

## Transcript

Amani Public Charter School Board Meeting

May 11, 2020

4pm via Zoom

- Debra Stern: [inaudible 00:00:00] said, "Actually, it's your meeting so you told me what you want me to do."
- Jamell: We can start at the beginning with mission moment, if we have something to talk about or go right to cincture.
- Debra Stern: Okay. All right. So I'm going to go back to the... This is going to get messy. The mission moment is... I wanted to share, but I couldn't find any screenshots. Some of the student engagement thing that we've been trying to stick with, but essentially last week we had our second round of doing our community circle online and so that's going really well, and then we have our weekly administrative meetings and those are going really well. So those are just opportunities that we've continued for parent engagement and student engagement. It's just I didn't have any screenshots on it, but I wanted to share that we're still doing those things.
- Debra Stern: Tonight, Jamell's going to present on Phase III of the Amani Online, he'll explain what that's all about. Phil's going to talk about budgets. I want to touch briefly on the midterm visit. I'm going to share with you the beginnings of our return to brick and mortar planning, that I'm calling it, a little bit of strategic planning work, and then talk about the lottery. So Jamell, it's all you, do you want me to do something or are you going to share your screen?
- Jamell: I can share my screen.
- Debra Stern: Okay.
- Jamell: But you can just click on presentation. That's fine. I have it here too.
- Debra Stern: Okay. There you go.
- Jamell: All right. I guess you can just scroll down as I'm just going. And so I just wanted to give y'all a quick snapshot and overview of what's been going on at Amani since we started this virtual world. We've been going since March 16th, eight weeks strong, and we lent out 82 Chromebooks today. I know last board meeting, I think we're at 61 and so that number crept up on us a little bit more so we're now at 82. When it comes to our remote education plan, like Ms. Dan had mentioned, we put it into phases. Phase one, we tried to stick heavily to the i-Ready and the social studies and science teacher pushing out lessons. And our number one goal was to make sure that our families were good, everyone had a device at home that they were able to get on a computer with. As we got a little more comfortable starting April 13th, because we considered the quarter four,

we started phase two, that consists of teachers, just delivering prerecorded lessons and also math and ELA, starting to pump out more assignments to scholars through Google Classroom.

Jamell: Also on that note, every single teacher and subject have their own Google Classroom, which started April 13. So phase two, and so that's been a huge plus for us that all the assignments aren't going to one Google Classroom, that was giving me getting a little overwhelming for teachers and administrators. Now, as we enter phase three, which will start next week, we got the word that we're going to close for the rest of the year. Teachers will start delivering live lessons starting next week Tuesday. And so that's math and ELA, social studies and science. Because of time in our day, special teachers would still record their lessons, post them on Friday and students have the next week to complete those assignments.

Jamell: So with the live lessons, the great thing that we got an opportunity to get with a platform called Nearpod, which allows us to sync all the Google's really to it and it has also the pre-made lessons that we can just post for our scholars. The great thing about that also is if we don't have the opportunity to do a live lesson, we could just do a student piece lesson and the students can still receive the same lesson and this teachers would still receive the same data because the students can just click through the slide, they have the quiz function, open ended question polls and things of that nature. So what we're going to do moving forward is the classes that will be an hour. Each lesson will be about 40 to 45 minutes, giving us 15 to 20 minutes at the end of each lesson for teachers to board the service office hours for teachers and students to ask any clarifying questions. Resource room is not going to be effected. Resource room is still going to go from 1:00 to 4:00 o'clock, so that's still intact.

Jamell: Moving down, a hundred percent of our staff have a Nearpod account now. We have, I guess, the unlimited district version of it until the end of June. They were nice enough to open that up for us, so that was great. The ILT team, which consists of myself, Kara and Jane, we're still going to review the lessons. Now it's just going to be a different way we review the lessons, instead of reviewing video, we'll just go into the actual live lesson and we will just give teachers real time feedback at our next coaches meeting. So that's a huge plus for us right there.

Jamell: We do have a tracker that we will use when it comes to looking at the live lessons so we can close the gaps extremely fast and see what we need to focus on at next PD, and so that was rolled out to the coaches today, and we're just going to continue to work on that until next week Monday, when phase three starts. All 343 of our scholars are successfully enrolled into Google Classroom, and they have an Amani email and i-Ready account, which you all know. We have approximately 66% of our scholars, sixth grade being our shining star right now with about 72% participation. We are still working extremely hard to reach out to families, reach out to scholars to keep them engaged.

Jamell: Something that we did do is the SEL team now has office hours at the beginning of the week, which is Monday, to help the scholars with pacing. I had a meeting with the upper school, which we consist of seven to eighth graders last week Tuesday, I want to say, and the anxiety and the stress around them was they don't really know how to structure their time. And so the SEL team I met with them on Wednesday and starting today, we had the SEL office hours for students to come and help structure their time.

Jamell: We're continuing to reach out to families once a week. We pulled back a little bit from twice a week to once a week, just check on our scholars to see how they're doing. They're more of wellness calls and to see how they're doing and if need be, we also push for academics and see what supports Amani can offer or lend to the families, so that's been going extremely well. All our SPED students, McKinney Vento students and mandated scholars, they are being contacted every single day, just because of needs. And also, our non-classified students are being reached out more frequently if needed based off our case manager law. All of our calls, we document and a tracker that we have is shared for all of us on our shared drive, and so the SEL team goes in there daily to review or try to identify any major issues that may arise from the different phone calls that our staff is making.

Jamell: Today, which was actually on the eighth, just reviewing that we made over 7,000 phone calls to families. When I put the number down, it seemed like I didn't realize how many calls we've been making as a staff. So we're doing an amazing job there. The families appreciate it, especially parents who are not home. Special ed, our SPED department, the CSC meetings have been going well. The district's been sending out the Zoom links, our teachers have been in there, our SPED teachers been there and all of the services that our scholars would have received in the building, they are receiving daily via Google Classroom. And then as you know, the first Wednesday of every month, we have community circle like Ms. Dan just mentioned and every Wednesday we have a staff meeting at 2:30.

Jamell: I just wanted to give you guys a quick overview of what we've been doing and how's it been going. Does anybody have any questions?

Jim Killoran: Do we get paid by how many people attend?

Debra Stern: That's a very good question. Jim, you want to know if the attendance matters in terms of the district money that we get from the district. Phil, do you want to address that?

Phil Salmon: No. I mean, in terms of attendance, they've waived the 180-day requirements that they had.

Jim Killoran: But I mean, it said 66% of kids are attending. Do we get paid by attendance?

Phil Salmon: No, we don't get paid by attendance.

Debra Stern: I understand your question though, Jim, and that's why we're being very careful to track attendance in the work that we're doing because I doubt this will happen, but the district could come back and say, "Well, half the kids weren't even there." They probably won't because everybody's facing the same issue, but I hear and understand where your question's coming from. But we don't-

Jim Killoran: Right. Do we know how that compares with the average in the district or...

