ian MacCormack: Next slide. Yep. This is the current state. This is where all the points are. And it is obviously pretty close. And there will be a monthly winner.

307

00:48:33.780 --> 00:48:45.840

Ian MacCormack: As you can see the red house which is winning, which is Miss browns. So she's probably pretty happy that her house is winning. So again, we can't be coming back everything every month, but

308

00:48:46.470 --> 00:49:04.830

Ian MacCormack: Be epic is kind of the thing. So I know I hope when we get back to normal. You guys will actually be able to come and visit and see a true how celebration Jesse's first day or second day at work was at our house celebration. I think we didn't scare them away for that one little

309

00:49:06.060 --> 00:49:11.460

Ian MacCormack: You guys should all come and visit and see it. So alright man that which will

310

00:49:11.520 --> 00:49:13.050

Mark Brenneman: Now segues into Amanda's thing.

311

00:49:15.060 --> 00:49:17.610

Amanda Klopott: Tanya, can you please go back to the main presentation.

312

00:49:18.840 --> 00:49:20.760

Ian MacCormack: Tanya. Thank you so much for being awesome

313

00:49:23.100 --> 00:49:24.780

Amanda Klopott: So I have prepared a

314

00:49:26.310 --> 00:49:48.510

Amanda Klopott: video for you to watch that Tanya can play. We have expanded the house idea into character education. So we now are focusing on one character trait every month and this video will tell you about it. So you. I think that was a link that you clicked on. So you have to go back to the original

315

00:49:53.970 --> 00:49:55.920

Allison: Tommy, you can just hit escape on your keyboard.

316

00:50:02.940 --> 00:50:14.700

Amanda Klopott: And then go back to the other slide show the original board of that I think is right next to, if you go up to your tab where your tabs are where the B is. I think that's the slideshow. They are looking for.

317

00:50:20.190 --> 00:50:22.590

You see this yep it's

318

00:50:23.760 --> 00:50:29.220

Amanda Klopott: It's not the houses of MC Smith Alimentarius the other slideshow right next to it.

319

00:50:30.510 --> 00:50:33.330

Yeah, so click on the next

320

00:50:36.270 --> 00:50:41.220

Amanda Klopott: So if you can click on, check out this video, and the video will explain it.

321

00:50:49.680 --> 00:50:54.330

The sound needs to be on your sound needs to be an onion, I think.

322

00:51:03.120 --> 00:51:07.200

Mark Brenneman: So I think that what we can do misquote as long as it works with you is

323

00:51:07.920 --> 00:51:14.520

Mark Brenneman: That or something if you share that with the board I shared the presentation with you and Amanda. If you want to just talk about it for a moment.

324

00:51:14.880 --> 00:51:25.770

Mark Brenneman: On as I know we're getting right up against the clock of the board and, you know, we hope you take a moment to look at this, but man has been doing some great things with character. And so I know she wants to share that

325

00:51:26.370 --> 00:51:27.210

Maria Suttmeier - Hudson City SD: Yeah, I mean,

326

00:51:27.240 --> 00:51:30.990

Maria Suttmeier - Hudson City SD: We're at the seven o'clock, Mark, but I'd like you to go over, you know, like

327

00:51:31.290 --> 00:51:42.090

Maria Suttmeier - Hudson City SD: If the board doesn't mind. We've had some audio and some difficulties with things if we can just go over by about five minutes. It's about two minutes of seven right now. So go ahead, Amanda. We want to hear.

328

00:51:42.390 --> 00:51:46.200

Maria Suttmeier - Hudson City SD: Everything that you have going on with character education because I know how exciting it is

329

00:51:47.280 --> 00:51:54.870

Amanda Klopott: So I'm super excited and I do have a chance to watch the video because there's examples of students work in there as well as videos from teachers.

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00:51:57.330 --> 00:52:05.520

Amanda Klopott: Every month he have a character traits that we focus on. We started in November this year and focused on

331

00:52:06.210 --> 00:52:26.670

Amanda Klopott: Respect and then December was kindness and it moves forward every house has an opportunity. And what we have done as a collaborative team is we create a slideshow for teachers that has literature and maybe a quotation to look at, or maybe discussion questions and then I make a video.

332

00:52:28.440 --> 00:52:39.450

Amanda Klopott: Explaining what the trade is and giving examples. I was about. And the teacher will play that video for students, three times per week. So it's an opportunity for students to see my face.

333

00:52:40.200 --> 00:52:49.830

Amanda Klopott: Without a mask to engage with students and to really make sure that we're having consistent conversations that teach those important character traits.

334

00:52:50.970 --> 00:53:00.300

Amanda Klopott: You know that's one consistent point that when I first came to Montgomery Smith and I had my entry plan. I sat down and talked with teachers about different ideas.

335

00:53:00.660 --> 00:53:11.130

Amanda Klopott: And a lot of teachers mentioned that they really felt like there was sometimes something missing. Like a connection between the home life in the school life. So this is one way that we can bridge that gap.

336

00:53:11.730 --> 00:53:18.750

Amanda Klopott: By teaching about the character traits we incorporate literature and we're starting to reach out to families as well.

337

00:53:19.230 --> 00:53:24.060

Amanda Klopott: To tell them about the character trait and give them strategies so they can have those discussions as well.

338

00:53:24.960 --> 00:53:36.300

Amanda Klopott: so far has been really successful. The kids have been really excited every time I go into the classroom. They want to tell me about the character trait. They want to tell me how they've been kind we had a kindness challenge.

339

00:53:36.630 --> 00:53:43.920

Amanda Klopott: So it's been a really nice way to work together as a whole school community and teachers and students can really

340

00:53:44.400 --> 00:53:47.430

Amanda Klopott: Talk about how they've noticed a change within their classroom.

341

00:53:47.760 --> 00:53:59.430

Amanda Klopott: If they have anything that pops up teachers are able to say, okay, well, you know, we focus on kindness and we focus on kindness, all the time. Is this action showing kindness in their little really talk about things.

342

00:53:59.940 --> 00:54:16.140

Amanda Klopott: And so we're really excited about that part. We're going to continue to build it. And the last part, I just want to elaborate on is that we are really excited to be expanding the character education program we have started to reach out to different members in the community to have

343

00:54:17.340 --> 00:54:27.330

Amanda Klopott: Them be virtual readers of different books that connect with the character trait. And so we're giving directions on how to do that they're reading the book.

344

00:54:27.840 --> 00:54:40.650

Amanda Klopott: As well as giving information about themselves like their job. Maybe their career, how they got there to be role models in a time with the Avid theme. So that's going to be starting next month where we're going to have different readers.

345

00:54:41.790 --> 00:54:52.290

Amanda Klopott: Kick off next month and tie in with Black History Month and the character education. So this is just the beginning. We're excited to continue. And like I said, if you do get them on and please watch the video.

346

00:54:55.350 --> 00:54:55.980

Any questions.

347

00:54:58.380 --> 00:55:03.960

Mark Brenneman: Thank you to everyone who presented tonight, board members. I just did open the sharing settings. I'm sorry about that.

348

00:55:04.410 --> 00:55:11.040

Mark Brenneman: Of the PowerPoint. So, you know, how should all have access. Um, we appreciate your time and you know

349

00:55:11.910 --> 00:55:26.760

Mark Brenneman: I think we're doing some exciting things that I'm MC Smith and really I think you could see it tonight. The love of teaching the love of teaching eating and the caring that everyone has for kids. So thank you to all the teachers and board members, thank you for taking that time.

350

00:55:30.720 --> 00:55:39.450

Maria Suttmeier - Hudson City SD: I did just share that with the board, Mark. So thanks for sending that my way. So you have all the links to watch it another time. And thank you.

351

00:55:40.230 --> 00:55:51.300

Maria Suttmeier - Hudson City SD: Makes me feel like going back to elementary school. I enjoy just walking around and seeing all the things that are happening there. So I know that we're just at the start of something great. So thank you all for your time.

352

00:55:51.930 --> 00:56:02.460

Maria Suttmeier - Hudson City SD: Your excitement your innovation. It's been quite the challenging year but nonetheless you've persevered and you're introducing new things. So thank you so much.

353

00:56:02.850 --> 00:56:15.090

Mark Brenneman: And if he would ever considered to have Mrs Lucy and I to come to a board meeting to show edge climber. Maybe during Dr. Preston pinos presentation. We would love it because we are so excited about that. But we never got there.

354

00:56:20.940 --> 00:56:23.190

Maria Suttmeier - Hudson City SD: I'm sure they'll be another opportunity. Thank you.

355

00:56:23.910 --> 00:56:24.990

Mark Brenneman: All right, thank you. Good night.

356

00:56:25.410 --> 00:56:27.390

Maria Suttmeier - Hudson City SD: Good night, everyone. Thank you for your time.

357

00:56:29.730 --> 00:56:30.510

Maria Suttmeier - Hudson City SD: Stay safe.

358

00:56:45.840 --> 00:56:47.130

Maria Suttmeier - Hudson City SD: So we'll let will be

359

00:56:48.510 --> 00:56:57.990

Maria Suttmeier - Hudson City SD: Taking over for curiosity this evening, who had a personal engagement that she needed to go to tonight. So we'll let I turn it over to you.

360

00:56:59.910 --> 00:57:00.480

Thank you.

361

00:57:01.800 --> 00:57:05.190

jones: At this time we call the meeting to order the Pledge of Allegiance.

362

00:57:12.210 --> 00:57:15.870

jones: I pledge allegiance to the flag. We'd like to say

363

00:57:19.230 --> 00:57:26.880

jones: To the public Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

364

00:57:33.570 --> 00:57:36.780

jones: Okay, I'm less likely the roll call.

