

BOARD OF TRUSTEES MEETING MINUTES 3-31-2020

***Start of Meeting

Joseph Sciame: We can start the meeting right now, just let me get to my page. I have it in front of me, we are going to open up our meeting. According to my little phone it is 6:03pm. And if we could have a quick roll call of who is here.

Patricia Bramwell: Pat

Victor Rivera: Victor here

Tamikka Pate: Tamikka

Neil Samen: Neil's on

Joe: We actually do not have a quorum at this point

Doris Givens: Doris is on

Joe: Ok, great, thank you. So, we are missing Cecilia, and Tish as well as Kevin. Correct?

Pat: Right

Joe: Alright, first item of business that we have there has to do with approval of the minutes. Now if we can have either anyone who has reviewed the minutes that would like to make an amendment, a change addition or deletion?

Victor: I have reviewed the minutes and I am comfortable moving to approve them. It's Victor.

Pat: I second it. I second it, Pat

Joe: Motion made by Victor, seconded by Patricia Bramwell. Any other questions on it? If not, all those in favor signify by saying Aye.

Pat: Aye

Tamikka: Aye

Victor: Aye

Joe: Anyone opposed?

*No response

Joe: Ok, let the record read that it was unanimous. Before we get to the first report, let me just say that how much I appreciate what we are all doing; mostly to preserve our lives and the lives

of the city of New York. As well as the children and their families. I wonder how they're all doing because of this level of contagion. The way we all live today, some of us in smaller quarters than what we would like, so I've done a lot of praying. I don't know what else, really, one can do. But also our hat is off, as we start the meeting, to the staff, to the executive leadership, the team, for coming together and doing what they've done to get the school closed down, and to comply with the city call to do so. And I think all we can really do is to kind of stick together, continue to be in touch, to respond to what we receive from school officials and move this forward. And with the help of God, maybe this will abate, but certainly listening to the TV and radio as much as we all do, it doesn't sound like we're going to reach an apex now for several weeks. And all they're doing is just preparing, preparing, preparing. So that having been said, again, I just continue to pray for all of us. The first item that I see on our agenda was to be the academic committee. Cecilia, are you maybe on?

Cecilia Russo: I'm on, ok, I'm on, I didn't have a call, so I will just ask if Nick and Patience refer to the email that we sent out, very detailed, that was sent out to all of us about a week ago, ten days ago. Just the preparation for the, how close the school and what's being moving forward.

Nicholas Tishuk: Hey everybody, I'll jump in here then Patience, please add on to what I'm going to say. So, we moved to online Bed Stuy Beginnings remote, actually two weeks ago today on the seventeenth. The sixteenth was the last day we had staff in the building, and the thirteenth was the last day we had students in the building. Consistent with our distance learning strategy, we've implemented a framework that allows our students to receive work based of paper based material and then receive support from their teachers, from their counselors, from their special education teachers, English language learners teachers and other staff members from home. That involves regular phone calls home, check-ins. There's a video component where they can log into a system and look at things that have been recorded by teachers and there's a number of other components that have been rolling out since then. But the update you guys received previously is pretty comprehensive in dealing with that. Patience, do you want kind of give an update from the ground?

Patience Brown: Hey, I'm here. So like Nick basically said, we definitely are in full swing of our remote learning program. The first week we spent time just on-boarding our families and really staying in contact with them to get them fully onboarded into the process. Within the last week, we've fully rolled out all of our digital platforms so we're using a ton of Google products that interface with our families on a daily basis. Our teachers switched into instruction this week, so the previous weeks we were doing strictly phone calls and touchpoints. Now the teachers are getting back in front of the camera and back in front of families to do actual instruction to support the work the families have received. This week we are happy to announce families have received their second packet, so we sent home paper-based work and the teachers do instruction based off the paper based work. Based on data we've collected from families, we're finding that most of our families, about 96% of them, have access to the internet via cell phones, so we're being very strategic making sure we're using app based programs that they can access on their phones, to prevent any wifi issues or anything like that. We've been extremely

successful with our outreach to our families, the amount of emails and positive notes I get on a daily basis about how our school community is staying in contact on a regular basis has been overwhelming. We've actually got a lot of feedback from families asking if we can pull back some, because we're finding that most of our families are very overwhelmed right now, so we are working now to strategically pull back a little while still maintaining that bar of excellence that we have for our students.