Jamell: The district, they don't have one person or even the leader is not assigning the lessons, like one Google Classroom how we have it, they just leave it up to their teachers. So it's all basically classroom by classroom.

Jim Killoran: Because I know it's so difficult, but you don't want to lose, like I said, that funding, that was psyching them up. And also the quality of the kids' education.

Jamell: Yeah, and that's why we're moving towards the live lessons. Just looking into the future, this is something that we're probably going to be doing into next year and maybe the year after that. And so using Nearpod now and getting our teachers and students comfortable is the goal.

Debra Stern: Correct me if I'm wrong, Jamell, but even though we are able to track the contacts we've had with every child, and so I think with confidence, Jamell, I can say that every child that Amani has been contact in some way by a staff person and so that helps us to also keep track of our scholars. And the attendance is different than our tracking. So we're trying to make sure to build a system that if anybody who came to us and said, "What have you been doing to keep your students engaged and how are you tracking them?" We could go back to those 7,000 phone calls that Jamell is talking about, mirror that with the 66% attendance rate that we are also tracking and then be able to really show and talk about where all our kids are.

Jamell: Yeah. Also, I just want to talk really quickly about the 66%. It's not an accurate number because there are kids who just don't fill out the Google form for attendance, but they're completing work in Google Classroom. I was just on a call with Carl, Mr. Easton, trying to see how we can use the Google Classroom data and pull it into school tool. The problem is when you make any changes into school tool, we basically got to start from scratch and we're just like, "It's not worth it to start from scratch in the final four weeks of school." And so we're just going to stick with the attendance, encourage students to push them, make sure you do the attendance and continue to complete the work.

Jim Killoran: Again, I would encourage in those 7,000 calls to make sure how important it is the kids fill out that attendance, whatever that form is or whatever triggers that they attended, you know?

Jamell: Yeah. We have a one pager-

Jim Killoran: I don't trust the district. I don't trust, you know?

Jamell: Yeah. So we have a one pager that we gave every staff member to review when they make them phone calls and attendance is on there and making sure they fill out the attendance form and complete their work and things like that.

Jim Killoran: I appreciate your time. How does that compare to regular attendance?

Jamell: So regular attendance, we were well in the nineties, 94, 95%. We did pretty well when it came to attendance as a school.

Jim Killoran: Again, I would just say emphasize as much as you can to the parents and the kids, whatever that form that is for the sake of...

Jamell: Yeah. And also on our form we document, we have been getting... Like I said, it's like a roller coaster. It's up and down. I want to say the last week we had a few parents and scholars test positive or they're not feeling well and so we encourage the scholars to take it easy, take a couple days off, focus on your health before you jump back into Google Classroom and focus on the work. And so that's why you'll see kind of like the roller coaster if you looked at the data on tableau that week five and six were really good. We were high in the 78% and then it took a dip. But if you look at the case manager log on the phone calls, you'll see a lot of a few scholars who tested positive and they just weren't feeling well or a family member in their household tested positive and so they did express the SEL team that it was difficult to focus on work with that going on in their households.

Jamell: Thank you.

Jim Killoran: Yeah, no problem.

Debra Stern: Any other questions about Phase III, the company, the education plan, what we're doing? I'm going to go and share the screen. Actually, I realized-

Burke: And-

Debra Stern: ... Go ahead.

Burke: Debra, I saw that there was an email that came around for the survey that SED is doing with whatever those researchers are. I didn't see the actual survey itself. I assume we're filling it out and that it's pretty straight forward in terms of what we have to present there, but I didn't know if there was anything worth talking about in there, related to annuity of learning.

Debra Stern: Yeah, it's pretty straight forward. Actually, Sid, there was another email that came around that had a PDF of the survey, you may not have been on that, that I sent out to the directors. So I'll send that to you because then you can easily look through it. But essentially, the state has partnered with a research team in Stanford University to look at how schools are affected by COVID-19. And they very highly stressed that the information is really for research purposes and not to be used for evaluative purposes in any way. So we're going to be undertaking to fill it out this week, obviously it's due at the end of the week. So it's pretty basic. It's just wants to have what have you been doing and what have you been seeing in terms of your experiences as a school for COVID. It'll be interesting to see the research that comes out of it.

Burke: Great. [crosstalk 00:15:51].

Debra Stern: But I'm sorry, I should have started this meeting by just checking in and making sure all of you guys are okay. I talk to the directors all the time, but I didn't even get to really... But everybody else out there is doing fine?

Jim Killoran: I'm crazier than ever.

Debra Stern: Yeah. No, you're very busy and thank God for the work that you do.

Jim Killoran: In a good way.

Debra Stern: Yeah. All right. [crosstalk 00:16:13] I just wanted to take that moment to check in with you all.

Jim Killoran: Yeah, thanks for that.

Debra Stern: All right, good-

Phil Salmon: We're dealing with homeschooling as best we can.

Debra Stern: Yeah. It's not easy. It is not easy. Okay. Let's see, I'm going to go back to go ahead, Jamell.

Jamell: I was going to ask one question, maybe I'm cut to the chase.

Debra Stern: Sure. Go ahead.

Jamell: Do we think that we will be online in September or in classroom in September?

Debra Stern: Okay. I can speak to that a little bit. That's is cutting to the... That's going well. Okay. If you look down here, [crosstalk 00:16:52] I have this return to brick and mortar. So what we've been doing... And actually I'm going to stop to share because it's weird not looking at everybody.

Jim Killoran: Apologize [inaudible 00:17:00].

Debra Stern: That's okay. So I put together the directors, I charged them a couple of weeks ago. We're starting to put together models of what it will look like for us to come back in September. I think that it's clear that school will not go back to being the way that it was on March 16th, and so... Hi, Stephanie?

Stephanie Edwar...: Hi [inaudible 00:17:24]

Debra Stern: So to answer your question, Jim, I think we'll be back in some way, it'll be a hybrid. What we're doing right now is we're starting to put together models that I'm going to talk about later on, and then we're going to start to pull in stakeholders in the planning, so the board, parents, teachers to try to figure out what's the best way for us to come back into school, meeting the rules, I call the rules, but the things that we know you have to meet by the CDC and all of that sort of stuff. The problem is we don't really have a lot of rules yet, but things that we know, like we know that the CDC guidelines are saying you have to have social distancing within the classroom. We know that they're saying that you're going to have to do temperature checks, wear mask and all and a few other things.

Debra Stern: One of the CDC recommendation says, no, you shouldn't eat in the cafeteria, but we know that there's not going to be large gatherings. So based on those things that we know already, I've charged the directors and Bruce and Jamelle to go out and begin to put together a plan. So if you want, we can start to talk about that now. So let me share my screen again.