365

00:57:39.210 --> 00:57:39.780

jones: Please.

366

00:57:40.380 --> 00:57:41.520

LESLIE COONS: Yes, I'm

367

00:57:48.030 --> 00:57:48.870

LESLIE COONS: Sage Carter.

368

00:57:49.350 --> 00:57:49.740

Here.

369

00:57:51.120 --> 00:57:52.500



Sage Carter: Jones here.

370

00:57:54.750 --> 00:57:56.700

LESLIE COONS: Linda Hopkins here.

371

00:58:01.470 --> 00:58:04.290

LESLIE COONS: Carrie audience absent Charles parmentier

372

00:58:04.860 --> 00:58:08.400

LESLIE COONS: Here and Lucy, Lucy cigar.

373

00:58:09.120 --> 00:58:09.480

Yeah.

374

00:58:10.830 --> 00:58:11.340

Lucinda Segar: Thank you.

375

00:58:14.550 --> 00:58:14.940

jones: Thank you.

376

00:58:19.620 --> 00:58:23.040

jones: Now, like the make a motion to set the agenda.

377

00:58:28.440 --> 00:58:28.830

Chuck's iPhone: Taking

378

00:58:30.150 --> 00:58:30.930

jones: All the flavor.

379

00:58:40.800 --> 00:58:44.490

jones: So no recommendations, our presentations.

380

00:58:45.930 --> 00:58:48.630

jones: Do we have a need for early possession. Nope.

381

00:58:49.710 --> 00:58:50.040

jones: Okay.

382

00:58:52.140 --> 00:58:55.920

jones: Well, I don't know if any other board members did that I haven't heard anything

383

00:58:57.990 --> 00:58:58.830

jones: No. Okay.

384

00:59:00.690 --> 00:59:04.590

jones: So now we have our student representative report from machine.

385

00:59:06.000 --> 00:59:11.340

Noshin Tasnim: Hi, good evening, everyone. I hope everyone is having amazing Tuesday.

386

00:59:11.970 --> 00:59:19.920

Noshin Tasnim: So to begin in regards to the newsletter student council has been working on. We've been sending follow up email to the different department that school

387

00:59:20.400 --> 00:59:29.430

Noshin Tasnim: But unfortunately, we haven't really seen a lot of responses. So because of the lack of information we decided it wasn't really enough to put a newsletter together.

388

00:59:29.760 --> 00:59:39.750

Noshin Tasnim: Which was a bummer, but we're hoping to gather enough information for the springtime, because we really do believe, it'll help the students. We just need the feedback from the teacher that school

389

00:59:40.740 --> 00:59:45.390

Noshin Tasnim: Continuing these past couple of weeks, we've been advancing on our virtual senior seminar.

390

00:59:45.870 --> 00:59:53.430

Noshin Tasnim: We created a list of students that took different paths. After graduating to get as many perspectives of life after graduation as possible.

391

00:59:54.060 --> 01:00:00.840

Noshin Tasnim: And lastly, this event will be taking place on Tuesday, February 23 and 7pm via Google meets

392

01:00:01.230 --> 01:00:13.020

Noshin Tasnim: And I know Dr. Sid Meier would like to attend, but if anyone else would like to join us, please let me know would be more than happy to have you guys. And does anyone have any questions. That is all I have tonight.

393

01:00:15.870 --> 01:00:24.660

Maria Suttmeier - Hudson City SD: I have a question. Did you get interest from the students that you've reached out to that have taken those different pathways in attending on the 23rd.

394

01:00:25.230 --> 01:00:29.340

Noshin Tasnim: We have, we have an email them. Yeah, that's what we're gonna do at this week's meeting.

395  
01:00:29.790 --> 01:00:30.150  
Okay.

396  
01:00:32.310 --> 01:00:34.470  
Maria Suttmeier - Hudson City SD: So hopefully you'll get a good participation.

397  
01:00:35.040 --> 01:00:36.120  
Yeah, we're hoping for that.

398  
01:00:40.770 --> 01:00:41.970  
jones: Okay, thank you. Gnashing

399  
01:00:42.240 --> 01:00:43.080  
Of Yonkers

400  
01:00:45.420 --> 01:00:45.900  
jones: And

401  
01:00:46.920 --> 01:00:50.010  
jones: Now we're at the personnel agenda. Is there any changes.

402  
01:00:52.080 --> 01:00:53.160  
jones: Any discussions.

403  
01:00:54.990 --> 01:01:00.210  
jones: So I would like to make a motion to set the personnel agenda items add

404  
01:01:02.400 --> 01:01:02.550  
Sage Carter: That

405  
01:01:05.070 --> 01:01:05.760  
jones: all a favor.

406  
01:01:19.050 --> 01:01:22.740  
jones: Okay. That brings us to all business.

407  
01:01:24.000 --> 01:01:24.870  
jones: Policy Committee.

408  
01:01:28.140 --> 01:01:42.660

Lucinda Segar: And the policy committee met on last Tuesday or a week ago and we have some policies for you guys to consider, but I believe they're listed under new business correct because they're all new policies.

409

01:01:45.240 --> 01:02:02.310

Lucinda Segar: But we will, we can discuss them when we get there. It's 4511 textbook selection and adoption 4513 library materials selection 4765 online learning, and of course credit and

410

01:02:03.690 --> 01:02:05.880

Lucinda Segar: recruiting and hiring and they're all first readings.

411

01:02:08.610 --> 01:02:08.970

Okay.

412

01:02:10.440 --> 01:02:12.270

jones: Facility Facility Committee.

413

01:02:15.960 --> 01:02:16.560

Sage Carter: I

414

01:02:17.820 --> 01:02:21.390

Sage Carter: So the Facilities Committee had a meeting.

415

01:02:22.920 --> 01:02:41.010

Sage Carter: And just on the Kobe buildings update the practices we put in at the beginning of the year for regular cleaning disinfecting sanitizing all that is still holding well and serving our students. Well, as you know,

416

01:02:42.720 --> 01:02:49.770

Sage Carter: We've seen a number of covert cases, but almost all of them have been with remote students and we haven't seen

417

01:02:51.240 --> 01:03:00.570

Sage Carter: Covert spreading at the schools which is fantastic. And I think it's a real testament to how hard our buildings and grounds, people are working to keep the building safe and clean.

418

01:03:01.710 --> 01:03:07.830

Sage Carter: World okay with supplies. We're doing pretty good. There were also have all of those sort of more

419

01:03:10.980 --> 01:03:22.080

Sage Carter: I don't know, like stronger pp. We need if we're going to have to start beginning to conduct testing on site. So we have the end 95 masks the surgical gowns.

420

01:03:23.040 --> 01:03:38.580

Sage Carter: The medical bags that you need to put the test. The swabs in all of that we have all that on site, and we're ready to begin. That should our rate of incidents in our area, go to a state where we need to be doing that. Um, so that's good.

421

01:03:40.320 --> 01:03:49.740

Sage Carter: We moved, and thank you, Jesse. For this we move to because you know I think everyone knows we were having trouble with thermometers doing temperature checks and the cold weather.

422

01:03:49.980 --> 01:04:04.830

Sage Carter: So we have kiosks now where the students can like lean in and it's it's just much more accurate. Um, we're getting one more of them. So we'll be able to have the metal the entrances. So that is going well, um,

423

01:04:06.000 --> 01:04:09.540

Sage Carter: We. Let's see. Um,

424

01:04:11.130 --> 01:04:12.660

Sage Carter: The in terms of

425

01:04:15.120 --> 01:04:22.500

Sage Carter: In terms of the grounds and getting ready for the spring, you know, right now, I think, you know, most of the sports are on hold. But some of the less

426

01:04:25.350 --> 01:04:44.010

Sage Carter: Risky sports may be able to resume in the spring. So we're thinking. Looking forward to what needs to be done on our grounds to get ready for that we were still in process last year of completing the modified saw girls softball fields so that work is going to

427

01:04:45.420 --> 01:04:52.050

Sage Carter: Continue. You know, there's pieces that have to be put together but but that keeps we're we're moving forward, all of that.

428

01:04:53.160 --> 01:04:57.150

Sage Carter: The last part of we had part of our capital.

429

01:05:00.540 --> 01:05:06.720

Sage Carter: Capital construction was the new AC unit and Montgomery see Smith that unit.

430

01:05:07.440 --> 01:05:20.040

Sage Carter: There were some punch list issues with their some repairs holes in the wall, stuff like that. That's been completed. So now we're hoping once we get the sign off from the architects, we can close that out with the state, which is good because we're do

431

01:05:20.610 --> 01:05:26.490

Sage Carter: Reimbursement on some of that stuff. So we're waiting, but we're hoping we can complete that

432

01:05:28.230 --> 01:05:28.650

Sage Carter: So,

433

01:05:30.630 --> 01:05:31.860

Sage Carter: Let's see, what else

434

01:05:33.060 --> 01:05:40.620

Sage Carter: Everyone who's asked for hotspot has them. We have a few extras in reserve for anything broken but they've been those have been going pretty well.

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01:05:42.600 --> 01:05:57.390

Sage Carter: And 113 students who are using hotspots and then we have a number of teachers as well who have them. So all that is going well. We have a new tech committee that is going to be working with Cheryl is heading that up that's going to

436

01:05:58.830 --> 01:06:06.660

Sage Carter: Will start to probably hear some of their recommendations, but their first meeting is on the 27th of January, and they're really looking

437

01:06:07.050 --> 01:06:15.540

Sage Carter: Forward to getting working. We have some of that. I don't know if everyone here was on the board. When we were awarded smart bonds.