Cecilia: I just want to jump in. Based on that communication that Nick and Patience had sent out to everyone Tish had jumped in because she had got some information from her job and it really referred to the special ed kids and the protocols with them. I just got off a call with, Bennett, Yomika Bennett, and NYSCA and so forth. And the big thing is that whatever you do for the rest of the school you have to do for the special ed kids. However, there's always an asterisk to them, and it's like the information coming out and what you have to do and how you can do it and so forth and so on. So again, Nick and Patience, from what I heard just ten minutes ago, you guys are going to be getting a lot of stuff from the charter world and then, so comparable to what the DOE is doing and SUNY is doing and so forth. So what I heard from you two guys, and I hope Tish agrees, that special needs, special ed students in our school are being serviced just as well as the rest of the school's students.

Nick: Correct

Joe: Thank you

Patience: That is absolutely true, Cecilia. Our SpEd students are receiving all of their services in terms of instructional support. Any students that receive related services are usually done by a third party such as physical therapy, OT or speech therapy services, those are being offered to the students via teletherapy, so basically online. I can attest as a mother who has a child in school with an IEP, she has been receiving her services via Google Hangouts, so all of our third party related service providers have been providing their services for school aides.

Cecilia: Thank you

Joe: Thank you, Patience. Especially the figure that you gave us, the 96% who have remote ability. That's, I think, that's tremendous, is it not?

Patience: It definitely is. Shout to Vicky and Nick, who, we worked together to really collect the data. Because initially DOE made this big push and said we're going to give all of our kids digital devices, but we've now come to know that has not been true, and DOE has not been able to do that. So what we considered was "Are we at a place where we send home our laptops remotely?". And as we continued to collect the data, we found it's not so much the laptops, the families need access to wifi. And most families don't have access to wifi. So working with my instructional team, we said whatever platform we choose. We're going to make sure they're app based. Because everybody has a cell phone and the internet can be provided via your cell phone, so that is why we're going with the app based programs. To make sure we get access to

our families. That's especially important for middle school, because most of the middle school kids have their own cell phones, so that can work independently on whatever we're doing; where the little kids need to depend on their parents. But that's actually a good thing because we want to keep the parents looped in.

Joe: Great. Good news. I see out next...any questions by the way? And also, this is a public meeting, board members all, so there could be some outsiders on the phone. I did hear the phone click several times. Is there anyone on the call that is not a board member? We would like to enter you into the record.

*no response

Joe: Ok

Victor: Any new board members on the phone?

Doris: Hi, Joe. This is Doris. You might want to tell them to press star 6 to unmute themselves.

Joe: Ok. If there are any other outside folks other than the board members to please mute your phone. That's good advice. But I don't know about all of you, I think this is a great connection. Some of the calls I've had this week were not quite as good.

Victor: I thought I heard two or three pings while Patience was talking.

Nick: Yeah, we have twelve people on the line right now. So four of those are myself, Vicky, Patience and Lisa-Renee. And then we have eight trustees on the line it looks like.

Victor: Ah, Lisa-Renee

Vicky D'Anjou-Pomerleau: Two are actually me. I'm actually taking up two lines, because I have one on my phone and one on my computer.

Nick: Alright, so seven trustees.

Joe: That counts up to twelve, so. Good, good count. Ok. We're into the counting. Thank you, Cecilia. And we're moving. There's nothing for us to really hold on there. Ready for the finance report.

Neil: Before we move on, can I ask a question?

Joe: Neil, I'm sorry, Go ahead.

Neil: No worries, no worries, so I just had a question in regards to the educational package production. When we had our call last week, the finance committee had a call last week with, and Nick was on, I think there was some, You guys were starting to strategize on how you guys were going to be able to get those packets out to families on a recurring basis given that we're

limited from a recourse standpoint. We can't go to certain, you know, staples or print shops..etc. So how did you solve that issue if it's still outstanding?

Nick: Patience can answer that for you.

Patience: Yes, so that's a great question. We had got ahead of this a few weeks ago. Vicky and Nick started thinking about ideas. Usually we use a company called Vanguard to do any mailing services for us. They're a big company that services the entire five boroughs district and charter schools. So when I shot that information over to my Ops director, manager, she said to me, she said can we look into some local businesses that we've used because we worried those companies we normally use will be bogged down by the city. She reached out to a local printing shop that we used in the past with small jobs and they were super grateful for the opportunity to take on this new challenge. We worked with them last week. Nick worked with my team to convert all the necessary files to the PDFs that were needed by the company and they spent this weekend getting together the envelopes , printing all of the materials, our team had to send over a ton of spread sheets, so that they had all of the contact information. But I was happy to get the news this morning every last one of our package went out and envelopes with our School logo on it with the students had already printed on it and the printing company has been nothing but thankful to us. I've gotten several emails from them just saying thank you for the business and they look forward to more business. So when Nick and I checked in, I told him we're going to get another round of packets out probably next week so that our students have work to do during the Spring Break and it'll also support a local business that I'm sure is not getting as much business right now.