Debra Stern: Basically, I call this brick and mortar planning and if you look at it here, we look at what are the rules that we know so far? We know that you're going to have to do social distancing. So I asked Bruce to look at our classrooms and map them out to talk about what it'll all look like if you have to keep the desk six feet apart. And he's done that. We've talked about looking at the larger areas in the building, such as the theater, the general library and cafeteria, and how we can use those for classrooms. And we're also looking at what the cost might be if you put dividers up in the classrooms. I'm sure you guys are seeing the same Tik-Tok videos that I've seen that has [inaudible 00:19:11] kids back in China with the dividers on their desks and all that sort of stuff. So we're just looking at all the different issues that have to go with that.

Debra Stern: Bruce has already provided a map to tell us what classrooms can be used and what it'll look like if the desks are six feet apart. Essentially, it comes down to, you're able to have 15 to 17 children per classroom. So then based on that, then we build on what does that look like? What are the other rules are, we have to start looking at if he can't have lunch in the cafeteria, how does lunch in the classroom works? Bruce has started to talk to our food partners to look at what grab and go meals would look like if we had to follow those rules.

Debra Stern: One thing we're also looking at is what are the rules about hygiene and how will that affect the bathrooms? Bruce is starting to explore what that'll look like in the bathrooms, because if you're going to go to a no touch model with air dryers-

PART 1 OF 4 ENDS [00:20:04]

Debra Stern: If you're going to go to a no-touch model with air dryers, no touch flush, and water and all those sort of stuff and what that looks like. And then we're looking at, one of the things that we're talking about is moving toward becoming a one-to-one school because we know that online learning is going to be involved in our lives in some way through at least a year until there's a vaccine, I'd say. I mean, that's just my personal opinion, but I think it's pretty much kind of understood. And so we want to really make a priority that we're going to become a one-to-one school and what that looks like. So we have Phil and Harvey working on that.

Debra Stern: And then I think that's-

Jim Killoran: And what do you mean by that? What do you envision that looks like?

Debra Stern: What does that look like? So this gets to our scenario. So that looks like, Sid, you have split sessions. So that's scenario number one where you have a split schedule, where you have the fifth and sixth grade comes in on one day, seventh and eighth graders come in another day. And the days that they don't come in, they're doing online work learning at home.

Debra Stern: This is all very loose. So we're all just starting to talking about it, but that's what that looks like. Or you have a six day schedule where it's A-B day schedule and essentially you're rotating.

Debra Stern: So what the online learning looks like as a continuation is, the worst case scenario, we can't go back in the buildings at all and we're continuing on with learning online as we are now. So that's the worst case scenario. Then the second case scenario is that it's a hybrid between online learning and in the building, because we have to keep the numbers down in terms of what we can manage in the building to keep everybody safe.

Debra Stern: So the two models that we're looking at with respect to that is a split schedule. And, Jameel, do you want to just talk briefly about what the split schedule is?

Jamell: So what Ms. Stern was referring to, the first split schedule was we're thinking about bringing fifth and sixth graders in from 7:30 till 12:30, make sure they get the ELA, math, social studies, science, and a special. And then they'll eat lunch from 12:00 to 12:30. And right now we were saying either in the classroom or we'll split up between the gym, theater, and cafeteria. Those are three largest spaces that we have in the building. And then what we consider our upper



schools, seven and eighth grade is they'll come in afternoon, starting at 1:30. So that'd be a 1:30 to 6:00 schedule.

Jamell: So with that being said, when our ... Wait. [crosstalk 00:22:33]

Debra Stern: That was good [crosstalk 00:22:34] the schedules. Keep talking. Yeah, I know. I know. Keep talking, I'm looking for something. Do you need to show the schedule? Sorry.

Jamell: No, no, no. We don't need to show it. I was working on it last night, so it would be hard to explain it.

Debra Stern: Oh, okay.

Jamell: So once the fifth and sixth graders leave at 12:30, their schedule will continue from 1:30, until 3:30 and that would be online. And so that's how our fifth and sixth graders would get eight hours of instruction. Now when it comes to our upper school, their instruction will start at 10:00. So from 10:00 to 12:00, they'll be virtual. And then we'll give them transition time to come to the school. Then they'll have their classes in our actual school building. And so that would be a five Monday through Friday schedule. That's the first scenario.

Jamell: The second scenario Ms. Stern was talking about is still splitting lower school and upper school, but a rotating AB schedule. So for week one, our lower school can be in our physical building three days of the week, which would be Monday, Wednesday, Friday. And upper school would be in the building Tuesday, Thursday. Now on the days that you're not in the building, they will receive online instruction the same way that they are receiving online instruction right now. And so that's how we would balance it out. And so every week it would be a rotation between you'll be in the building for three days, out of the building for two days. And then the following week, you'll be in the building for two, out for three.

Jamell: And so that's just some of those different scenarios that we're looking at. And of course like Ms. Stern said, we'll start pulling in different stakeholders, seeing what the district is doing because it's always important to try to see what your neighboring district or your district is doing so we don't have two separate plans going out.

Debra Stern: So the key is that we're just starting the planning. So right now I've kicked it to the director level. Then we're going to start to branch out, bring in the ... This is the first presentation to the board, bring in parents, bring in teachers and have as much input as possible. The key thing that I think we all know, one of the key takeaways, and actually this came from a webinar that I went to earlier this week or last week, a survey that the I think the National Target Schools Association of Donors, maybe it was a state webinar. The thing my parents are

most concerned about is that this building is safe. Oh, I think it was the Thursday webinar, right Jameel?

Jamell: Mm-hmm (affirmative).

Debra Stern: Yeah. Bruce Weber was on it. That seems to be what's coming out, that the building is safe. And so that's really one of the things in particular that's going to be very important, is getting the parent and stakeholders, as stakeholders, their input and buy into whatever plan we come up with so that they feel that the building is safe for their scholars, particularly with the news that's coming out now around children and COVID and stuff. Any questions about that.

Phil Salmon: Nope.

Debra Stern: Okay.

Jim Killoran: Can you provide it by email, CSEE, and see what they're doing with you guys together?

Debra Stern: No, I don't mind it at all because one of the things that I was going to actually ... An important piece is getting involved with other schools and other voices that are kind of doing this work. And so we're going to reach out to the district. I would love to get a consortium going. I mean, there's a lot of webinars and a lot of things that we all go to from the state and from the CPSIC, which is the charter schools, I don't even know what the acronym stands for, where you have a lot of different voices.

Debra Stern: But if we can form a local sort of group that's working on these things, that would be very helpful because like Jameel said, one of the things that is good is that, because of our unique ability to be flexible, we can pretty much craft anything we want. You know what I'm saying? We don't want to say, "Oh, we're going to have school." This is of course not what we're going to say, but we don't want to say, "[inaudible 00:26:40] is just going to do to school one day a week. And then the district's doing schools five days a week." Well, that's not going to make any sense. But then we have to look in and say, but can we do school five days a week? Because the district has 10,000 million square feet and we only have 3000 square feet. Whatever.