438

01:06:16.050 --> 01:06:25.500

Sage Carter: And some of that funds was to help us build out the pre K wing, but we weren't able to get state approval for that in time and we

439

01:06:25.800 --> 01:06:37.020

Sage Carter: Did the construction. So the funds that we couldn't allocate to that are still in reserve. So we're looking to we appropriate those for technical

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01:06:37.830 --> 01:06:45.570

Sage Carter: Tech for students and this committee will be able to help us direct how to do you know the best way to do that.

441

01:06:46.350 --> 01:07:00.930

Sage Carter: Um, I think the last thing we talked about was everything that's over at john L and there are a lot of really old archives that are stored they're stored there. So we are looking at what is

442

01:07:01.800 --> 01:07:18.510

Sage Carter: Was being stored there and what to do with it. Some of it. The district has to hold on to some of it is just

really cool old old archival items for the district going back, like many, many years. So I hope we get to see some of that I know Leslie has been really involved in

443

01:07:19.530 --> 01:07:35.520

Sage Carter: Going through it and figuring out how best to store it and what to do with everything. So thank you, Leslie and we'll see what turns up but we have to get all that stuff out of that building. If and when we ever get to sell it. So we're looking forward to

444

01:07:36.780 --> 01:07:42.030

Sage Carter: Getting rid of all that stuff. So I think that's it. Well, well, I did I miss anything important

445

01:07:43.260 --> 01:07:44.370

jones: No, but that does it.

446

01:07:44.850 --> 01:07:45.570

Sage Carter: Well, okay.

447

01:07:46.860 --> 01:07:47.370

Sage Carter: Thank you.

448

01:07:48.450 --> 01:07:49.050

Thanks.

449

01:07:50.370 --> 01:07:51.330

jones: The audit committee.

450

01:07:54.930 --> 01:07:55.230

jones: No.

451

01:07:56.760 --> 01:07:57.690

jones: Budget Committee.

452

01:07:59.550 --> 01:08:00.960

Maria Suttmeier - Hudson City SD: At yeah coming soon.

453

01:08:01.680 --> 01:08:03.270

jones: Coming soon. Okay, thank you.

454

01:08:05.190 --> 01:08:07.500

jones: Let's see, do we have any one for public forum.

455

01:08:11.580 --> 01:08:13.410

LESLIE COONS: I know we did not get any emails.

456

01:08:14.070 --> 01:08:14.760

jones: Thank you.

457

01:08:20.460 --> 01:08:24.450

jones: Now that brand goes to the business administrator reports, Jesse.

458

01:08:26.010 --> 01:08:28.290

Jesse Boehme: Thanks, guys. Everybody hear me all right.

459

01:08:30.330 --> 01:08:41.430

Jesse Boehme: Okay. Um, so, since our last meeting has been spending a lot of time with the bus companies and Mrs Rossetto and the building administrators doing some contract tracing

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01:08:41.940 --> 01:08:49.230

Jesse Boehme: One of the bus companies had some issues with that. So we've been working really closely with them to make sure we can get all the runs

461

01:08:49.770 --> 01:09:05.940

Jesse Boehme: Out there. So all the students can be picked up. So that's been taken up a lot of our, you know, a lot of my time. Last Friday, the state released the tax levy growth factor for the 2122 school year. The growth factor is one of the factors calculating a tax levy limit.

462

01:09:06.960 --> 01:09:20.130

Jesse Boehme: The amount for next year will be 1.23% which is the lowest that it has been since the 1617 school year. Last year we had it at 1.81%

463

01:09:20.820 --> 01:09:33.960

Jesse Boehme: And the maximum can be by law is 2%. This is just one of the factors and taxing in the tax levy limit, but it is a little concerning that is all lower that has been in previous years.

464

01:09:34.620 --> 01:09:43.680

Jesse Boehme: It's, it's really based on inflation. So you can see why with the state of our economy that is a low a little bit lower this year that it has been in the past.

465

01:09:44.880 --> 01:09:54.810

Jesse Boehme: Our budget work continues. Dr. Scott Meyer myself met with two of the out of rebuilding administrators discuss the budget for 2122 school year.

466

01:09:55.260 --> 01:10:05.790

Jesse Boehme: I've also met with Paul starker the head maintenance worker about building and grounds and I've also



matched with the show Rabinowitz or IT manager discuss district plans for it budget.

467

01:10:07.590 --> 01:10:32.220

Jesse Boehme: A little state aid update President Elect Joe Biden is calling on Congress to pass a new stimulus package, which includes \$350 billion and state and local aid to help the government's with budget shortfalls of that 350 billion 130 billion we dedicated for k k 12 schools.

468

01:10:33.480 --> 01:10:52.860

Jesse Boehme: We don't know right now. What, how much is going to be allocated to New York. The governor has mentioned that he would need 15 billions of balance state budget this year. And if he doesn't get that amount. They'll have to be cuts made so hope, hopefully we get at least the 15 billion.

469

01:10:54.660 --> 01:10:56.940

Jesse Boehme: Well, that's all I have tonight. Is there any questions.

470

01:10:58.560 --> 01:11:04.860

Jesse Boehme: Ago also answer questions or anything to do with the otter report that's on there are corrective action plan.

471

01:11:09.480 --> 01:11:10.350

Jesse Boehme: Alright. Thanks a lot, guys.

472

01:11:12.150 --> 01:11:12.930

jones: Thank you, Jesse.

473

01:11:14.010 --> 01:11:14.940

jones: And now we have

474

01:11:16.140 --> 01:11:19.980

jones: Super, super tend to report April 1 to

475

01:11:22.830 --> 01:11:26.340

April Prestipino: Everyone I just wanted to take a minute to

476

01:11:27.690 --> 01:11:35.940

April Prestipino: Really say thank you to all the teachers from the elementary school who presented tonight on the letters team, the hybrid team, they

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01:11:36.540 --> 01:11:45.060

April Prestipino: Loved their training that they participated in over the summer. So when I was preparing for our professional development for that first week in September.

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01:11:45.480 --> 01:11:55.650

April Prestipino: I asked them all to meet with me and to start putting together a shared presentation that they would all do with various teachers in the school throughout that week.

479

01:11:56.070 --> 01:12:07.290

April Prestipino: And they really put a lot of hours into preparing what information they were going to share with their colleagues and how and you got to hear Trish is

480

01:12:08.490 --> 01:12:16.440

April Prestipino: testimonial. And when I suggested that she do a testimonial over the summer. She i thought was going to pass out on the screen.

481

01:12:17.790 --> 01:12:30.660

April Prestipino: Um, but it turned out, as you saw the final product was amazing. So without their commitment to this, we wouldn't be where we are with that right now anyway. So thank you to everyone who might

482

01:12:31.560 --> 01:12:42.660

April Prestipino: I'm keeping along with the Avid line or the Avid conversation. I wanted to let you know that the sixth grade is starting second semester, they've selected.

483

01:12:42.960 --> 01:12:50.730

April Prestipino: Around 20 students who have what we're calling an avid experience. And the reason behind that is to

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01:12:51.060 --> 01:13:01.110

April Prestipino: Kind of advance the concept of Avid and with strategies and really start to hone in on who would be the best fit for recommending for the

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01:13:01.650 --> 01:13:16.560

April Prestipino: Active in seventh grade. So the sixth grade team Mets. And they went through the sixth graders and their current status they actually invited the students to have this experience that

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01:13:17.610 --> 01:13:24.720

April Prestipino: The students that they selected from the overall sixth grade if they talked with the parents. The parents had to agree as well, just as

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01:13:25.320 --> 01:13:36.150

April Prestipino: They do for the app and elective so I'm Sierra burn our sixth grade steam teacher is going to be doing that she has a blue group and a gold group.

488

01:13:36.720 --> 01:13:50.400

April Prestipino: So the two days a week that the students are in school, they will have their avid experience during their study skills period, instead of rotating to the other teachers and I'm looking forward to seeing how that

489

01:13:50.940 --> 01:14:03.900

April Prestipino: How that goes through the spring semester and see how the, the students that are in it. I'm kind of accelerate through the process and mindset and to better prepare them for the elective in seventh grade.

490

01:14:05.910 --> 01:14:15.120

April Prestipino: And and i will soon be talking about how avid is going to be rolled out in his school knowing that the current eighth graders in the Avid elective

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01:14:16.260 --> 01:14:25.860

April Prestipino: Are going into ninth grade next school year. So that will be coming soon. I'm very excited about that. I've been waiting for that for three years. So I'm really happy that that's this time has come.

492

01:14:27.180 --> 01:14:31.110

April Prestipino: Up our SDK grant. My Brother's Keeper grant

493

01:14:32.100 --> 01:14:45.000

April Prestipino: expires at the end of this year. However, the state has put out another RFP for another three year grant. And so, Kathy Clark Candace limuru Michael full in and Darren Collins are working on that grant application right now.

494

01:14:45.300 --> 01:14:56.760

April Prestipino: It is due, February 1 we're very excited about the possibility of being able to continue the program. The original group of students who started in the program are now in 11th grade. I can't believe

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01:14:57.360 --> 01:15:04.500

April Prestipino: That they're already in 11th grade. And then the other group of students, they are in ninth grade this year and they are

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01:15:05.280 --> 01:15:13.950

April Prestipino: Mr faultless and Mr Collins are working really hard to try to maintain contact with the students on a regular basis, especially with the juniors sense they have not

497

01:15:14.280 --> 01:15:26.940

April Prestipino: Been physically in school this year, a lot of the students that are in the MBA program or juniors are slated to return for a second semester. So that's really exciting for for everyone in the program.

