1

00:00:04.770 --> 00:00:08.099

Cory Allen: Good evening, welcome to the Tuesday may 25.

2

00:00:10.469 --> 00:00:19.859

Cory Allen: Good evening, welcome to the may 25 expensive or Board of education school board meeting, please join me with the flag.

3

00:00:21.210 --> 00:00:33.210

Cory Allen: pledge allegiance to the flag of the United States of America and to the Republic for which it stands one nation under God indivisible with liberty and justice for all.

4

00:00:36.960 --> 00:00:37.560

Cory Allen: Thank you.

5

00:00:39.240 --> 00:00:41.910

Cory Allen: Can I have a motion or the other.

6

00:00:43.140 --> 00:00:46.260

Cory Allen: direction second philly.

7

00:00:47.850 --> 00:00:48.960

Cory Allen: All in favor.

8

00:00:50.040 --> 00:00:50.490

Cory Allen: For the.

9

00:00:53.430 --> 00:00:58.320

Cory Allen: Day we're gonna fly through this, so we can spend so much time with Mr woods.

10

00:01:00.000 --> 00:01:00.510

Cory Allen: Okay.

11

00:01:02.280 --> 00:01:12.180

Cory Allen: So a very exciting thing for us for Agenda is approval, the results of the 2021 22 budget both.

12

00:01:14.010 --> 00:01:14.460

Cory Allen: there.

13

00:01:16.320 --> 00:01:26.970

Cory Allen: Are leaders and administrators and teachers, the board are successful legit now the real work begins for next year, congratulations everyone in challenging times and all worked out.

14

00:01:28.590 --> 00:01:29.850

Cory Allen: awesome I think motion.

15

00:01:31.560 --> 00:01:32.010

Okay.

16

00:01:33.150 --> 00:01:36.420

Cory Allen: This is filling second with the bracket any other conversations.

17

00:01:37.650 --> 00:01:49.530

Cory Allen: I i'll say that that obviously i'm pleased with the election part of it, but also i'm very pleased with the turnout that we had and.

18

00:01:50.460 --> 00:02:00.990

Cory Allen: It was great that we had so many people I kind of expected after the high end of last year for the mail and votes that we would be even lower than we were pretty cool with.

19

00:02:01.380 --> 00:02:11.340

Cory Allen: It it was kind of exciting to see that many people come out for the budget and see that that many people believe in what we are doing as a district and.

20

00:02:12.000 --> 00:02:25.530

Cory Allen: believe what whatever that the administration what what the school is going with the students are doing so, I think it was a great thumbs up for everything, not just for the budget, but an affirmation that we're doing the right thing for our district.

21

00:02:27.120 --> 00:02:30.930

Cory Allen: So without further ado, both of you.

22

00:02:33.750 --> 00:02:37.860

Cory Allen: awesome and privilege on the floor, I see none.

23

00:02:39.690 --> 00:02:40.860

Cory Allen: Very motion for.

24

00:02:42.840 --> 00:02:43.740

Cory Allen: classified.

25

00:02:45.180 --> 00:02:45.690

Cory Allen: handed out.

26

00:02:50.040 --> 00:02:52.200

Cory Allen: A stone, or they were.

27

00:02:57.090 --> 00:02:57.450

They.

28

00:03:00.090 --> 00:03:01.260

Cory Allen: Were medication report.

29

00:03:03.060 --> 00:03:16.110

Cory Allen: can be pretty quick, I was very happy to see that so many of the board members came for the election results, and I was kind of exciting to see everyone here.

30

00:03:16.770 --> 00:03:23.550

Cory Allen: And I am really excited for our Monroe county school board association annual meeting tomorrow.

31

00:03:24.120 --> 00:03:40.200

Cory Allen: Where Greg did not Eric Gary did not dodge the bullet and he's taking one for the team and will be the President of the Monroe county school board association is starting tomorrow is that the effectively at the beginning of school yeah but okay well, you can restart the.