Cecilia: They're coming to the gala right? They'll contribute to the gala.

Patience: I don't know, Lisa-Renee will have to follow-up

Nick: No comment

Victor: So this new company, Patience, this new company, are we considering them to kind of substitute for vanguard going forward as well after all of this is done?

Patience: So Vanguard and this company do two different kind of jobs. We used to use Vanguard for our mass mailing to do recruitment and marketing.

Victor: Yeah, that's what I remember.

Patience: We'll now continue to use this company for our smaller just printing jobs. and will continue to work with Vanguard once things slow down on our marketing and recruitment because we still have to make a push for recruitment for next school year.

Victor: okay.

Joe: Thank you.

Neil: And the frequency of the packet just the frequency of the pack is I don't think I remember but how frequently are we sending those out? Is that once a month or every two weeks or

Patience: so right now we're at oh every two weeks because one of the stipulations with the smaller company just because we haven't used them. We agree to a 30-page minimum maximum job with them. So every packet is only 30 pages. Most people was doing 30 pages is a lot but keep in mind the kids have to get reading math and social studies and science so that kind of juggles down to seven pages per subject area that usually lasts the kids about a week and a half. So right now we're doing about it every two week. We're getting as much resources out to them as possible

Neil: and do they have they have textbooks at home to read from or how does that work?

Patience: So this day and age of instruction, there's not many programs and curriculum that actually use textbooks most curriculum is already computer-based so most of the reading and things like that is already on some type of app or program. We use on a daily basis.. So their access to them that they normally would use.

Nick: Yeah. Well one of the key pieces of our strategy and we will think about this changing evolving over time. If this becomes an extended situation as we need universal access, whatever we give out has to be good for an entire grade. Entire grade span all of our students can't just be half get one and half to get the other. So we're thinking very thoughtfully on how we can do that. We know we can get these paper based materials out to families, you know, we can call every family and we can push out to the apps every family. So we've been thinking very thoughtfully about how to make sure there's equity and fairness and that supports our English language Learners that supports our special education students that supports our vulnerable students. And you know, that's why we're kind of taking this approach. But as time moves on we'll think about other strategies as appropriate, you know, we are now getting the hang of this remote learning in the last couple weeks.

Joe: Okay. I'd like to move on. It's almost 6:22 keeping up with our agenda on finance Victor.

Victor: So the finance committee had a call late last week. It was open to the full board as as all meetings are but I sent out a specific invitation because we were going to deal with some Financial projections, you know going forward very basic and very preliminary financial projections but there were there I have the minutes of the meeting were submitted. So they are part of the packet that everyone received so I'm just going to go through it fairly quickly.

You know, we reviewed the monthly accounts and we're in a, we're in very good Financial shape through the end of the year. We've done a lot of I should say the SMT and the financial team has done a great job of getting things ready through the end of the year, the final per pupil allocation application is already out. Rent checks for the next couple of months out are ready to

go. You know when they're needed. We have an understanding that at least for the moment the applications for the per-pupils are going to be treated as they are normally treated and so we should be receiving that money and that within the normal time frame. And we are looking at being able to close out the year at this point and again very generally we're looking to be able to close out the year, this year without much of a financial impact; provided that things continue the way that they're going now and by that I mean, but the per pupil comes in a timely basis and everything else.

The Senior management team has done a great job of putting us in a position to get that done. We have a solid amount of money in the bank. Probably talking about 1.4 that right 1.1 1.2. Now we're talking about one point in between 1.2 1.3 million dollars in the bank right now. That is either per pupil or non per-pupil in addition with the operating account funds which are separate and we're looking good there. During the call we had an opportunity to talk with Nick about the financial outlook and with the understanding that it was a very preliminary little look at what was going on both with respect to what's happening; These would be the covid 19 shut down. And also what's happening at Albany. And the bottom line I think with a lot of this is that we're still waiting to see what happens out of Albany.

The budget is supposed to be presented shortly statutorily. I think they're supposed to do it today. Although they probably got that extended. I'm not actually sure but today was the original date for the budget to be presented and out of that budget we were going to have a lot more information about what was going on. So what we have is a situation right now, where as we look at the kind of long-term financial outlook for the school, what we're seeing is what we're anticipating is that there's going to be more clarity when the budget comes out. We'll know whether or not you know, the expansion project the real estate acquisition project will be able to go forward, and we'll know what kind of cuts if any are going to be necessitated by the status of what's going on.