498

01:15:29.310 --> 01:15:36.270

April Prestipino: The state has released the graduation rate for the 2016 cohort Maria. I don't know if you're going to mention this, but I'm

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01:15:37.200 --> 01:15:43.440

April Prestipino: Is now public on our, on the state website in terms of of our school report card so

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01:15:44.100 --> 01:15:53.490

April Prestipino: For the district, the district graduation rate for the 2016 cohort is 80% which is the same as it was for the 2015 cohort.

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01:15:53.940 --> 01:16:08.640

April Prestipino: And building graduation rate for the 2016 cohort is 84% the 2015 cohort was even 1% so you know you thought. If you have any questions.

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01:16:09.390 --> 01:16:18.120

April Prestipino: That we need to take back to Mr look past or anything about why maybe 81 to 84 or where we think we may be headed for this year, you know, we can

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01:16:18.540 --> 01:16:27.240

April Prestipino: Certainly have asked him those questions or anything like that. But, um, you know, it's interesting. We spent so many years previously.

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01:16:27.900 --> 01:16:37.620

April Prestipino: Really focusing in on the data on the report card and what that means for our accountability and how we are going to use all that data to really drive what we do.

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01:16:38.100 --> 01:16:50.730

April Prestipino: And the accountability process has changed so dramatically so dramatically that as this information is released. It's important, but it really doesn't drive.

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01:16:52.290 --> 01:17:03.540

April Prestipino: It is such a small part of a whole new accountability measure that there are so many other factors that we look at that you can't keep track of all of it anymore because of

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01:17:03.870 --> 01:17:19.860

April Prestipino: The variation of accountability under ESSA. And so I think really what we've kind of decided is that we just need to continue with what makes sense and best practices and use this information to continue to grow.

508

01:17:20.370 --> 01:17:27.960

April Prestipino: But not live or die by it, you know, because it's just, it's always late. And we need to keep moving on.

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01:17:30.180 --> 01:17:39.660

April Prestipino: And the other. The last time I have for you tonight is to just, you know, remind everyone about the parent, the virtual parent workshops, hopefully you have been getting

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01:17:39.990 --> 01:17:49.050

April Prestipino: The text messages that have been going out. Um, I shared with us the board. The link to our website and asked

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01:17:49.530 --> 01:17:58.110

April Prestipino: If possible for you to share it with you know the people in the community that you know would benefit from it. Um, the information is on a website.

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01:17:58.530 --> 01:18:07.950

April Prestipino: I've asked the elementary school to put it in their newsletter. I sent out a robo texts last week about it and then one tonight at 530

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01:18:08.280 --> 01:18:19.530

April Prestipino: To remind everyone that the first session, which is a covert 19 playbook for parents is this Thursday at seven o'clock and the zoom link is on our website. Um,

514

01:18:21.240 --> 01:18:37.830

April Prestipino: And I'll just continue to share that information. I asked the teachers to put it into their Google classrooms. So if you have any other suggestions on how to get information out to people in the community, please let me know, because I would love to try to draw in as many people as possible.

515

01:18:42.120 --> 01:18:46.890

April Prestipino: Any thoughts, questions, comments about any of my items for tonight.

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01:18:52.980 --> 01:18:53.790

jones: Okay, thank you.

517

01:18:55.080 --> 01:18:55.680

April Prestipino: Thank you.

518

01:18:57.810 --> 01:19:04.410

jones: Now we will have celebrate in general updates and celebrating what's right, we're super simple.

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01:19:06.150 --> 01:19:16.830

Maria Suttmeier - Hudson City SD: app. So, good evening, everyone. It's nice to see everyone. I just want to first start out by thanking will let for stepping in again for Kerry, it's very unusual that Kerry is not

520

01:19:17.610 --> 01:19:29.130

Maria Suttmeier - Hudson City SD: 100% with her attendance. So just as a matter of life happening so we expect her back in February, but thank you will up for stepping in as needed both the last board meeting in this one.

521

01:19:30.360 --> 01:19:34.650

Maria Suttmeier - Hudson City SD: So as you know, things have scaled up a bit with Kovac.

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01:19:36.690 --> 01:19:53.490

Maria Suttmeier - Hudson City SD: Positives throughout the state. And especially, you know, we pay attention to our region. So you're seeing more and more, you know, positive cases coming our way. Some of them have had an impact,

but only because we don't have enough staff to safely open our schools.

523

01:19:54.120 --> 01:20:11.760

Maria Suttmeier - Hudson City SD: So we pivoted grades three through five just recently because of AIDS needing to quarantine, not because of illness, but because of exposure but so far we have not been able to say that there's any spread in our schools. It's a matter of a precautionary

524

01:20:13.620 --> 01:20:28.440

Maria Suttmeier - Hudson City SD: Quarantine but it is causing us to make hard decisions and it is also taking enormous amount of administrative time in the evenings on the weekends and even on holidays. I think the only holiday that was

525

01:20:29.490 --> 01:20:41.430

Maria Suttmeier - Hudson City SD: Quiet was Christmas Day, but every other day there's been something to contend with. And and contact tracing does not take just a minute. It takes hours so

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01:20:42.090 --> 01:20:50.760

Maria Suttmeier - Hudson City SD: Thank you to Rachel and Jesse and building administrators once again for taking those calls and working together collaboratively when we need to.

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01:20:51.900 --> 01:21:00.900

Maria Suttmeier - Hudson City SD: spring into action. In that same vein, we sent out a consent form a few weeks ago about covert testing.

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01:21:01.350 --> 01:21:10.050

Maria Suttmeier - Hudson City SD: You may recall that one of the governor's regulations for a school to stay open would be to become a testing state site.

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01:21:10.410 --> 01:21:15.180

Maria Suttmeier - Hudson City SD: And dependent on whether you were designated as a yellow orange or red zone.

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01:21:15.630 --> 01:21:25.440

Maria Suttmeier - Hudson City SD: And it was you know 20% of all of your onsite students and staff would have to be tested. If you were in a yellow zone and then it would move up to 30% if you were in a red zone.

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01:21:26.070 --> 01:21:38.670

Maria Suttmeier - Hudson City SD: So we sent out consent forms and receive consent or people refusing to have their students tested to see if we would have 20% of our on site students and staff tested.

532

01:21:39.330 --> 01:21:51.030

Maria Suttmeier - Hudson City SD: Since we've done that, it's gone silent on whether this metrics is even going to work anymore, especially now that the vaccine is out and people are starting to get their dose one

533

01:21:51.630 --> 01:21:55.440

Maria Suttmeier - Hudson City SD: Because you wouldn't be able to be tested. If you are

534

01:21:55.920 --> 01:22:05.760

Maria Suttmeier - Hudson City SD: Having the vaccine and you also can't be tested. If you are quarantining and as you know that's a cycle of in quarantine out of quarantine, back in quarantine so

535

01:22:06.150 --> 01:22:16.890

Maria Suttmeier - Hudson City SD: Right now, we don't have enough consent. If we were told that we had to do mandated testing to stay open. But I'm not going to rally unless we need to

536

01:22:17.250 --> 01:22:28.350

Maria Suttmeier - Hudson City SD: Because you don't even hear about these designations right now because of all of the other complexities of vaccines and quarantines and things like that they're really going by hospital.

537

01:22:29.670 --> 01:22:32.610

Maria Suttmeier - Hudson City SD: Rates and of infection and such. So

538

01:22:33.000 --> 01:22:46.560

Maria Suttmeier - Hudson City SD: We'll keep an eye on it. We have our list of those that have consented, and we will do a push for it. If it starts to go in that direction again. But at this point, it looks like we're focusing more on the vaccinations, we were able to get

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01:22:47.130 --> 01:22:59.040

Maria Suttmeier - Hudson City SD: Many staff vaccinated in green county just on Friday and Columbia County has not gotten a supply of the vaccine yet because the supply that they originally got went

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01:22:59.370 --> 01:23:09.600

Maria Suttmeier - Hudson City SD: To the hospital with a hospital right here in Columbia County where green county had extra supply. So we do have several people still on the list for

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01:23:10.140 --> 01:23:14.850

Maria Suttmeier - Hudson City SD: The first phase of the the first dose of the

542

01:23:15.750 --> 01:23:29.010

Maria Suttmeier - Hudson City SD: Vaccine and we will do everything we can, I would like to become a site here, much like quick Zaki Athan school was I have offered that we would run it right here. And I have a list of staff that needs dose one so

543

01:23:29.670 --> 01:23:38.220

Maria Suttmeier - Hudson City SD: Hopefully by February will have a supply here in Columbia County and get rolling with that. So we're keeping an eye on it. As you know, I need every Wednesday with the

544

01:23:38.610 --> 01:23:46.050

Maria Suttmeier - Hudson City SD: Department of Health, as well as my colleagues across this county and we are all pushing to get those vaccines for school stuff.

545

01:23:48.690 --> 01:23:58.500

Maria Suttmeier - Hudson City SD: My general updates in my celebrating what's right, is going to be woven because it's just the way I wrote things down. So celebrating what's right.

546

01:23:58.890 --> 01:24:10.920

Maria Suttmeier - Hudson City SD: I just want to say that I am honored to have been recognized along with my colleague sage Carter on the board as one of 100 women making a difference in Columbia County. I'm not really sure.