Debra Stern: So it's important to kind of both know what the others are doing, keep our own autonomy, find out what our sister schools are doing and try to really work together on that. So that would be cool, Jim.

Gene Johnson: Are you guys including-

Tamara Houston: Want me to do your hair now? Come on. Oops. I'm sorry.

Debra Stern: I want you to do my hair, Tammy.

Tamara Houston: I'm sorry.

Debra Stern: No, that's okay.

Tamara Houston: It's that bath time.

Debra Stern: I'll send Veronica, my kids over. You can do their hair.

Tamara Houston: I had muted myself. Let me mute again.

Debra Stern: That's okay. That's okay. Go ahead, Gene.

Gene Johnson: I know that Mount Vernon and other cities are doing it where they're starting to get an educational task force together. Are you guys a part of that conversation with the city of Mount Vernon?

Debra Stern: That's what the conversation that we have to get into. So I've got an email into the district to see if they'll share with us. And then also I'm going to reach out to the mayor and see what they're doing in terms of being a part of that. And so that's why I'm saying to Jim, even if we ... Because in the past, people don't share well with others. So I am reaching out to see if we can be a part of anything that's already happening. And then Jim, any informal kind of connections you can help to make for us, that would be great. And if we need to form our own taskforce, we will.

Debra Stern: And then also, like I always say, sometimes it's good for us to look up North a little bit. So one of the things is we are connected with the New York State Charters Association. So to talk to them about schools like the Albany or Buffalo or Rochester schools. Their experiences are more similar to ours. So I'm trying to start to begin to figure out where all of those taskforce are and make our connections to them.

Jamell: [crosstalk 00:28:37] Looking what next year looks like?

Gene Johnson: Yeah, we started having conversations about it. Most likely if it's too many constraints, we'll probably have to stay remote just because we don't have the capacity. Just because trying to extend the schedule becomes difficult with trying to have teachers agreeing to work to 6:00 at night. Or even with us with the split, it gets a little tricky in high school when students are taking English nine, but taking 10th grade math or whatever the case may be. So if it doesn't open up and it's not feasible, we would probably have to remain in synchronous learning.

Debra Stern: Yes. And I think nobody's really set down any hard, fast rules yet. So I just listened to the contexts, not the content. And one of the contexts are, as a charter school, we do have a lot of flexibility to kind of do what we need to do. And I think that we can also ask for considerations. So for instance, this isn't

going to happen, but let's say we decided to say that we wanted to drop our minutes of English to 20 a day instead of 90. We could do that. You know what I'm saying? It probably wouldn't be well received, but we could do it.

Debra Stern: So we need to look at all those things and, like I said, take advantage of that to maybe do things in a revolutionary way that we maybe have always wanted to, but couldn't. So the push to get one-on-one. And then also, I mean, as you all know, the governor is putting together the re-imagining education committee through Bill and Melinda Gates, I don't know how we get on that, but I've been monitoring that and seeing what's happened with that, because I think everybody understands that business as usual, the way schools were before, it's just not going to continue.

Jim Killoran: Mayor De Blasio announced today that the schools would be open in September.

Jamell: What'd you say?

Debra Stern: De Blasio said today at schools will be opened September. So see, I hadn't heard that today. I didn't see De Blasio. So I think-

Jim Killoran: [crosstalk 00:30:59] right before I got on this call.

Debra Stern: Oh, okay. I do know that the state, they're going to be wanting a plan from us soon.

Jim Killoran: And at 8:00, Governor Cuomo will say, "That's not true."

Debra Stern: Right. Exactly. So that's the problem. No, that's the problem. And I laugh, but that is kind of the other thing is we have to just be agile and flexible because things are changing by the second. So that's-

Tamara Houston: Yeah, and I just want to commend you all on your ability to adapt so quickly and seamlessly. It's encouraging to hear that you have over 90% participation by your students. So even with this remote learning, you're still engaging and doing what the child is at that school to do, which is to learn. So I know it's an ever moving landscape and you guys are at the helm. I think you seem to have a great handle on it.

Debra Stern: Thank you, Tammy. And then a lot of what's coming up now, as a matter of fact, I just signed up for two webinars for next week to start to talk about how do we pick up the learning. So how do we kind of, not repair, but how do we go forward given what has been lost? And that's all the instructional stuff that Jameel's already thinking about. So we're keeping them engaged, we're doing whatever, but it's just not the same. So how are we going to-

Tamara Houston: It's not the same.

Debra Stern: How's the curriculum going to look different? How's the curriculum going to look different to address those issues? So you'll be hearing more of that as we go along. Phil, I unshared my screen because I thought you would want to roll into your stuff now.

Phil Salmon: Sure.

Debra Stern: Okay.

Phil Salmon: Can you see my screen now?

Debra Stern: Yep.

Phil Salmon: Oh, what's it say?

Debra Stern: It's CSBM.

Phil Salmon: Okay.

Debra Stern: It's the financials.

Phil Salmon: Yeah. Okay. Well, the first thing I want to report out is that we applied for the Payment Protection Program. So we received that last week. So we received a loan for our \$862,300. And just to refresh everybody's memory, this was put together as part of the federal stimulus program. And if we maintain our payroll for the next eight weeks, this loan will convert into a grant. So we expect it to convert into a grant with within the eight weeks. There's a 1% interest rate charge on the loan. And so we have the money in the bank.

Phil Salmon: I think, Sid, one thing we need to do is just, I think for the board to take a vote on that so we have it documented within the minutes or a resolution.

Phil Salmon: Okay. We can do that. All in favor of ratifying the application for the PPP funds of just under a million dollars?

Gene Johnson: I second it.

Phil Salmon: All in favor? [Crosstalk 00:34:28] Aye. Anyone opposed? The ayes have it. Okay.

Phil Salmon: All right. All right. So I thought we'd switch to what should be up on the screen is from CSBM. This is the report that shows the, as of the end of March, where we stand budget versus actual. And in the middle of the column, and I know we've gone through this before, but I'll just explain again, the middle of the column here is kind of where we are projections to where we are the budget and then the variance here.

Phil Salmon: So as you can see here, we're projecting for the full year about \$174,000 deficit, which I think that's going to be reduced a little bit more because CSBM did these projections and there are a lot of things that because we're in the remote learning environment, that some of the numbers will come down.

Phil Salmon: But as we talked about from before, one of the areas that was driving originally was on the per pupil side. We talked about when we originally did our budget last year, we budgeted for 349 students. Our capacity here, we start off the year with 355 and we budgeted for 349. But we had a lot of people who had departed during the year such that our per pupil on an FTE basis is projected to be at 346. Excuse me, 343. So when you compare budget to actuals, we were down six students. Part of six students, we get about 19 grand. So that's about 120,000.