32

00:03:41.400 --> 00:03:43.110

Cory Allen: process can be exciting.

33

00:03:44.820 --> 00:03:46.050

Cory Allen: And that's what I have.

34

00:03:50.490 --> 00:03:52.470

Cory Allen: For you, and i'll make it no.

35

00:03:53.580 --> 00:04:03.300

Cory Allen: more opportunity Community will actually be are perfect and then one on memorial Brady or nickel iron man Michael Dan will be monitoring.

36

00:04:04.950 --> 00:04:05.610

Cory Allen: And also.

37

00:04:06.720 --> 00:04:07.980

Cory Allen: Explain over the world.

38

00:04:10.110 --> 00:04:12.450

Cory Allen: Trade, I believe, at 9am right.

39

00:04:13.980 --> 00:04:36.240

Cory Allen: anybody wants to be met and then also on second the playful is every concert outdoors 7pm it's going to feature it by a judge and the judge ensemble we traveled player vocal there bring your own lawn chair and look for the stakes are my students, what is it doing something at 7pm.

40

00:04:40.350 --> 00:04:49.920

Cory Allen: Where is it going to be going to be in the pool and hold near the gym and train the south side of the rightful right now area and.

41

00:04:52.050 --> 00:04:52.590

Also.

42

00:04:57.360 --> 00:04:58.740

Cory Allen: We will know where the free search.

43

00:05:01.650 --> 00:05:02.580

Cory Allen: blessed avenue or.

44

00:05:03.750 --> 00:05:04.170

Cory Allen: Setting.

45

00:05:05.310 --> 00:05:05.970

Cory Allen: up in the subway.

46

00:05:16.200 --> 00:05:25.590

Cory Allen: This record on the other thing I want to try and make sure you get the word clearly about the the association's training that she can take.

47

00:05:27.570 --> 00:05:27.960

Cory Allen: On.

48

00:05:35.820 --> 00:05:38.760

Cory Allen: So she didn't choose the inversion.

49

00:05:41.670 --> 00:05:41.820

Cory Allen: Of.

50

00:05:44.040 --> 00:05:44.730

Cory Allen: Mr finelli.

51

00:05:46.800 --> 00:05:47.340

Cory Allen: awesome.

52

00:05:49.740 --> 00:05:53.130

Cory Allen: it's all you Dr kissel all right, well, we have.

53

00:05:55.260 --> 00:06:03.660

Cory Allen: Intense PowerPoint here for Mr one about the federal stimulus stimulus funding and i'll just say that.

54

00:06:05.040 --> 00:06:24.390

Cory Allen: He and I and the team have looked this over time is going to chime in with the instructional recommendations we have for some of the use of these forms and the intent, I think, largely is an overview and also it will provide you a resource.

55

00:06:25.710 --> 00:06:33.720

Cory Allen: Because there's a lot of details here he's not going to read you every slide, but if you want to go back and reference something or you know he's taken it from.

56

00:06:34.500 --> 00:06:49.230

Cory Allen: Different places where he has been learning more and more about this because it's like being in a plane can repair it while it's in the air we're trying to do things on the fly here but we're grateful obviously you know rick works are in a lot hours and he's.

57

00:06:50.280 --> 00:06:56.850

Cory Allen: taken a lot of time to try to learn more and more, as I say, more information is still coming out, so thank you rick.

58

00:06:57.900 --> 00:07:07.170

Cory Allen: rick except that we're going to have some elementary questions in some difficult ones, and we accept the fact that we may not get an answer, but yeah.

59

00:07:08.190 --> 00:07:10.470

Cory Allen: we're we're heading with the question, just like.

60

00:07:11.970 --> 00:07:19.560

Cory Allen: We are continually learning about this, the ink and that's where the majority of these thoughts are from recommends the source, but the paint.

61

00:07:20.610 --> 00:07:31.830

Cory Allen: excellent presentation, or they tend to hide fishel sad individuals share their knowledge base and even they are still trying to get information about it.