547

01:24:11.370 --> 01:24:29.280

Maria Suttmeier - Hudson City SD: How we got nominated for that. But I appreciate that, but also to see Lisa Dolan a past teacher and alumni. It just was very nice to see other people on the recognized as well, and I thank everyone for their kind comments with us. So congratulations stage.

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01:24:31.560 --> 01:24:32.070

Maria Suttmeier - Hudson City SD: And

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01:24:33.660 --> 01:24:43.230

Maria Suttmeier - Hudson City SD: The other is been working hard on the future focused goals and I did send that to the board. Hopefully you had a chance to look at the poster that is finalized.

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01:24:43.530 --> 01:24:55.290

Maria Suttmeier - Hudson City SD: Thank you for your input. We were able to squeeze in the word inclusive. I think Lucy, you had suggested that was in the heading as well is in commitment to civic engagement.

551

01:24:56.310 --> 01:25:05.880

Maria Suttmeier - Hudson City SD: But also I shared with you a table of how we will be presenting this to the board and showing how we're meeting our goals and before I get

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01:25:06.480 --> 01:25:19.980

Maria Suttmeier - Hudson City SD: I ball deep into it. Not even just knee deep, I'd like to know if I'm on the right track so that I don't do work that isn't quite what you thought you would want to see in a report to the Board.

553

01:25:20.370 --> 01:25:36.060

Maria Suttmeier - Hudson City SD: As our targets each year, and I'm working backwards. I'm trying to envision what four years out will look like. And then what our targets will be coming closer to next year, but has anybody had an opportunity to take a look at, at what I sent

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01:25:43.140 --> 01:25:47.580

Sage Carter: Just really, I only was able to look really briefly, but I thought it looked pretty good.

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01:25:50.400 --> 01:25:57.300

Maria Suttmeier - Hudson City SD: Okay, I mean the poster. I think there's much more professional than the vision 2020 targets where, you know, we're getting better and better at this, as we

556

01:25:58.020 --> 01:26:06.690

Maria Suttmeier - Hudson City SD: Pull it together. It's just the table. If you get a chance, you don't have to answer me now. But if you could just send me an email and let me know to keep moving in the same direction or

557

01:26:07.110 --> 01:26:14.490

Maria Suttmeier - Hudson City SD: If you have any suggestions for improvement. I would really appreciate your feedback. It's a lot of work to come up with the targets and site, the work and

558

01:26:14.790 --> 01:26:25.560

Maria Suttmeier - Hudson City SD: I want to thank April to for, you know, taking a look at what I've put in the table and then refining it with me and citing the work so that it's really a professional

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01:26:27.300 --> 01:26:30.330

Maria Suttmeier - Hudson City SD: Document that we can share with the board, year after year.

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01:26:31.980 --> 01:26:33.120

Maria Suttmeier - Hudson City SD: Moving on.

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01:26:36.480 --> 01:26:44.850

Maria Suttmeier - Hudson City SD: Budgeting. So as you know, I go to different meetings across the county as well as across the state. I recently went to the House of Delegates meeting.

562

01:26:45.270 --> 01:26:56.640

Maria Suttmeier - Hudson City SD: And one of the questions that I had posed was how are people budgeting, are you budgeting for normal school year. Are you budgeting for a coven school year. Are you budgeting for something in between.

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01:26:57.210 --> 01:27:09.990

Maria Suttmeier - Hudson City SD: And I wasn't unusual as I found out other superintendents, we're making suggestions that the government needs to come out and give us direction he needs to come out with at least a blanket statement that says prepare for

564

01:27:10.470 --> 01:27:21.450

Maria Suttmeier - Hudson City SD: social distancing and prepare for similar pee pee required next year so that we know that our buses are not going to have full capacity, our classrooms are not going to have full capacity.

565

01:27:21.750 --> 01:27:36.330

Maria Suttmeier - Hudson City SD: Because the budget is totally different. As you know, just in P. P. We were close to \$300,000 on the last time I looked on, you know, just having a supply readily available for everything that we need. So

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01:27:37.260 --> 01:27:40.860

Maria Suttmeier - Hudson City SD: Everybody feels the same way I came away from that meeting.

567

01:27:41.340 --> 01:27:47.790

Maria Suttmeier - Hudson City SD: Feeling that we have to budget for close to what we are doing now that there's going to be some sort of a hybrid

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01:27:48.060 --> 01:27:58.500

Maria Suttmeier - Hudson City SD: That parents will most likely have an opportunity to choose to keep their students learning virtually of this pandemic is still upon us. There's no vaccine for children.

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01:27:58.890 --> 01:28:03.120

Maria Suttmeier - Hudson City SD: And that there's going to be some sort of social distancing. I don't know if it'll still be six feet.

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01:28:03.900 --> 01:28:09.750

Maria Suttmeier - Hudson City SD: But I don't think we're going to be at full capacity. So we have to be really smart about how we're budgeting.

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01:28:10.110 --> 01:28:21.600

Maria Suttmeier - Hudson City SD: And doing everything we can to strategize to tighten our belts this year and prepare for next year. So I think this is going to be a very challenging year if we don't have a whole lot of direction on how to move forward with our but

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01:28:22.440 --> 01:28:29.010

Maria Suttmeier - Hudson City SD: But there's no way to predict a major shift and practices at this time. So as Jesse and I meet with the building principals.

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01:28:29.250 --> 01:28:38.010

Maria Suttmeier - Hudson City SD: That's what we're talking about. We're talking about, you know, the spaces that we're using now the teaching models that we're using now, but the word is improve them.

574

01:28:38.670 --> 01:28:52.470

Maria Suttmeier - Hudson City SD: We're learning as we go. We're learning what's worked, what hasn't worked and our schedules can improve. So utilizing staff across the district looking at certifications and doing everything we possibly can to budget smartly.

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01:28:53.490 --> 01:29:03.270

Maria Suttmeier - Hudson City SD: While our students are still thriving and learning and what you saw here tonight. Is it. We're still being innovative despite the challenges which I'm very, very proud of, um,

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01:29:04.740 --> 01:29:07.710

Maria Suttmeier - Hudson City SD: Next thing that I wanted to talk about is

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01:29:09.840 --> 01:29:14.070

Maria Suttmeier - Hudson City SD: We have see the policy committee.

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01:29:14.670 --> 01:29:25.830

Maria Suttmeier - Hudson City SD: Very productive meeting this week and as Lucy had said we have new policies to bring before the board. I think we're working really well and it's working out nicely to put it out.

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01:29:26.100 --> 01:29:39.330

Maria Suttmeier - Hudson City SD: New business, but we've carefully gone all over all the policies that are before you another piece of celebrating what is right and Mr brennaman did allude to it a little bit. And I don't think I've told you, but I did get

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01:29:40.590 --> 01:29:49.380

Maria Suttmeier - Hudson City SD: A PHONE CALL FROM THE HUDSON RIVER Bank and Trust who wanted to do something to assist our school district as well as other school districts in the community.

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01:29:49.680 --> 01:29:59.850

Maria Suttmeier - Hudson City SD: That are struggling this year with covert related expenses with the challenging platforms that our students are learning with and our teachers are teaching with

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01:30:00.270 --> 01:30:12.810

Maria Suttmeier - Hudson City SD: So I spoke to them about a couple of different things. I spoke to them about technology needs that we have in the district that are ongoing and growing because of the hybrid and virtual learning teaching and learning that's happening currently

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01:30:13.380 --> 01:30:26.460

Maria Suttmeier - Hudson City SD: But another thing that I rolled out was the new reading series that Mr brennaman said, you know, people are looking at two different reading series and trying to zero in on what's best for our population of students.

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01:30:26.760 --> 01:30:40.200

Maria Suttmeier - Hudson City SD: And they were very interested in supplementing the cost of that reading series, the cost of any reading series is expensive because it's not only materials that you have for years on end, but it's also consumables.

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01:30:40.650 --> 01:30:52.500

Maria Suttmeier - Hudson City SD: So they are committing up to \$60,000 for the reading series and I worked over the last couple of weeks on a grant application submission

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01:30:53.370 --> 01:31:01.080

Maria Suttmeier - Hudson City SD: Was quite extensive. Thank you, Jesse for your help with all of the financials that I needed to attach to that Mr brennaman gave me some information.

587

01:31:01.320 --> 01:31:13.500

Maria Suttmeier - Hudson City SD: A lot of narrative and background information of community partners, so I'm looking forward to hearing the board's decision on that and being able to apply that to our new reading series which truly

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01:31:13.800 --> 01:31:21.570

Maria Suttmeier - Hudson City SD: Is so helpful and I'm so grateful to them, especially in a year like this when we're finding such budgeting challenges so

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01:31:22.170 --> 01:31:29.670

Maria Suttmeier - Hudson City SD: Hopefully I'll be able to let you know that that was definitely approved and we're moving forward with that. So I'm excited. And it's so wonderful that

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01:31:29.880 --> 01:31:46.050

Maria Suttmeier - Hudson City SD: You know, we get the phone call and saying, you know, what do you need, let us know, instead of us reaching out saying, you know, can we please have funding. So even though we're saying, can we please have funding they did approach us first and I'm very grateful for that. And I have a

591

01:31:48.990 --> 01:31:57.840

Maria Suttmeier - Hudson City SD: Commissioners Advisory Council meeting on Friday. And I've been asked to facilitate one of their breakout sessions which is on instruction.

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01:31:58.200 --> 01:32:04.950

Maria Suttmeier - Hudson City SD: Right up my alley, because I want to know what models of instruction are being discussed in other districts. So we'll have a

593

01:32:05.370 --> 01:32:19.110

Maria Suttmeier - Hudson City SD: State Ed representative in our group session as well as other members of the council. So I'll let you know what the results of that meeting is but I'm very much looking forward to that.