Phil Salmon: In addition, we had less revenues related to SPEDs when we originally budgeted or we originally had the number of SPED students. We had some SPED students who had left, but they'd left to go to, I guess I call it more restrictive environments. One student actually had gone to a residential program because we couldn't provide those type services here. So we were off on the revenue side

Phil Salmon: So we're still in a work in progress in terms of finalize or actually updating the projections given that we know we will not be in the building. So there's a lot of expenses that are reduced there.

Phil Salmon: So I'll maybe take a pause at least just on what I've said so far in terms of the budget to actuals. And the next week a shift into our thinking at least initially for the budget for next year.

Phil Salmon: Okay. So let's switch to the budget for next year and let me see if I can do it. I have to stop sharing and then share again. Let's see which screen.

Phil Salmon: Debra, does that show up the budget presentation?

Debra Stern: Uh huh. Yeah, you're good.

Phil Salmon: Okay.

Debra Stern: Yeah.

Phil Salmon: Okay. So let me start to say that as we're looking at the budget here, I'm going to walk you through how we see we're going to have a revenue reduction of about 620,000 and then how we plan at least to balance this as best that we can. We'll talk through this. So just keep this revenue reduction in mind and I'll walk it through.

Phil Salmon: So we know for a fact today that our funding is going to be down on a per pupil basis, is going to be down at least by 4%. So what the governor said was that when they passed the budgets, they have a number in there now for the expectation for the year, but he will revisit this number on a quarterly basis to see if his revenue projections are coming in the way he expected it. So for now we know that our per pupil funding for Mount Vernon is going to decline 4% from about 19,000 to 18,400.

Phil Salmon: The second factor that I was trying to be conservative when we looked at the budget was that, as we said this year, our current room is 346. Not knowing what the effects of COVID's going to be in terms of people actually coming in, whether we have to have less density, a lot of open questions, I started building a budget-

PART 2 OF 4 ENDS [00:40:04]

Phil Salmon: Density a lot, lot of open questions. I started building a budget around a lower number of 335. Then when you combine those two factors, the overall revenue is down about 8%. If we go down to this general education line item, I tried to separate it out between the 4% reduced per pupil funding, which equates to about 270,000, and then the reduced enrollment, which is approximately the 240,000, and then the remainder is just a shift between New York City students and Mount Vernon students.

Phil Salmon: The current SPEDs number is now based upon the actual population that we currently have at the school. Again, that will change based upon actual once we know students in the seats. The Title funding, we expect to get an increase in the Title 1 funding. As you know, the federal government, as part of the stimulus program, they have some funds allocated and they'll be allocated to the state and then the state will have to allocate all those education fundings from colleges, to trade schools, to everything else. But we expect to receive some bump-up in terms of the funding.

Jim Killoran: They mentioned Mount Vernon got stimulus money.

Phil Salmon: Excuse me?

Jim Killoran: I thought at a press release, it mentioned Mount Vernon was getting stimulus.

Phil Salmon: Yeah. The way they were giving the stimulus money is through what used to be called the Title 1. Mount Vernon in general was one of the larger recipients of that. Hopefully we'll receive more than this, but again to try to manage things to our appropriate number, I have a conservative number here. Overall, we're projecting the revenues compared to last year to be down approximately 8% with all the changes that I've just said. That's how we got to the 620 in terms of less revenues.

Phil Salmon: And then, one of the things we're figuring out is how do we balance that? Well, one, we thought it'd be appropriate to have a free is on salary increases. As all the school districts throughout the country, their revenues are going to be down. We have a reduction of staff by about nine people. Some of these were for positions that have turned over and we're not filling. Then one of the things we wanted to do is is that as with most things, medical costs have continued to increase greatly. Then as a school, Amani has absorbed many of these costs for the employee itself.

Phil Salmon: On this chart here, I have some of the comments in terms of potential positions that we were considering eliminating to help meet the reduced revenue numbers.

Jim Killoran: Phil, do we have to reduce staff if we've got that extra money?

Debra Stern: Jim, a lot of the reductions we want to do through attrition, people who are leaving or retiring and we're not going to backfill the positions, rather than furloughing or firing people. Yes, we do have to reduce positions. But we're trying to figure out the sort of the best way to do that.

Jim Killoran: But for me, I'm thinking is there a way to increase the quality where we feel that we have a need with some of that money?

Debra Stern: What do you mean?

Jim Killoran: Well, if there's areas that you need extra staff and ... Again, this is all uncharted territory. Phil and I had a finance meeting. Maybe Paul, Phil, and I could talk about ... The PPS money. If you have finding [Janelle 00:04:31] or Deb or finding this area that you would love to get an extra consultant or a staff in here. If there's any creative way that you could look at doing that, because I'm just saying that would be ... Again, I don't have it all on my head. I think Paul is very good at that, who Phil had a call with. He's a consultant with a number of charter schools. I'm sure he would be glad to get on again.

Debra Stern: You're absolutely right, Jim. In our discussions as we build out the model and Phil, and I, and Janelle, and Bruce have all talked about this ... Sid mentioned this briefly in the last meeting. We might find that we need more SEL people than less, because the trauma that students are going to come in to us with is going to be so severe that we really have to think about that. We're thinking about all those things as we build a budget. But I'd also had asked Phil and all the directors to look at making a 10% cut before all this happened. We're doing all of it, sort of balancing both ends as we go along.

Phil Salmon: Phil, just so I understand the staffing cuts. Was this model built from ... I don't know the right way to think about it. Top down, like we need X dollars of staff savings. What would we cut to get there? Or was it we have these, X number of people and how much are the savings from that?



Phil Salmon: Well, I think one of the things we had discussed at one of the other board meetings was that as before we even went into the COVID that we were looking to reduce by 10%. One, because of the shortfall we had for this year. These were, I guess. The ones that we looked at is as areas where either there would be attrition, or somebody is retiring, or with trying to become more efficient by combining various different positions. Does that answer?

Phil Salmon: Yeah, that's helpful. Then just to be clear, as I understand this, this is to balance a budget, but not taking into account, I think to Jim's point, the million dollars. It wasn't factored into last year's budget or this year's budget.

Phil Salmon: Yeah. The way to think about that ... Let's just call it the million dollars, is that million dollars is going to be utilized for the payroll for the next eight weeks. Then we can always take a look at what surplus that generates for this year and then make a decision how we utilize that surplus for the next fiscal year.

Gene Johnson: I guess I have a question-

Jim Killoran: We should expect that million dollars is ... Recognizing it's less than a million dollars. But whatever the number is should essentially all be surplus, right? Because for these particular eight weeks, we had income that's not going to change and we had expenses that aren't going to be materially larger than you were expecting.