62

00:07:33.420 --> 00:07:42.510

Cory Allen: Unfortunately I missed the monday's presentation, where they actually have a webinar of how to actually complete the application for support and closers up.

63

00:07:43.740 --> 00:07:47.250

Cory Allen: So yeah again big picture ty is probably going to get.

64

00:07:48.750 --> 00:07:50.820

Cory Allen: To so probably the most detail.

65

00:07:51.840 --> 00:08:06.600

Cory Allen: Of it i'm just going to try to provide you an overview of big picture, the different stimulus funding that's going to wizard so march 20 and ethnic adjustment it's the coronavirus a believer cares at.

66

00:08:08.250 --> 00:08:12.240

Cory Allen: December 2020 that what we call the Sir, sir.

67

00:08:13.350 --> 00:08:17.580

Cory Allen: Most recently, the march 21, which is the American rescue plan I call it the our Professor.

68

00:08:19.110 --> 00:08:29.730

Cory Allen: And you can see, the availability was all the way back to March 13 of 2029 I have a an asterisk on the availability date.

69

00:08:31.170 --> 00:08:42.600

Cory Allen: there's a provision called a tidings amendment which actually extended these days so originally it was September 30 of 2021 but that amendment extended it to 22 when they found out with each of the.

70

00:08:43.530 --> 00:08:55.980

Cory Allen: Three stimulus packages on big picture there's the dollar and also for us so rick maybe a basic question so so throughout the presentation, it says, we have to submit an application.

71

00:08:56.760 --> 00:09:12.990

Cory Allen: In the review process but is, is that the number that we're going to get period, or is it going to be based on our application, and it can be modified, based on our application well our then we'll get into this, but our applications will be for the call okay.

72

00:09:14.010 --> 00:09:23.700

Cory Allen: But what is there a chance they can say known your application open qualified if they denied it, so this is this happen with a couple of the tears that actually.

73

00:09:24.150 --> 00:09:39.450

Cory Allen: We put something in you can have all of the information necessary so then keep it back, we requested an extension we submitted it and they approved it well that's the process that we go okay right but I thought, a lot of deadlines and through this thing and I tell one with like yesterday.

74

00:09:41.640 --> 00:09:44.430

Cory Allen: Where are we at with the devil is real yeah.

75

00:09:45.780 --> 00:09:46.920

Cory Allen: they're jumping ahead way ahead of.

76

00:09:50.190 --> 00:09:51.540

Cory Allen: us an hour of the bands of course.

77

00:09:52.860 --> 00:09:55.200

Cory Allen: Just to address with that piece of it very.

78

00:09:56.820 --> 00:10:01.050

Cory Allen: Obviously the cares and that's already done so i'm not going to touch base.

79

00:10:02.340 --> 00:10:05.190

Cory Allen: on it, the second stimulus, the source of.

80

00:10:07.170 --> 00:10:13.380

Cory Allen: That came out may 10 is required to be submitted part one was required to be submitted by May 24.

81

00:10:14.010 --> 00:10:29.040

Cory Allen: doctor kissel's already submitted that we got and that's what they call just an assurance so step two steps received word back that they've approved that that allows you now to what they call obligate began obligating those ones Okay, the answer.

82

00:10:30.240 --> 00:10:35.910

Cory Allen: There is no application at this point we're still working on that, thank you, but no that's okay.

83

00:10:37.290 --> 00:10:38.940

Cory Allen: Those are little tourism.

84

00:10:41.430 --> 00:10:45.420

Cory Allen: So again, big picture of the state received one point little over 1 billion.

85

00:10:47.190 --> 00:11:03.870

Cory Allen: And then they have so the cures act as that is the service it's broken up into two parts of money when they want you have your your call your answer your elementary and secondary emergency relief and then you're here, which is the governor's emergency so he has a little bit more flexibility.