594

01:32:19.770 --> 01:32:32.520

Maria Suttmeier - Hudson City SD: Another thing that I wanted to mention since April very nicely talked about the graduation rate and you know we're hovering in the 80s. Now, which is a lot better than hovering in the 60s, where we used to be. So I'll take it.

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01:32:33.240 --> 01:32:38.340

Maria Suttmeier - Hudson City SD: I always want to push up as April does and everybody else in the district keep pushing it up, keep pushing it up.

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01:32:38.910 --> 01:32:49.680

Maria Suttmeier - Hudson City SD: But we want to push it up authentically and we want to make sure our students are learning for life. So like I said, we'll take the hovering in the 80s, as we've been doing it for many years now I'm

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01:32:51.270 --> 01:32:56.220

Maria Suttmeier - Hudson City SD: Not wanting to slide back where we were before, but always pushing upwards.

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01:32:57.090 --> 01:33:06.180

Maria Suttmeier - Hudson City SD: So the last thing that I want to ask the Board and I did speak to the Facilities Committee Meeting about this. I spoke with Mr buyer today about robotics.

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01:33:06.480 --> 01:33:16.620

Maria Suttmeier - Hudson City SD: And the students are meeting after school. Now there's juniors and seniors that are not yet in our school system, but will be coming back if they so choose starting on February 1

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01:33:16.920 --> 01:33:31.710

Maria Suttmeier - Hudson City SD: We'll be bringing in our seniors on Mondays and Tuesdays and our juniors on Thursdays and Fridays. Mr. Luke has was able to work out the schedule so that we have the space and we have the right ratio of students in the building.

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01:33:32.430 --> 01:33:50.640

Maria Suttmeier - Hudson City SD: And we've been able to separate it out on those blue and gold days very comfortably and, you know, we're really looking forward to seeing our juniors and seniors learning under roof. Finally, after a semester of them being virtual completely, but they have been coming in for

602

01:33:51.750 --> 01:34:02.430

Maria Suttmeier - Hudson City SD: After school programming and robotics is one of the clothes that they've been coming in for and Mr buyer said they're coming for her exhausted virtual learning can be challenging.

603

01:34:02.850 --> 01:34:12.570

Maria Suttmeier - Hudson City SD: But they're volunteering and asking if they can come in on Saturdays. As you know, the competition can't be in person, but it is still very challenging and they're

604

01:34:13.050 --> 01:34:29.640

Maria Suttmeier - Hudson City SD: tasked to make a robotic game this year. So I spoke to Paul stalker today as well as Mr buyer. It's 10 students, the capacity in we lost will let somewhere. I'm letting her back in. I didn't even notice it.

605

01:34:32.280 --> 01:34:41.520

Maria Suttmeier - Hudson City SD: Should be coming back. Um, so there's 10 students and the capacity and Mr Byers classroom is for 10 students socially distanced

606

01:34:42.150 --> 01:34:54.810

Maria Suttmeier - Hudson City SD: And his room is not being used for anything else. So these students would be coming in and working in their workstation each Saturday with nobody else using that particular workstation because his room is not one of the rooms that is being used.

607

01:34:55.110 --> 01:35:02.370

Maria Suttmeier - Hudson City SD: For instruction right now, but yet. I'm Paul stalker said he would go in there and he

would clean and work around

608

01:35:02.580 --> 01:35:12.090

Maria Suttmeier - Hudson City SD: As long as we are working within the schedule of our custodians, which is from seven in the morning until 330 in the afternoon, which I'm sure Mr buyer can work around

609

01:35:12.390 --> 01:35:20.430

Maria Suttmeier - Hudson City SD: I just wanted to make sure that the board was okay with this. I would like to allow the students to come in and work at this capacity. It seems very low risk.

610

01:35:20.670 --> 01:35:24.990

Maria Suttmeier - Hudson City SD: Mr buyer would be making sure that there is a temperature, check out the door.

611

01:35:25.350 --> 01:35:37.050

Maria Suttmeier - Hudson City SD: And you know that they don't have any symptoms of coven and they would be able to work and the only spaces that they would be using would be his classroom and of course the lavatory if they need to use the restroom.

612

01:35:37.920 --> 01:35:43.560

Maria Suttmeier - Hudson City SD: And Mr. Stalker is on board with it and said he just needs to know what Saturdays and the hours of operation.

613

01:35:49.080 --> 01:35:53.190

Maria Suttmeier - Hudson City SD: Thank you. Okay. And that's it for me tonight. Thank you so much.

614

01:35:56.580 --> 01:35:57.120

jones: Thank you.

615

01:36:00.270 --> 01:36:06.480

jones: Goes to the consistency agenda anything any changes are anyone having them discuss

616

01:36:10.860 --> 01:36:11.640

jones: Okay.

617

01:36:12.750 --> 01:36:17.610

jones: I make a motion to set agenda a

618

01:36:18.660 --> 01:36:19.320

jones: Through in

619

01:36:19.980 --> 01:36:20.520

Second,

620  
01:36:22.470 --> 01:36:23.160  
jones: All in favor.

621  
01:36:35.430 --> 01:36:36.030  
jones: Okay.

622  
01:36:37.260 --> 01:36:39.120  
jones: Now we are at new business.

623  
01:36:46.890 --> 01:36:49.320  
Maria Suttmeier - Hudson City SD: So as you know, I'm

624  
01:36:51.510 --> 01:36:58.290  
Maria Suttmeier - Hudson City SD: Justin Elliot has removed himself from the board because of other business prospects and working in the evenings and

625  
01:36:58.590 --> 01:37:10.380  
Maria Suttmeier - Hudson City SD: teaching classes and such. He just has a lot of responsibilities right now and he's not able to give 100% to the board. So we're down to six board members, which leaves the board with a decision as what to do with that open seat.

626  
01:37:11.700 --> 01:37:15.450  
Maria Suttmeier - Hudson City SD: And I do want to say that I did speak with Carrie Adi

627  
01:37:17.280 --> 01:37:28.200  
Maria Suttmeier - Hudson City SD: Yesterday, I think it was just yes yesterday, just to give her an idea of, you know, the whole agenda. And what we'll be discussing and executive session as well as in public session. So she's aware

628  
01:37:28.620 --> 01:37:39.720  
Maria Suttmeier - Hudson City SD: And, you know, just wanted to know what the board would like to do is and what your choices are your choices are as to leave it as a six member Board until the election in May.

629  
01:37:40.890 --> 01:37:51.900  
Maria Suttmeier - Hudson City SD: Another decision of yours would be to have people expressed an interest in sitting on the board, at least until May because it's only until the budget vote.

630  
01:37:53.070 --> 01:38:02.310  
Maria Suttmeier - Hudson City SD: And then you can appoint whomever you feel is would be a good member of the Board of Education to serve along with all of you.

631  
01:38:02.790 --> 01:38:12.480

Maria Suttmeier - Hudson City SD: Or you can wait until the seat is expired, which would not be until 2022 so I don't think that would be your number one top choice.

632

01:38:13.200 --> 01:38:30.810

Maria Suttmeier - Hudson City SD: But I didn't realize that that was a third choice and it is. So there's three things, leave it open until May fill it with the temporary appointment thinking that this person might want to stay on as a board member past May we're leave it open until the expiration date.

633

01:38:33.120 --> 01:38:37.740

Sage Carter: I'm having been through this a couple times so far.

634

01:38:38.970 --> 01:38:47.580

Sage Carter: I you know I leave it to everyone to weigh in on what you'd like to do one thing I can say is, firstly, I don't think we definitely don't want to leave it till

635

01:38:49.200 --> 01:38:59.490

Sage Carter: It's always hard to come to a quorum when you're down on one person, and especially in the time of coven when we have people going out for a variety of reasons.

636

01:39:01.530 --> 01:39:14.940

Sage Carter: But I also personally think that appointing someone you know it's going to take us probably three meetings to get to a stage where we can interview candidates and by then we're at the middle of March.

637

01:39:15.690 --> 01:39:24.060

Sage Carter: So I'm my personal view would say we might want to wait and just have that be an additional seat on the ballot in May.

638

01:39:25.290 --> 01:39:27.300

Sage Carter: So I leave it to what other people think.

639

01:39:28.710 --> 01:39:36.630

Maria Suttmeier - Hudson City SD: Your timeline is accurate sage. It will take time and we'll be right in the thick of budget season in March. Right.

640

01:39:37.770 --> 01:39:48.810

Chuckâ€™s iPhone: Yeah, I feel the same way. I mean, I think by the time we were able to solicit interest and interview candidates, you know, we wouldn't be able to seat someone until the end of March, beginning of April and

641

01:39:49.110 --> 01:39:55.650

Chuckâ€™s iPhone: Then they'd be serving for, you know, a month or two, and we'd have to run again. So I think would be difficult.

642

01:39:56.550 --> 01:40:06.600



Chuckâ€™s iPhone: To to find someone who would be interested in in serving for a short period of time, like that, knowing that they would have to run in May. I think would be easier just to leave it open until May.

643

01:40:08.070 --> 01:40:14.730

Sage Carter: And also, Leslie might need to correct me. But I think, beginning in March, you have to start getting your signatures. So by

644

01:40:15.390 --> 01:40:29.490

Sage Carter: Or even considering appointing someone they'd already have to have their petition and be gathering signatures. We don't know yet what the governor's office is going to say about petitions this year. Last year a lot of that was waived. Um,

645

01:40:30.690 --> 01:40:34.680

Sage Carter: But there'll be some requirement to make sure that your legitimate candidate.