Phil Salmon: Yeah. You can generally think of it that way. And then-

Jim Killoran: Gene, you had a question.

Gene Johnson: Yeah. The question I had was with these cuts and then if we're at say, it gets to where we're at full capacity with the students, how are we going to be able to, I guess, function with losing all of those teachers in classes?

Jamell: Are you talking about if there are no social distancing rules?

Gene Johnson: Yeah, because I know you're saying that we ... Maybe I misinterpreted. But if we can come back and even if there's social distancing start but then in November things go back to normal, how are we going to be able to have classes with all of those teaching positions being cut?

Jamell: Well, the plan is if there's no social distancing rules to go to a three cohort model. With the cuts, we're able to fill all the positions that we need. I think the big question becomes if there are social distancing rules or restrictions, then what? That's when it becomes more of a problem, because you need more teachers. Like I said, if we're going from 7:30 to 6:00, you really can't tell somebody they have to work that long.

Debra Stern: I think that these are all really good questions and all things that we've been talking about in our daily meetings about this. I think the thing to keep in mind is that ... Which can be frustrating. We're building these projections based on ... We're trying to be mission driven and vision driven in terms of all the work that we do. All those questions, we have things that we've talked about. The idea is for us to always make sure that can deliver the instructional program that we say that we need to deliver.

Debra Stern: What is difficult, particularly because you got to talk to people about what might be happening. That's why a lot of this is also by attrition and hiring freezes and no salary increases. The program that Jamelle is putting forward will still be rigorous and our culture will still be strong. Those are all the things we have to take into account as we move forward.

Jim Killoran: Yeah. The main thing is what's the quality to the students?

Debra Stern: Absolutely.

Phil Salmon: Absolutely. That's number one.

Jim Killoran: And how do we deliver that? And then like I said, to me if that money, the million dollars, can help to increase quality staff or add quality staff that you need to the team then ... And my other point is are we look at 343 in September with social distance or are we looking at 283 with social distance?

Debra Stern: One of the things that we did not suggest is cutting the enrollment numbers, because we could have done that too. One of the models that we could have looked at was saying ... And we're not doing this. But I could have said we're not going to take any fifth graders next year. We're not doing that. You know what I mean? We're going to try to create this school, create the program. Based on our numbers, we have a healthy enrollment, we have a lottery coming up which Phil will talk about, and sort of maintain the program through the split sessions and all that kind of stuff. We're going to maintain it at the 355 or 343 or whatever it is.

Phil Salmon: One of the things we also want to also ensure too is that we have a sustainable model, because we call this million dollars, let's say we took the million dollars and did a whole bunch of things this year. How do we sustain that for the next year, because that million dollars is not going to be there?

Jim Killoran: Well, it goes [crosstalk 00:52:30] It goes to a broader picture of how we fund our mission.

Debra Stern: Exactly. Then the other thing is-

Jim Killoran: Is Patrick on? Patrick, are you still on?

Patrick Smith: Yeah, I'm here.

Jim Killoran: The other thing, Patrick, you guessed it as that we also look at the ... Pat has a lot of experience having processed numerous ones of these loans and also the EDIL, Pat. Can you talk about that just for 30 seconds?

Patrick Smith: The difference between the PPP and the EIDL?

Jim Killoran: Yeah.

Patrick Smith: Is that what you're asking?

Phil Salmon: We already have ... Yeah. Go ahead.

Patrick Smith: As Phil said, PPP is really essentially for payroll. It is a loan, but it is forgivable once we can prove or once the school proves it was used for payroll. 75% of the loan amount has to be dedicated to payroll. If you don't do that, as Phil mentioned, it does become a loan over two years at 1%. The EIDL is actually a loan. It's not forgivable. It's over 30 years at 3.75%. But if you take a look at that over 30 years and you break it down, it's a long period of time where you can spread out the payments there. You can use that for anything, basically. Rent, utilities, payroll, accounts payable, fixed debt, insurance, whatever you want.

Jim Killoran: It sounds like, Pat, you thought from your expertise that that would be something good for us to look at?

Patrick Smith: The EIDL?

Jim Killoran: Yes.

Patrick Smith: Yeah. It's sort of the system's kind of overwhelmed, but yeah. If you putting in a request for an application. I don't know if it would help with other things down the road if Amani's willing to take on that debt.

Phil Salmon: One of the things that ... Because we looked at this. There weren't a lot of other charter schools who have been ... There's been charter school who have taken out the payment protection. I haven't heard of anyone on the economic, the EIDL, one. In addition the EIDL, once you take out above a 750,000, you become subject to the single audit, but from the federal government that you have to do. It to be called the A-133. That's another consideration that we would have to take into consideration.

Jim Killoran: I know the [Yonka 00:55:14] School didn't take it just because they have bond debt right now. But they think it's very good money. Part of my thinking is, and I go on Pat's expertise, was we don't know what the future is going to bring. If we can have resources that's going to help us have extra money at very limited

interest to keep the quality of what we want to do and enhance the quality. That's my thinking. I don't know if that makes sense, what Pat ... Anybody?

Phil Salmon: That makes sense. Phil, I don't remember, for example, would it make sense for us financially to consider taking out an EIDL to repay the landlord improvements that we're effectively really borrowing from the landlord? I don't remember what the rate was on that or the implied rate.

Phil Salmon: We could take a look at that. We can look at it because some of the criteria for the loan is that you have to prove that you were basically economically disadvantaged and you have less revenues coming in or greater expenses.

Jim Killoran: And you asked the question, Phil, what are we doing when we don't have the million dollars next year? But you have a low interest loan that's very good. I'm just saying that gives us another opportunity for a cushion for stuff.

Phil Salmon: Yeah. We have to do that certification now when we take the loan.

Debra Stern: Phil [crosstalk 00:57:14]-

Phil Salmon: We do know that we're going to have a per pupil reduction next year.

Debra Stern: ... Yes. We do know that.

Phil Salmon: It's 277,000.

Debra Stern: Phil, you guys are going to continue these conversations, particularly when it comes to the EIDL and PPP in the finance meetings?

Phil Salmon: Yeah. We did the PPP already. We could take a look at the other one. I'll put together the considerations because again, it would subject us to the A-133 audit.

Jim Killoran: Phil, maybe we don't need to talk about it now but it would be helpful to understand a little more about what's involved with that in the finance committee.

Phil Salmon: Sure.

Jim Killoran: Patrick has a lot of expertise in that area.

Patrick Smith: Sure. I think you maybe really got to think about if you're going to do an EIDL, what's the purpose of it, because it is going to be a loan. Actually since it's actually going to be at 2.75, since Amani is nonprofit, over 30 years. There's going to be a little work involved, but it could be used for something maybe beneficial or like you said, the landlord or whatever else that needs to be thought about going forward.