Now what we do know and what Nick is assured us. Is that as I put in the final paragraph of the financial outlook section. We are more than financially viable through the end of the fiscal year, so that that's not an issue and the senior management team is already going through, you know variable budget scenarios for next year and to the extent that we have a budget scenario next year that requires us to trim, you know, the focus will be on trimming in areas that doesn't affect the in-class school performance, the in-class experience. And so via whether it's attrition or you know, the potentially, you know, trimming of non-essential personnel we will be you know will be prepared for a scenario where we have to prove ourselves a little bit again for lack of a better term again, because all of this is right now budgeted and base on current assumptions coming out of Albany in terms of what the per pupil is going to be for next year and we have a belief that those numbers are going to stay the same.

We're continuing on that path when the budget is finalized. That's what we're really going to be able to sit down and look at how the school is going to be affected. And I think just quickly with respect to expansion and real estate acquisition strategies again with the uncertainty coming out of Albany. Those are, those are on pause right now as much of New York is on pause that is,

those areas are also on pause for us as we see what happens in the next couple of days and weeks and how that affects our bottom line.

Joe: Thank you Victor. For those of us who were on the call. It was quite thorough. Went on for a good period of time to allow everybody to ask questions and whatever. So I thank Victor for holding a good Finance meeting. They go run back. I clocked 70 minutes. That was a long call but worth it. Any questions for Victor or Lisa-Renee? Anything that you want to jump in and add?

Lisa-Renee Brown: Thank you, Joe. The only thing I want to add is the one point two or three million dollars to which Victor referred was referenced to savings that's separate from the operating account. I just wanted to make sure that that was clear that that's just not all the money in the bank that's saving divided between per pupil and non per pupil, but there's also our operating. To make sure that was clear.

Victor: That's correct. There's a significant amount of money in the operating account. And that is that is separate from the / people amounts that I previously discussed.

Lisa-Renee: That's it. Great. Thank you, Victor.

Victor: Thank you.

Joe: Any other question?

Victor: Just one thing. It's Victor again. And I did want to I know I put this into the minutes but I did want to on the call, you know do a shout out again to Nick and Lisa-Renee and Vicky and the team for all of the stuff that they've been doing have done continue to do with respect to dealing with this unprecedented situation. And making sure that the school stays in a position where it can address all of its financial issues through the end of this year. And you know as we have heard on this call not just with respect to the finance, but with respect to the academics as well that kind of forward thinking that that kind of strategizing about stuff not just for today and tomorrow, but you know over the next couple of weeks and months is important to our viability and you know, our senior management team is you know meeting that challenge and I want to thank them all for that.

Cecilia: Again, I just want to refer to that call today, but Yomika and you guys know everybody and you know pull on you. I'm not a lawyer, but I'm really just rooting for the charter. One of the things is that they were saying there are some people as far as you had a given you plan for, you know, the end of the year and so forth and to spend your money April 24th. There are some people who got emails. Okay some charter schools got emails that they had to you know, we respond to because there is not so good of the paperwork that they were the money's in the budget and so forth. That's a they sent in so I too want to thank the team for at least getting us in there and knowing that we should be okay.

Nick: Awesome

Joe: Well if we can all give it an applause the phone that that for all the good work. We really appreciate it. That's why we can all be in our places where we are right now knowing that the student is still being educated which is tremendous. I don't want to cut anybody off here anybody else that wants to jump in and offer? Comment? if not, Victor, we thank you and we look forward to the next time we meet the next item on. The agenda is Doris with governance and you're right on schedule 6:30 6:30. Actually got you extra minutes.

Doris: Yes I just I unmuted myself. I yeah, I have to get accustomed to all these different technologies that we are using now for these calls. You know, I'm really not, we really don't have a report from governance. I mean our plan was really to move forward with our recruitment strategy. And to look through and to look through what candidates might be out there that might be viable candidates for a short list. We view and I know Tamikka was taking the lead on that. I don't know if she, Tamikka are you on the phone.

Tamikka: Yeah. Yeah, so I have been able to look on Boardserve and identify who I think would be some good candidates. I will say that Boardserve is really not that up to date in terms of people. Don't really log on that often, so it's hard to gauge like their activity. But at our next governance call I'm happy to get into more of the into more of the details about people that I've identified and then also just reaching out to my own network. So, I'm hoping that by the next time that we have a larger board meeting I can provide some more information to the whole group, but I am actively looking out for candidates.