86

00:11:05.130 --> 00:11:22.710

Cory Allen: All of the funding was really based on what they call the title one part A, which we are entitled to tide images, a lot of rap and wonder the cares at this particular one and what they call an equitable service requirement, which means we need to reach out to all of the.

87

00:11:23.760 --> 00:11:34.200

Cory Allen: private schools that our students attend see if they qualify for some of this federal stimulus money they did we're working with them, but what that means is that.

88

00:11:35.880 --> 00:11:39.630

Cory Allen: will get the full reimbursement but part of the expense they're incurring us.

89

00:11:42.090 --> 00:11:44.280

Cory Allen: And that's not the case, we have with us.

90

00:11:45.750 --> 00:11:47.550

Cory Allen: So the circular again in December.

91

00:11:48.570 --> 00:11:53.910

Cory Allen: The State was allocated about 4 billion of that for going in the.

92

00:11:55.290 --> 00:12:04.620

Cory Allen: web, which is the local state that dossier is the state education agency l EA is the local State had to allocate 90% of that 4 billion.

93

00:12:06.450 --> 00:12:27.990

Cory Allen: And then, again, the governor had some surplus of that 10% they have some discretion, they also receive 72.8 million, or what they call the year plans, so you can see, this is the allocation expense report the 90% this first bullet equated to 1.7 almost $1.8 million across.

94

00:12:29.250 --> 00:12:36.660

Cory Allen: Of the discretionary funding of is 395 million that the governor had we were allocated 1.3 million.

95

00:12:37.710 --> 00:12:50.910

Cory Allen: And then, as part of the gear portion of it for us that was allocated to the 245,000 so in total for the service that we receive street once again we receive $3.3 million.

96

00:12:55.500 --> 00:13:01.590

Cory Allen: This gets to the question area earlier may come from the application and i've covered this, but what I do want to highlight.

97

00:13:02.700 --> 00:13:13.320

Cory Allen: is unlike the cares act these two federal stimulus packages, they are accounted for in the special aid fun that's a completely separate from that our general operating fun.

98

00:13:16.440 --> 00:13:17.340

Cory Allen: With that really mean.

99

00:13:19.500 --> 00:13:24.150

Cory Allen: It means you allocate this and track this completely separate.

100

00:13:25.500 --> 00:13:36.390

Cory Allen: it's not really part of it or budgeting process or what the Community goes on okay so so that also it will not affect next year.

101

00:13:37.710 --> 00:13:40.020

Cory Allen: tax levy and all that stuff.

102

00:13:50.550 --> 00:13:51.720

Cory Allen: i'm trying to be transparent.

103

00:13:52.920 --> 00:13:57.240

Cory Allen: Okay, that was it for the Sir, Sir, you have any questions, other than what I just sort of.

104

00:13:58.260 --> 00:14:10.530

Cory Allen: Like you don't know it Okay, so our pastor march 2021 state received essentially $9 billion of the lesser fonts again, similar to the.

105

00:14:11.850 --> 00:14:24.750

Cory Allen: 90% of that we were required, it was divvied up under the part a title on today, and with this one there's a lot more sort of rules, regulations of that 90%.

106

00:14:25.740 --> 00:14:37.470

Cory Allen: of us are required to spend at least 20% of that funding to address learning law so though I think that's a term that no one likes to use, I think, using the term last.

107

00:14:40.350 --> 00:14:45.000

Cory Allen: Last instructional time but i'm going to use one last Tuesday.

108

00:14:47.430 --> 00:14:57.690

Cory Allen: Okay, another stipulation of the Professor is that they were States were required to have what they call set aside funding, we can see 5%.

109

00:14:58.230 --> 00:15:08.940

Cory Allen: was to find out, you know the impact of loss instructional time that it is 1% to carry out an interface summer enrichment programs 1% comprehensive after school programs.

110

00:15:10.470 --> 00:15:16.980

Cory Allen: we're not going to talk about that, but in detail, but that's again part of that relationship set aside.

111

00:15:18.570 --> 00:15:20.010

Cory Allen: From saying that.