Phil Salmon: Okay. We can discuss it at a finance committee meeting.

Phil Salmon: Okay. Sounds good.

Phil Salmon: All right. Is ... Who's there?

Debra Stern: Bruce.

Phil Salmon: Oh, Bruce. Okay. In terms of the budget process, we have to have a budget done by the end of June. As you can, there's a lot of variables here, more in terms of what's next year going to look like in terms of kind of the restrictions. We've been working around various different models. We're going to continually refine the budgets. As Ms. Stern says, a lot of these positions were even through eliminations or we're changing things around. But number one, the quality of programs is not going to change. That's the A number one. If we-

PART 3 OF 4 ENDS [01:00:04]

Phil Salmon: That's the A1 if the cuts will be through attritions or making things more efficient. All right and any questions? Again, we'll work through the finance committee as we get more into the details of the budget before the next board meeting, so probably the next two weeks we'll have a finance committee meeting before the next board meeting.

Jim Killoran: You'll send out an invite Phil?

Phil Salmon: Yes.

Jim Killoran: Thank you. You'll join us right Pat?

Patrick Smith: Sure, no problem.

Jim Killoran: Please.

Debra Stern: Phil, are you done sharing your screen?

Phil Salmon: Yes.

Debra Stern: Okay, there you go. All right. Great. So I'm going to go back to... Oh Phil, the next thing is since you're on the lottery, you want to just talk about that real quick?

Phil Salmon: Yeah, so this Wednesday we have the lottery of 5:30. We're conducting it through Zoom on a virtual basis. I think we want all these numbers last time, but for the eighth grade we have 88 in-district students, so they all are automatically accepted.

Debra Stern: You mean for fifth grade.

Phil Salmon: Oh, for fifth grade in district, so that leaves us with having conducting a lottery for two additional students for the fifth grade out of district, out of a total of nine out of district applications. For the sixth grade we have one open slot and we have 52 people within the lottery. For the seventh grade we have two slots and there are 25 people within the lottery. The lottery again was for people who had their applications in by April 1st, and what we do basically is rank everybody and we accept people, and then everybody else that we don't accept we put them on a wait list and give them a wait list number. Then we continue utilizing that wait list throughout the summer if people decide not to come back.

Phil Salmon: What impact do you guys think all this craziness has had on applications?

Phil Salmon: Well we know that for the month of March we received basically applications, and when we were tracking where we were compared to prior years, we were way ahead as of February, and we were probably where we were for the full year last year. So we basically received no applications, maybe one or two during the month of March.

Debra Stern: So to that point I want to say one of the things that we're doing is [Marella 01:03:26] who does the student outreach is really redoubling her efforts for parent engagement so that she's actively and continues to solicit applications online, and we still do get some I think online I felt. Then also to build out a program for engagement for these new parents, how are we going to keep them involved, what we're going to do in terms of registration and parent meetings and all those sort of things to keep them connected? So Marella has been charged with putting that all together and really being very active in that sense.

Phil Salmon: Okay, and I know this has been my little topic, but in terms of the preferred lottery spots, do we have any students in the lottery who are entitled to those special waiting?

Phil Salmon: Yes we did. Let me see if I can pull it up.

Phil Salmon: We have an algorithm figured out for how to actually do it?

Phil Salmon: Yes, we do have an algorithm. It was what we proposed to the stat, so it was all formulaic.

Phil Salmon: I mean are you going to be picking out of a hat again?

Phil Salmon: No, so what we're doing we're doing it via Zoom, so we're going to be using basically a spreadsheet and then utilizing a website that the charter schools use called random.org, and then using that to generate the numbers. So if you think about a spreadsheet, we're going to have a spreadsheet if there were nine

students on this spreadsheet and each of those students' names would be listed once, and for the students who had the preference, maybe their preference was three. So their name would be listed three times, and then what we do is we line that up and then we use random.org and then pull the numbers and then put the numbers right next to the names of the students and that gives you the order.

Phil Salmon: Yep. Okay.

Phil Salmon: So [Amiel 00:06:07], so far we did a draft one last week and we're doing another test one tomorrow.

Debra Stern: Okay, good. Thank you Phil.

Phil Salmon: Who won the first mock draft?

Debra Stern: I left the meeting my mistake, sorry about that. I pressed the wrong... I don't know how that happened. [inaudible 01:06:58] That's weird. I just want to go back to the... What the hell? Oh no, okay. You still there? Sorry.

Phil Salmon: We're all here. We're here.

Debra Stern: Sorry about that. Okay, so that's pretty much what we have. Okay and then midterm visit, so the state is still moving forward with the midterm visit. It's going to be the week of May 18th. Jamal has been working with Kimberly to talk about how they're doing to do that virtually, so they'll be coming into some of the online classes and they will want to do some kind of board focus group. So as soon as I find out the information, hopefully it'll be easier to get back together. I'm sure they'll do some kind of Zoom, so just to keep that in mind that'd be the week of 18th.

Debra Stern: The only other thing I have an agenda is the directors and I have been doing a lot of strategic planning work that I want to push down and push up to board and staff. So Sid, actually I'll share with you Sid. Maybe you and I can meet. The document that we're working on and we can talk about how we can build the board into that, and then maybe do some kind of board retreat or something.

Phil Salmon: Okay.

Debra Stern: Then I don't really have anything else.

Phil Salmon: You sound so hopeful about us getting together in person.

Debra Stern: I meant online.

Phil Salmon: I know, I'm kidding. "We're going to meet. We're going to have a retreat."

Debra Stern: Yeah, but all online. I mean we saw even with the Nearpod stuff, I mean I've done some workshops online and you all are living online, so now it's just preferred. Then the only other thing is our next [inaudible 01:08:35] is June 8th and we had talked about it at the last meeting since we are in the virtuals, can we move the time up earlier? So actually maybe we'll just send a poll maybe to see maybe 4:30 or even during the day on June 8th. I didn't forget. I did forget when we sent out the notice, but I remembered that people had brought that up. So that's really all the big things that we have. Does anybody else have anything?

Phil Salmon: Nope. I think a survey on the time would be good.

Debra Stern: Yeah, we can do that. Then just one thing that I want to... I can't see everybody. Can you guys... Oh, because I stopped my video. There you go. Oh, now I'm confused. Sorry. Are you guys all there?

Phil Salmon: Yeah.

Debra Stern: So one thing also, one thing I just wanted to mention, I don't know if you guys realize that we did lose a member of our [Amani 01:09:31] family to COVID. Jerry Lester our custodian died in March, and so I didn't remember if we had talked about that at the board meeting, so I just wanted to mention that here. [crosstalk 01:09:42].

Jim Killoran: Can we do anything for the family?

Debra Stern: Phil?