Doris: Yes. Okay. Thank you for that. And I just want to just jump in to say that the agenda for future our next governance board meeting really needs to focus on the board assessment and maybe getting that off the ground for the 2020 year, we haven't done an assessment since 2018 and we also need to update our goals. I know the finance committee has updated there but you know, it seems as though we indicated several goals out here for each committee and some of them have been updated some of them haven't but we need to pay attention to that component and then just keep doing the things that we're doing in terms of rsvp'ing for the meetings on time posting the agendas on time making sure that that we download the documents on a on a timely basis because all that stuff is really tracked and goes toward our engagement metric that that we look at. And so, I would be happy in the next meeting for governance as well as next board meeting to actually provide an update on where we stand with all of that.

Joe: Good any questions for Doris? Okay.

Pat: I'm looking at my computer and I see Tyler said he just joined.

Joe: Okay.

Tyler McConnell: Hey, thanks for jumping in. I am I am on sorry for the delay. I didn't want to interrupt

Joe: it's fine. It's six whatever 635 so you also have two minutes more so you can go on for a little longer. So, Tyler you want to give us an update?

Tyler: Sure so no significant update. I guess really, we all saw the next step which was to reschedule. We have successfully re-scheduled for September. We are locked in at this point. I don't believe there's another option to reschedule. For background, I know I've had a number of items that were rescheduled from June to October. So, I'm hoping that around that time we're all back to normal and up and up and running. So, if you haven't received that information, please do let me know and I'll send it to you, but we've already reached out to everybody on our list with the new, with the new information. If your contacts were not sent over already or they did not register online, please do let them know directly. And then you know, I'm thinking right now there isn't a whole lot for us to do because schools not in session and we don't have access to a lot of the resources. So we've put the Gala check-in on hold for now, and I would like to pick it back up again in May for or late April as the case may be so we could play it by ear. But the same agenda everything's in place. Nothing is changing; will progress those forward once things settle down a little bit more. At this stage, on hold.

Joe: Tyler a question a little while ago. I think we just need to notice about it would be meeting on April the 4th on a Sunday.

Tyler: No, that's not right should have had that taken off we can go get a room.

Joe: And yeah, and then the other question I have I know that a number of organizations did what we did; we scheduled it to when they thought things we're going to be looking good. So, how are we now have saying okay we have we now hearing that if we were to go back to Giando's that they have a deposit obviously that they would not honor that for a later day? Is that what you're saying?

Tyler: I think it is. Vicky. I think you've been dealing with them a little more directly. My take is there is there is risk that it might not get honored. I think they have been extremely helpful and accommodating considering everything going on, but there is always that risk. Correct me if I'm wrong Vicky.

Vicky: Hi everyone. I think Giando's is just in an unprecedented position. They told me that they typically rescheduled two events per year. And when I went in mid-March, they had been rescheduling 40 in a week. So we put a second deposit. Our first deposit also comes towards the full balance. So, we're not losing any funds in regard to that event. I think if the situation is such that there are still restrictions on gathering, it, you know, they would understand. One of the reasons why we put it towards late September is because we hope that by then public health will be back up to the point where it is reasonable to have a hundred to two hundred people in the same room. Regardless, if such gatherings cannot occur Giando's business is not happening either. And so, I think they will be understanding and that's all I can say on that topic.

Tyler: Yeah. Yeah, it's our best-case, Joe. I just know. They should just be aware we expect that they'll be accommodating.

Joe: Okay? Okay any other questions on development? If not, family life. I'm not sure Kevin. I don't think he's on.

Nick: I'll just jump in there. We have been making family engagement a top priority for the school families. Whereas parents- they're almost feeling overwhelmed by the amount of engagement we've had. You know, when we don't have regular classes, we still want to make sure we're checking with students and having conversations and conversations about the work and did they have questions they understand, did they engage and you know, hopefully we hope that this will continue to build the bonds that it currently exists and strengthen them and you know, we're trying to learn from this process and using best practices from the sector and in the really the nation and making sure that our families remain highly engaged during this time period.

Joe: Nick at this point do we know of any family to we do we know of any families right now that have come down with the virus

Nick: As of now we have no reports of individual students who have received it. Though, obviously testing is not universal and just to add in no staff members have tested positive as this moment. So we're hopeful that our diligence and avoiding going on longer than we needed to helped avoid commute transition within the school. It's been two weeks since our last staff meeting three Monday's ago, so hopefully that's a good sign and we have not received them though. It is possible some family members have been ill and we would expect it just statistically, that that was the case.