646

01:40:38.370 --> 01:40:39.810

Maria Suttmeier - Hudson City SD: Any difference of opinion.

647

01:40:42.060 --> 01:40:52.410

Lucinda Segar: I guess I would say I came on in these kinds of circumstances onto the board and I mean I came on in December. So I had more time, but I did find serving on the board as a

648

01:40:52.830 --> 01:41:05.910

Lucinda Segar: Interim board member was really helpful in helping me become a more active and engaged board member and made me want to run and become an official board member. So in some ways I'm seeking

649

01:41:06.630 --> 01:41:15.000

Lucinda Segar: An interim board member does give that person an opportunity to get to know the responsibility level that they are signing up for when they run

650

01:41:16.920 --> 01:41:20.550

Lucinda Segar: But I do agree that the timeline in this case doesn't really make sense.

651

01:41:22.110 --> 01:41:27.270

Maria Suttmeier - Hudson City SD: And they would have to run in May, before the election. We can't really hear you, Linda.

652

01:41:31.980 --> 01:41:34.380

Lucinda Segar: She said, and they would have to run in May.

653

01:41:35.580 --> 01:41:38.040

LESLIE COONS: If they wanted to remain on the board, they would have

654

01:41:39.960 --> 01:41:49.950

LESLIE COONS: The sea is going to be on the ballot, regardless if it's our intern person or not. What that the perp to be on the ballot, they'd have to do the nominating

655

01:41:51.150 --> 01:41:51.870

Petition

656

01:41:52.980 --> 01:41:56.760

LESLIE COONS: Unless the state waves that again. I don't know.

657

01:42:00.330 --> 01:42:09.960

April Prestipino: I was like Houma Hopkins and may has to run again. The following year, right, because the sea is officially up in 2022 so they have to run. Am I correct

658

01:42:10.020 --> 01:42:11.310

Sage Carter: Here's a 23

659

01:42:12.720 --> 01:42:14.370

Sage Carter: Runs out in 2023

660

01:42:16.230 --> 01:42:22.140

April Prestipino: Okay, I thought it was pointing to. So, at least it's not back to back elections. That's good. Yeah.

661

01:42:22.800 --> 01:42:28.200

LESLIE COONS: I'm sorry, that's a typo on my part, guys. Um, it is 2023 um

662

01:42:31.830 --> 01:42:33.900

LESLIE COONS: So you know Justin got on by

663

01:42:36.150 --> 01:42:36.630

Sage Carter: Right in

664

01:42:37.200 --> 01:42:47.130

LESLIE COONS: Yeah right in. So, I mean, the person could also do that, you know, do a write in campaign and not do the nominating petition.

665

01:42:49.860 --> 01:42:53.430

LESLIE COONS: But the term would be the night of the vote.

666

01:42:54.480 --> 01:42:56.850

LESLIE COONS: To the end of the current term.

667

01:42:58.830 --> 01:43:10.980

Sage Carter: Unless, do we have any other positions expiring that come up sooner because usually whoever gets the most votes gets the longest term. And then the next number of votes gets the next term and so on and so forth.

668

01:43:11.460 --> 01:43:12.960

LESLIE COONS: We have Lucy and Linda

669

01:43:14.130 --> 01:43:14.730

LESLIE COONS: This year,

670

01:43:15.090 --> 01:43:16.110

And the afternoon.

671

01:43:17.220 --> 01:43:24.300

Sage Carter: And both of you are are serving full terms. Right. Neither of you were got on and a partial term. So, okay.

672

01:43:24.990 --> 01:43:27.450

LESLIE COONS: Linda is the last of the five year terms.

673

01:43:30.540 --> 01:43:31.080

LESLIE COONS: So,

674

01:43:32.130 --> 01:43:33.600

LESLIE COONS: Then everything going good.

675

01:43:34.860 --> 01:43:35.250

LESLIE COONS: Yeah.

676

01:43:35.970 --> 01:43:43.380

Maria Suttmeier - Hudson City SD: So Leslie, I don't think I heard what you said is it wrong on the website because it says that the vacancy expires in 22

677

01:43:46.440 --> 01:43:49.200

LESLIE COONS: I will have to double check. I thought it was

678

01:43:49.200 --> 01:43:50.490

LESLIE COONS: 23 as well.

679

01:43:51.270 --> 01:43:53.010

Chuckâ€™s iPhone: should be, it should be 2022

680

01:43:54.180 --> 01:43:54.990

LESLIE COONS: Oh, it is right.

681

01:43:55.050 --> 01:43:56.010

Chuck's iPhone: Yeah, just

682

01:43:57.210 --> 01:44:00.330

Chuck's iPhone: Just and I were both elected in 2019 so three years would be

683

01:44:00.330 --> 01:44:08.910

Maria Suttmeier - Hudson City SD: 2022 23 came from, but it on the board on the Board of Education meet the board. It's 2022

684

01:44:12.870 --> 01:44:16.950

Maria Suttmeier - Hudson City SD: But still we don't want to wait until 2022 to have a board member and

685

01:44:17.010 --> 01:44:32.130

Maria Suttmeier - Hudson City SD: You know. No, I agree that sometimes it's good for name recognition getting their feet wet coming on the board but Lucy when you were appointed in December, it meant that we had done the work prior to December to have you express your interest and

686

01:44:32.130 --> 01:44:39.750

Maria Suttmeier - Hudson City SD: Cancel a board meeting, and then be seated. So the timeline of this is just a very different beast. Yeah.

687

01:44:44.190 --> 01:44:46.410

Maria Suttmeier - Hudson City SD: And then whoever runs because it's a

688

01:44:46.410 --> 01:44:54.930

Maria Suttmeier - Hudson City SD: Vacancy Leslie, whoever runs and wins on May 18 the seat. They take the seat immediately.

689

01:44:55.650 --> 01:44:56.160

Maria Suttmeier - Hudson City SD: Correct.

690

01:44:56.520 --> 01:44:57.270

LESLIE COONS: July for it.

691

01:44:57.600 --> 01:45:01.080

LESLIE COONS: Was it's been that would be the least amount of votes would

692  
01:45:01.500 --> 01:45:02.400  
LESLIE COONS: Get that seat.

693  
01:45:03.000 --> 01:45:03.420  
Right.

694  
01:45:05.760 --> 01:45:07.140  
LESLIE COONS: And that would be

695  
01:45:09.510 --> 01:45:11.340  
LESLIE COONS: Correct, correct.

696  
01:45:12.810 --> 01:45:13.590  
LESLIE COONS: The top two

697  
01:45:15.720 --> 01:45:16.140  
Maria Suttmeier - Hudson City SD: Okay.

698  
01:45:21.540 --> 01:45:24.180  
LESLIE COONS: So we're gonna hold off until the

699  
01:45:26.670 --> 01:45:29.070  
Maria Suttmeier - Hudson City SD: I know Kerry said that she would agree with that. So,

700  
01:45:30.090 --> 01:45:35.220  
Maria Suttmeier - Hudson City SD: But let you know. She's shaking her head. Yes. And you know, I appreciate Lucy's

701  
01:45:36.540 --> 01:45:39.570  
Maria Suttmeier - Hudson City SD: thought on that. But I do think the timeline is different.

702  
01:45:41.490 --> 01:45:42.540  
Maria Suttmeier - Hudson City SD: Okay, thank you.

703  
01:45:46.170 --> 01:45:48.390  
Maria Suttmeier - Hudson City SD: That moves us over to policy Lucy.

704  
01:45:51.240 --> 01:45:52.530  
Lucinda Segar: Okay, um,

705  
01:45:53.310 --> 01:45:58.290

LESLIE COONS: Can I interrupt please let me just have a motion to accept his resignation. Oh.

706

01:45:59.940 --> 01:46:00.450

Maria Suttmeier - Hudson City SD: Yes.

707

01:46:03.150 --> 01:46:04.770

Sage Carter: I can motion. I'll do it.

708

01:46:04.860 --> 01:46:10.710

Sage Carter: I make a motion to accept Justin Elliot's resignation for the Board of Education effective immediately.

709

01:46:15.000 --> 01:46:16.350

Sage Carter: We miss you, Justin.

710

01:46:17.700 --> 01:46:23.640

Maria Suttmeier - Hudson City SD: Yeah, I would just say on behalf of Kerry, who's not here tonight and the rest of the board. We really appreciated his

711

01:46:25.020 --> 01:46:36.870

Maria Suttmeier - Hudson City SD: Wisdom and his hard work that he served on the board. He saw the facilities committees on the budget committee and a very active member of the board. So we will miss his participation. Thank you, Justin.

712

01:46:37.890 --> 01:46:38.880

Sage Carter: Thank you, Justin.

713

01:46:42.540 --> 01:46:43.530

Sage Carter: All in favor.

714

01:46:57.750 --> 01:46:59.400

Lucinda Segar: Okay, should we move on to policy.

715

01:47:01.530 --> 01:47:01.920

LESLIE COONS: Thank you.

716

01:47:02.790 --> 01:47:04.170

Lucinda Segar: Um, we have

717

01:47:05.220 --> 01:47:14.730

Lucinda Segar: Four policies up for a first reading the first two are quite similar. They came from recommended news changes.

718  
01:47:16.920 --> 01:47:22.020  
Lucinda Segar: And the first one is 4511 textbook selection and adoption.

719  
01:47:23.970 --> 01:47:29.160  
Lucinda Segar: And the second one is library materials and selection and the changes.