Phil Salmon: Yeah, we sent them out some stuff. Jerry was single, so I've been helping his niece just with a lot of the paperwork and a lot of other things that are associated with employees who pass away and then helping her reach out to some of his old employers to figure out that paperwork and stuff.

Jim Killoran: I was going to say if you wanted a collection in any way let me know. I'll chip in.

Debra Stern: Okay, definitely Jim. So I just wanted to mention-

Jim Killoran: Was he well loved in the school?

Debra Stern: Yes.

Phil Salmon: Oh, absolutely.

Debra Stern: Yeah, and we'll do something when school gets back

Jim Killoran: I was going to say maybe give a little annual award in his name or something. I don't know.



Debra Stern: Oh, absolutely.

Phil Salmon: How we're doing it.

Debra Stern: Yeah. So that was it then. That's all we have. Basically we're still meeting every day. We actually meet with Kimberly once a week. We were participating in the state webinars. I don't know if you guys, if you get those Sid, but they're actually interesting and I can send those out to you if you want to participate. Particularly ones come up about border engagement, I can always send those on to you, and we're just bumping along as best we can.

Jim Killoran: Good. Quick question.

Debra Stern: The little corner of my room here. Yes?

Jim Killoran: Can you use the church for extra classroom space if you need it?

Debra Stern: So that's very interesting Jim that you should mention it because one of the plans was to look at additional space if we needed to, so you mean right across the street? [inaudible 00:01:11:23].

Jim Killoran: Yeah.

Debra Stern: So it's something that you have considered because their gym is big. Something else that, and this is why I want to see what's happening with the city is if the Y's available, other buildings. One of the plans Jamal had was getting extra spaces, but that involves a cost. So it's on the list of plans where you have six or something but we narrowed it down.

Jim Killoran: Yeah, just letting you know in terms of the excess space and social distance.

Debra Stern: We've absolutely been thinking about that, and that is one of those plans that's out there. So Sid, that's all I got.

Phil Salmon: Okay, great. Well thank you guys. I know it's a tough environment for everyone, but especially schools. We know you guys are working hard and we appreciate it.

Jim Killoran: Sid, [crosstalk 01:12:20] the schools will go back in full?

Phil Salmon: What was that?

Jim Killoran: In your school district with your kids, will they go back in real time?

Debra Stern: In September?

Phil Salmon: Nobody knows yet. I'm skeptical, but I will say I was encouraged by what I heard on this call about moving towards more live classes more regularly. I don't know. I know the Pella Middle School and High School are doing more of it, but the elementary school our kids have half an hour in the morning with their teacher and then half an hour in the afternoon that's sort of optional for answering questions and stuff, and that's it in terms of live teaching. So it feels like you guys are pushing to do more than that, which is great.

Speaker 1: Yeah, that is great. It makes a big difference when they're live.

Debra Stern: Absolutely, and I think the thing is if you're going to write the story of how we put together this model, we really scaffolded so we could build. So if we had tried to do live lessons the first week, it wouldn't have worked because the kids were still trying to figure out the technology, getting the computers, but at this point, because we have had live opportunities, you've had the live office hours, we really were built on something. So even though it looks like we're just doing it at the end, it's building on something, and honestly it's what's going to happen for the future. So the teachers getting the skills that Jamal is putting in place with the Nearpod and learning how to do [inaudible 01:13:57] because they're going to be doing it for a while.

Jim Killoran: It mentioned \$50,000 line item for phone books?

Debra Stern: Yes.

Jim Killoran: Is that in to buy to raise money if we have extra money? Do we need those immediately?

Debra Stern: It's both, and the [inaudible 01:14:21] fundraising plan is something that we have Harvey working on, and the idea is that we'd want to be able to say come September we have got these \$50,000 we're moving forward.

Jim Killoran: We just got \$800,000.

Debra Stern: That is true, that's all the ways that you can look at it, but we wanted to try to be strategic. So we're saying, we know that we want to be a one to one school. That's what we're saying. So whatever direction-

Jim Killoran: - Strategic means that we need a Chromebook right now, or is it down the road?

Debra Stern: It's down the road, and the reason why I say you want to be strategic about it is because becoming a one to one school involves infrastructure stuff. It involves strengthening your technology department. It involves the teachers getting even stronger with their ability to use the platforms, and so we don't want to just throw the computers at the kids. So again-

Jim Killoran: - We don't do that at the other school. So I'm just saying would it be helpful for everyone to have a... We talked about it at the last meeting and [inaudible 01:15:19] got a bigger plan. I just want to see when we can implement that.

Debra Stern: We're hoping September that we'll go into the year knowing that Amani is a one to one school and all the kids get a Chromebook and all the teachers are teaching online really top notch, really great lessons, and that we're moving forward.

Jim Killoran: I'm just trying to figure your timeframe. Every kid to have a Chromebook by September?

Debra Stern: Yes. For September we're going forward to say that Amani is a one to one school, so that means that every kid has a Chromebook.

Jim Killoran: So Bobby will send out that plan and we can look at how we can all be part of helping with that, and maybe the extra money Phil has, that could help be allocated to that.

Debra Stern: He's working on it now.

Phil Salmon: Oh hey Sid, you have to approve the board minutes from the last meeting.

Jim Killoran: Sid?

Phil Salmon: Yeah, just getting off mute. That's a good point Phil, thanks. Anyone have any comments on the board minutes?

Jim Killoran: And we're going to accept them?

Phil Salmon: All right, all in favor?

Speaker 1: Aye.

Patrick Smith: Aye.

Jim Killoran: Aye.

Phil Salmon: All right. Anyone opposed? The ayes have it. All right, thanks everyone.

Debra Stern: All right, thank you.

Phil Salmon: Thanks everyone for your time.

Speaker 1: Thank you so much, God bless. You guys are going great.

Jim Killoran: God bless everybody.

Speaker 2: God bless. I hope all the mothers enjoyed a happy Mother's Day. Sorry Stephanie, are you a mom?

Stephanie Edwar...: Yeah, I'm a mom.

Speaker 2: Happy Mother's Day to all of the mothers in here. Can we just give them a round of applause for all the great work that you do?

Stephanie Edwar...: Thank you.

Debra Stern: Thank you. I have to say I had a great Mother's Day. Carson Kressley sent me a message, so look at my Facebook. Did you see that? It's like my Drag Race and Queer Eye dreams all put into one, thanks to my kids.

Speaker 1: Awe, that's great.

Stephanie Edwar...: That was nice.

Debra Stern: Yeah, so you could look at my Facebook. At Facebook you see a little message he sent me. So all right everybody.

Speaker 1: Thank you.

Stephanie Edwar...: Thank you all. [crosstalk 01:17:31].

Speaker 1: Good night.

Debra Stern: Take care.

Phil Salmon: Bye.

Debra Stern: Bye-bye.

PART 4 OF 4 ENDS [01:17:33]