Leticia Theodore-Greene: Hi, this is Tish. What sort of feedback are you getting from the families? What are they most interested in? Like what are the top lines there? That's the first question. The second is are you saying that the staff has met in three weeks? I have not met in person in three weeks

Nick: the last time that the entire staff was in the building was on Monday the 16th. So that was two weeks ago. And Patience, do you want to answer the questions from parents?

Patience: Yeah, as we've discussed earlier for the most part, parents' feedback were very good about our touch points. We have a very strong communication protocol for teachers communicate with them on a daily basis as well as our students. As well as our student support team who have been doing multiple check-ins with students we have targeted to have extra needs outside of the school. General feedback has been great other than parents wished we would roll back with bombardment of feedback that they're a little overwhelmed with the communication and just overwhelmed with the general learning process. So, we're making adjustments to our communication protocols to support that feedback.

Tish: So that for the top lines are they feel that we're over communicating. And the second part is the challenges and adjusting to remote learning. Is that right?

Patience: Absolutely. Yes, they appreciate communication. But at this point we agree this is definitely becoming a lot for them. So we're scaling back on communication and beyond.

Tish: And just to back up on the other question Nick, you said I know you said they the staff met two weeks ago in the school building but have there been any other meetings sort of larger staff meeting just to touch base with school staff as a whole since that two-week meeting?

Nick: Not in person, but virtually the meeting every day continued our professional learning communities meeting which is our team meetings for grade levels. We have our teaching and learning meetings; the office is meeting virtually. I'm in regular contact for the facilities team, you know, we're talking every single day. Basically, everyone knows they're on the hook between 7:30 a.m. And 4:30 p.m. every day for the work that gets done and they get assignments and deliverables based off of that. And that definitely includes virtual meetings to Google hangouts or other online systems.

Tish: Got it and for the staff. I mean this has been stressful, I know. Have you considered or has the SMT taken a look at what sort of emotional support we can offer to the staff? I know that your sounds like you're doing that with students, but what has that been like with that good?

Lisa-Renee: This is Lisa Renee. Hi, so what we've been doing is I've been making sure that I do touch points with sort of the whole staff last week the first part of the week I sent information. It's really a resending of information regarding what benefits are available. We have a, our partner LittleBird offers a free service called TalkSpace. I don't know if you all are familiar with that, but it's essentially you can get a therapist on your phone. You can text with them. A number of staff were utilizing it before we went out. And so we remind them that one it is available, two it's free through our partner and you know three that you know, this is something that is good for them. The other thing that we're doing is, you know, like I sent out I'm starting to do motivational Mondays, you know last week at the end of the week. I sent out something just letting people know that we're thinking about them. I know that Patience is in regular communication with her staff on the emotional support side and then you know, I support her because she's got a lot of people pulling on her, you know, and I make sure that I do a broad range reach and I get feedback from it, you know, so that the teachers will reach back and say Hey, thank you so much for sending that. You know, we miss seeing you. So we are definitely making sure that we are extending the reach and letting people know that they're not alone that they have someone to talk to. I literally said in my last my motivational Monday is like feel free to email me to virtually chat and people have taken me up on it. So, we're letting them know that we're here and that we are communicating and as I said, I know that Patience is also communicating, actually with the staff and I as well with my staff. Does that answer your question?

Tish: That's perfect. That's awesome. Nice work. Sorry. I jumped off late that the finance committee go.

Joe: Yeah.

Tish: Okay just quickly on that. I don't know how this is going to impact us moving forward, but the level of unemployment is staggering. We know that our parents community are largely lower income which means they're the front line people who are probably going to feel this the most and has there been any consideration by the committee about how that's going to impact the school Community whether it's I think it's title nine, I guess and also just the children has there been any conversation about that?

Victor: The conversation in large part of the prospect of the committee was essentially dealing with the immediate issues of whether or not we have the financial wherewithal to get through the rest of this fiscal year and it was a preliminary discussion at which we determined that there was significant financial wherewithal there to get us through the fiscal year in good shape. The strategies for next year are still in flux primarily because we still don't know what the numbers are going to be from Albany with respect to you know, funding of schools for charters for next year. We think we have that number. We haven't been told that that number is going to change but you know we will be budging against that number and should that number come in then, we think we have a pretty good idea of where we're going to end up but we should get more clarity with respect to what's going on soon when and more accurately when the when the budget is actually presented. The availability of title funds and other types of potential sources of money that the school would be able to tap, I think at the moment are all in flux of. Funding well, I think based on the current information that we have but not final by you know, by any means.