720  
01:47:30.210 --> 01:47:43.050  
Lucinda Segar: From this by the recommended changes are just make the language more inclusive and slightly more specific about what new texts and textbooks should include

721  
01:47:44.100 --> 01:47:49.140  
Lucinda Segar: And with the goal of increasing the diversity of authors represented

722  
01:47:50.490 --> 01:47:53.820  
Lucinda Segar: Subject matter characters, etc.

723  
01:47:55.890 --> 01:48:04.290  
Lucinda Segar: And you guys can let me know if you have questions about either of those news suggestions or the edited policies.

724  
01:48:05.610 --> 01:48:07.980  
Lucinda Segar: And then the second to our

725  
01:48:09.090 --> 01:48:12.330  
Lucinda Segar: 4765 online learning and course credit

726  
01:48:13.350 --> 01:48:26.970  
Lucinda Segar: And the second, the final one is 9240 recruiting and hiring and it's a first reading of both of those, and the policy committee worked carefully on these together last Tuesday.

727  
01:48:29.310 --> 01:48:36.270  
Lucinda Segar: And thank you to Rachel, I believe, for getting recruiting and hiring and online learning, of course credit ready for us.

728  
01:48:42.870 --> 01:48:45.180  
Lucinda Segar: Any thoughts or questions about these policies.

729  
01:48:49.740 --> 01:48:51.660  
Lucinda Segar: They will come up again for a second reading.

730  
01:48:52.680 --> 01:48:53.340

Lucinda Segar: All of them.

731

01:48:55.980 --> 01:48:59.580

Lucinda Segar: So if you haven't looked carefully, you have another opportunity to look carefully.

732

01:49:01.740 --> 01:49:06.270

April Prestipino: And just ask the question about the online learning one that's like completely new right

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01:49:08.190 --> 01:49:14.280

April Prestipino: Okay, so my I guess my question around it is um

734

01:49:15.870 --> 01:49:22.950

April Prestipino: It's out there for a reason. So if it's being released from the states be released for a reason. So I'm wondering if there's

735

01:49:23.400 --> 01:49:29.400

April Prestipino: This really doesn't speak to an elementary like online learning environments of. Do you know if

736

01:49:30.360 --> 01:49:40.050

April Prestipino: That's going to be something that we have to consider all the time, moving forward, or if this is really very much just focus on secondary and

737

01:49:40.830 --> 01:49:50.490

April Prestipino: The last paragraph of that policy focusing on making sure everyone has what they need, regardless of grade level is all that they're considering for elementary this point.

738

01:49:52.830 --> 01:49:55.290

Lucinda Segar: I don't know if you have insight into that Rachel, but

739

01:49:57.570 --> 01:49:59.220

Rachel Risetto: To me, it's my key.

740

01:49:59.730 --> 01:50:02.190

Lucinda Segar: Emergency you utilization seems key.

741

01:50:03.630 --> 01:50:11.340

Rachel Risetto: So, ever. Oh, you're right. This is a brand new policy. So it's not a policy that we or any other district would have in place so

742

01:50:12.780 --> 01:50:26.280

Rachel Risetto: The Commissioners rags really drive this and some changes that have been made in the past 12 months and it's you're right it's specific mostly to junior high and high school in terms of online learning. I cannot speak to



whether or not

743

01:50:27.450 --> 01:50:36.420

Rachel Risetto: They're going to come out with either SCD or Nisbet will come out with a similar policy geared more towards the elementary and primary the primary level. I don't know.

744

01:50:38.130 --> 01:50:51.180

Rachel Risetto: I can try and do a little bit of research to find out and see legislatively what's kind of on the docket. But I just, I don't know that piece in terms of what is to come next. But you're right. This is geared more towards our older students

745

01:50:54.240 --> 01:51:06.660

April Prestipino: Yeah, I mean the Pandora's box has been opened. So there's really not a way to go back from that. And this isn't even distance learning. This is online learning. So that's completely different than what we've been doing. And it's just

746

01:51:07.830 --> 01:51:10.200

April Prestipino: Going to be a new normal. I'm just kind of wondering

747

01:51:11.670 --> 01:51:14.910

April Prestipino: If it's all K 12 or just the older kids at this point.

748

01:51:24.990 --> 01:51:26.520

jones: Okay, thank you. Listen.

749

01:51:28.440 --> 01:51:30.510

jones: This brings us to public forum.

750

01:51:35.280 --> 01:51:36.270

Maria Suttmeier - Hudson City SD: Please anyone

751

01:51:36.690 --> 01:51:38.550

LESLIE COONS: ever know emails submitted.

752

01:51:41.850 --> 01:51:44.610

jones: Okay upcoming meetings and dates.

753

01:51:48.300 --> 01:52:04.830

jones: Tuesday, February 2 6pm Community budget workshop, followed by regular board education me in at 6:30pm Hudson junior, senior like this. This is that at the junior, senior high auditorium. How's it going to be

754

01:52:06.570 --> 01:52:06.990

jones: Remote

755

01:52:09.090 --> 01:52:19.710

Maria Suttmeier - Hudson City SD: We don't know yet the virtual is only through the end of this month I anticipate that it will be renewed and extended but for now we just don't know.

756

01:52:20.550 --> 01:52:21.780

LESLIE COONS: Which is a tentative

757

01:52:23.100 --> 01:52:24.030

LESLIE COONS: But it's tentative

758

01:52:27.690 --> 01:52:31.290

jones: Okay, yeah, they don't say that. But he was gonna say that.

759

01:52:33.030 --> 01:52:33.930

jones: I don't sit on a man

760

01:52:35.100 --> 01:52:37.320

jones: Okay, Tuesday, February.

761

01:52:39.180 --> 01:52:49.320

jones: Community budget workshop, followed by regular Board of Education meeting at 6:30pm Hudson junior, senior high school auditorium.

762

01:53:13.590 --> 01:53:19.620

jones: We're Education Policy Committee Tuesday, February witness that one's done. Very nice.

763

01:53:20.940 --> 01:53:24.570

jones: 2021 430 to 5:30pm virtual

764

01:53:29.010 --> 01:53:31.140

jones: And that brings us to

765

01:53:32.220 --> 01:53:38.010

jones: Executive session we will have no further business at this time. And thank you all for coming.

766

01:53:41.790 --> 01:53:44.760

Maria Suttmeier - Hudson City SD: Can you just state the reasons we're going into executive session, please.

767

01:53:45.690 --> 01:53:46.320

jones: Okay, let me

768

01:53:48.300 --> 01:53:49.530

jones: Have a leg here.

769

01:53:51.150 --> 01:54:08.460

jones: Motion to enter into executive session for the purpose of discussing real estate employment history of a particular person or persons and corporations negotiations with a minister's it's a negotiation at

770

01:54:18.270 --> 01:54:21.300

jones: 1pm 1pm sorry

771

01:54:22.080 --> 01:54:23.040

Maria Suttmeier - Hudson City SD: no further business.

772

01:54:24.120 --> 01:54:24.690

Maria Suttmeier - Hudson City SD: Thank you.

773

01:54:27.330 --> 01:54:28.470

Sage Carter: Okay, second

774

01:54:30.660 --> 01:54:31.320

Sage Carter: We need to

775

01:54:32.970 --> 01:54:33.540

Lucinda Segar: On favor

776

01:54:45.540 --> 01:54:47.400

Maria Suttmeier - Hudson City SD: Okay, I'll see you in Executive Session.

777

01:54:50.670 --> 01:54:51.990

Sage Carter: Executive Session.

778

01:54:53.250 --> 01:54:53.790

jones: Oh, yeah.

779

01:54:56.670 --> 01:54:57.420

Sage Carter: Favor

780

01:55:04.140 --> 01:55:08.490

Sage Carter: How about emotion to end this meeting. Sorry what Leslie

781

01:55:08.610 --> 01:55:18.390

jones: Well, we have to make a change, you have to make a change. The first budget workshop is not February 16 it's February 2

782

01:55:25.290 --> 01:55:30.030

Maria Suttmeier - Hudson City SD: Okay, now the first budget workshop is February 16 not February 2

783

01:55:30.840 --> 01:55:32.910

Sage Carter: Like, okay, so we have an extra couple

784

01:55:32.910 --> 01:55:34.440

jones: Weeks to be in the bed right now.

785

01:55:37.020 --> 01:55:41.880

Maria Suttmeier - Hudson City SD: You're a little bit backwards there. I need to go to sleep too but I was like, she's got that backwards.

786

01:55:43.320 --> 01:55:43.770

Sage Carter: Okay.

787

01:55:45.630 --> 01:55:46.770

Maria Suttmeier - Hudson City SD: We have an extra

788

01:55:46.800 --> 01:55:49.860

Maria Suttmeier - Hudson City SD: Two weeks so that workshop is the 16th.

789

01:55:54.390 --> 01:55:55.140

jones: I make emotion.

790

01:55:56.370 --> 01:55:57.360

Sage Carter: Go to bed.

791

01:55:58.470 --> 01:55:59.610

Chuck's iPhone: Second. Thank you.

792

01:56:01.170 --> 01:56:01.860

jones: all a favor.

793

01:56:06.420 --> 01:56:09.150

Maria Suttmeier - Hudson City SD: Hey, thanks for waiting for us, Leslie.

794

01:56:09.540 --> 01:56:10.740

Sage Carter: Yeah, thank you.

795

01:56:12.150 --> 01:56:13.020

Maria Suttmeier - Hudson City SD: Goodnight, everybody.

796

01:56:13.170 --> 01:56:15.330

Sage Carter: Goodnight. Bye. Thanks.