Tish: Okay. I- so one of the reasons I'm asking is I mean I definitely- we need to look at forward planning. The budget's expected tomorrow and there's chatter about major funding cuts to students. The person didn't define what that looks like. I know Charters have been a major discussion, of course, Nick based on the work that you've been doing, but we're looking at major cuts there if what I'm hearing is true so as so as we sorry so because as. Go ahead, Vick.

Victor: I think that as the possibility of an austerity budget, you know what we're calling it- is an austerity budget. I mean the possibility of an austerity budget is being discussed has been discussed and Senior Management team, the financial team at the school, you know Nick they've all been involved in looking at you know the potential for what might need to be trimmed if stuff needs to be trimmed. Obviously, the leaders there would be to trim items from the budget that would have the least impact on in class learning and in class experience. If it gets to that point, you know, we can deal with potential staffing and other issues prior, you know first through attrition and then perhaps through other methods as necessary, but the idea at this point is that the financial team has been looking preliminary at scenarios that range from everything remaining the same through ones where there are cuts because of, you know,

Albany changing formulas because of potential tax revenue shortfalls. So those things are being looked at.

Tish: Okay, great. All right, I mean Nick I'm sure Vince is on it. But with the budget expected to be packed tomorrow, I'm really nervous about what it means for- definitely for schools. And of course, for what it means for our school.

Nick: For sure. So I'll have some I'll have some good information tomorrow and then probably by the end of the week. I'll send out a blast to the board giving you some initial analysis. We'll see we've heard a freeze; we've heard a cut for the slight increase could be any of the three. By law it's supposed to be passed by midnight, but you know, we'll be ready for whatever comes.

Tish: Okay. I'm sorry. Did I miss education too?

Joe: Yes, we've got through the whole agenda, Tish.

Tish: I'm sorry. I was working and finally just a loop back to special ed. Is there any movement there? Are there any updates there with regard to the IEP or the kids who have IEPs?

Patience: Can I pitch in? Okay, all special education compliance is still happening. CSEs has moved to virtual work, so we're still processing evaluations and re- evaluations. All special ed students are still receiving their services from the classroom teachers and all related services are providing teletherapy for students virtually.

Cecilia: Giving you a shout out from what was sent out to us by Nick and Patience about seven days, eight days ago, whatever but one of those things from the call I was on today with Yomika Bennett. I don't know if any of you joined that, but anyway special ed kids have to have the same as the rest of the school which is what Bed Stuy is doing. Okay, as far as their extra as far as OT and PT, okay, that's being handled as Patience had told us on referrals to certain groups that the parents know about. Okay, and again the IEPs and so forth. They're giving you a little giving us a little lay time that you don't have to adhere to that like minute-by-minute the way we have been doing but Patience is and the team seems to be on top of that.

Tish: Okay, great. That's good to hear. Thank you.

Joe: Okay. All right, we've gotten through our major items. We're now under new business. We're pretty much right on schedule. Probably just about 5 minutes behind but there any new business items that we wish to bring to the table.

*no response

Joe: Hearing none, are there any public comments of anyone who may have gotten on the phone? We did not self-identify?

*no response

Joe: Okay. Having completed business so far, we would now like to go into executive session.

Joe: Quick question. Do we do- we do the executive? I think we hit all the items. We're going to discuss but we obviously can go in if needed. I think we're probably good.

Joe: Oh, okay. So, there's nothing further after this?

Nick: I don't have it. But if there's other issues items you can definitely go in but I have nothing on my end.

Joe: So, the second phone call number that we had. We are not calling that?

Nick: I don't think we need it.

Victor: Unless anybody has anything that requires going into executive session and Nick you're saying, but I hear that he doesn't, so.

Joe: Okay. Well before that before then we get off. We don't I don't think we need to talk about it today. But because I'm dealing with this our own University, Cecilia and myself, our president announced yesterday that there would not be graduation ceremonies. And I don't- I don't want us to get into a long discussion tonight, but the next time we talk, and I know that we need to have another extra meeting or meeting to fulfill the years requirements, so I'm going to come up with maybe a suggested time in a minute, but I think we should put that on the agenda. How will we deal with informing students families and then kind of thinking way ahead when this you know settles down so that we can help the young people who are graduating from that asking for us to get into a heavy discussion because they know we will but maybe for the next meeting maybe Patience and Nick, maybe you could discuss that and have that as an item on their agenda.

Nick: Absolutely, Joe.

Patience: I've actually spoken already with our team and we're fully ahead on to address those issues so whenever we talk about it, we'll be fully ready to give you an update.

Joe: I'm just thinking about the poor young boys and girls doing so well graduating going to a high school and now they're confronted with not maybe a big ceremony and all it's just a lot we're getting it at the college level is like really in bad shape throughout the country all kinds of articles in the Chronicle of Higher Ed how people feel that they've worked so hard and now they won't be there for graduation day. So it's rough.

Patience: Yes, I've already spoken to Megan Evers and if we do not come back right now or date is locked in because it's late June and we don't have guidance on where we'll be. But our goal is to somehow have a graduation for the students once things open back up because we

do recognize that it's not how we want to celebrate that with the students. So, I'll postpone it as long as we can.

Victor: That's great this weekend.

Doris: Joe, that's the word they're using, postponed. I have an 8th grader myself, and that's what they're using. Okay, and they're using postponed, so if we can, we can, but. And I'm sure Patience and that group are doing that because there's a lot of things. The trip, and different things that they wanted to go on, so postponed is a good word.

Joe: Okay, the last item is that, Nick you can corroborate this for us, we do need to have an additional meeting. Our next meeting, I believe is scheduled for April the 21st, a Tuesday night, but would we like we would like to have another meeting maybe two weeks from now so that we can get in that extra meeting. What are your thoughts?

Nick: So my recommendation is that we turn the public meeting of the finance committee, which is currently scheduled for May 12th to be a whole board meeting. Same format as this one. It requires a six-person quorum. It will be a very important meeting obviously with the budget questions have been raised already. I just think that that makes the most sense. We need to have 12 meetings. That is a 12th meeting. It's obviously very important, you know, topic. So, I think it's definitely worth an hour everyone's time to go into that- that finance committee call.

Joe: Okay. That's what everybody mark down in your book. I have a feeling that we are going to be yet sequestered, even at that time. There's been some date just released now that the president and the medical advisers are saying that the next two weeks are very critical that that now they are projecting figures to go from a hundred thousand to two hundred and forty thousand, but that just coming across the screen while we're meeting so I suspect that in May, it's probably will be a similar kind of you know situation where we may still be not where we would like to be back at our jobs or out in the real world. There any other business?

Pat: The meetings on the May 12th or what time because I'm not sure I had what five or six o'clock for the finance committee that the it was

Victor: It's a six o'clock meeting.

Pat: Okay

Victor: And it's now going to be a phone call like this meeting was.

Pat: Right, right. I understood that. I just had two times down and didn't know which was which

Victor: Yeah

Nick: I did send an update everybody. So now everyone has a in their email and their calendars.

Cecilia: Nick, Listen. Can you confirm that technically if you go into which you can adhere to the spring break?

Nick: Yep, that's the plan where we are on our own calendar. We have our own schedule set for from DOE. There has been some note that DOE wants to work over spring break very likely because they decided to have no class for five days two weeks ago. We obviously had four days of off-site work for students. So as far as we're concerned, we're going to keep our calendar. Our teachers have been working really hard. They're engaged. We probably can't stop some of them from working during that time, but we're going to try to keep our calendar unless we're giving guidance from the state or the city that says you can go back to work.

Cecilia: That's April?

Nick: Yep. That's April break.

Cecilia: That's April break. Right. Because one of the things in today's call again to is the same thing Charter Schools, especially started earlier.

Nick: Yeah. Yeah, we'll have more days then DOE we under every scenario and that's something we've talked about multiple times to ensure that we don't have our funding jeopardized ensure that we are able to keep our students, you know highly educated. Obviously, everyone's trying to figure this out. How to work remotely. But we think we've got a good plan and strategies. So we will keep our calendar and less we're given guidance otherwise from the state or city.

Cecilia: Okay. Thank you yet, but I just wanted to clarify. Thank you.

Nick: Joe, Anything else?

Joe: No, I don't have anything. I was going to make a list. Yes?

Vicky: We need a vote to adjourn the meeting that- that's all I'm asking.

Joe: Yeah. Yeah. That's what I was going to do.

Vicky: Thank you. Thank you, Joe

Joe: I'll entertain a motion by someone. Can we have someone say?

Tish: I make a motion to adjourn the meeting.

Tyler: Second it.

Joe: It sounds like Tamikka and Tyler

Nick: Tish and Tyler

Joe: All those in favor?

Pat: Aye

Doris: Aye

Tyler: Aye

Victor: Aye

Neil: Aye

Tish: Aye

Cecilia: Aye

Joe: Everyone stay well and thank you for a great phone call.

***End of Meeting