112

00:15:22.620 --> 00:15:30.750

Cory Allen: they're those three you'll see that those are three grants, those are also going to be required to be counted for, and especially fun.

113

00:15:31.620 --> 00:15:47.490

Cory Allen: So, again process for that normally you go through it, you fill out all the assert assurances that they have you have to have what they call a MAC best time to the budget and the budget narrative explaining how you're spending on those at all has to be approved by.

114

00:15:48.720 --> 00:15:49.200

Cory Allen: The state.

115

00:15:54.930 --> 00:16:04.590

Cory Allen: So big picture here's the numbers, the 90% of their first 90% of the 4 billion were asked that equated to $4 million.

116

00:16:05.580 --> 00:16:16.320

Cory Allen: Of the $4 million schools are required to spend 20% of that that equates 806,000 as a minimum, and then here are those three sub grants.

117

00:16:16.980 --> 00:16:34.740

Cory Allen: So, again 1% or some enrichment replace the 129 same thing for the after school and then the balance is use your discretion of 646 therefore equates to about 900 or thousand that we are required to spend there's some.

118

00:16:36.060 --> 00:16:42.990

Cory Allen: regulations that we're going to require to to use that as well, so again may 12 was when this information came out.

119

00:16:46.920 --> 00:16:54.270

Cory Allen: The reason that deadline came up so quickly, was that that sort of state could meet the guidelines for Federal Government so that we can begin obligating it.

120

00:16:55.740 --> 00:17:02.100

Cory Allen: The first step which you've already done it was already submitted, we see it we're back so we can begin obligating that on the.

121

00:17:03.870 --> 00:17:15.990

Cory Allen: second step is once it's developed that information will be made available to the portal and then we'll have to go in go out there application submit the fs tender, the budget for along with the budget network.

122

00:17:21.180 --> 00:17:25.080

Cory Allen: Okay, any questions before I get into some of the eligible expenses.

123

00:17:26.160 --> 00:17:27.060

Cory Allen: For I guess.

124

00:17:28.710 --> 00:17:34.080

Cory Allen: Almost I don't have to go back to the first slide but, but when they talk about 90%.

125

00:17:35.940 --> 00:17:56.700

Cory Allen: Le a's so that basically mean 10% is stay with the state is that would went when he was saying that 90% is not 90% of what we're getting it's it's 90% of the of what this total state pot of money was they had to allocate that and use of that 90% of it had to go towards.

126

00:17:57.750 --> 00:17:59.010

Cory Allen: Schools that.

127

00:18:00.270 --> 00:18:01.590

Cory Allen: fell under the title one.

128

00:18:02.850 --> 00:18:09.420

Cory Allen: In the other 10% or 10% was discretionary the governor is actually in many cases is.

129

00:18:10.500 --> 00:18:13.650

Cory Allen: identified that he wants to send out to school business.

130

00:18:15.540 --> 00:18:17.460

Cory Allen: So if you were to go back to the.

131

00:18:21.600 --> 00:18:29.460

Cory Allen: Yes, see where it says here source that after to discretionary allocation so other 10% he still have money left over.

132

00:18:30.480 --> 00:18:47.070

Cory Allen: Now I know some of the money went to their administrative costs, I don't know specifically what a lot of what the governor did was part of that 10% that they didn't have to specifically allocate under the title one he gave us to help one education and instruction.

133

00:18:48.360 --> 00:19:04.080

Cory Allen: With your shoulder the line item you're correct so here's the required 90% this is his discretionary amount that you use for the funding and then this is the reporting, which is again separate separate.

134

00:19:05.190 --> 00:19:08.760

Cory Allen: TRIPS So how could our the 90% be.

135

00:19:12.030 --> 00:19:21.600

Cory Allen: so close to what the discretionary is so, is it that our district got more than other districts, there may be some I don't have all the details of how we did it all right they usually say.

136

00:19:23.070 --> 00:19:23.910

Cory Allen: It was based on.

137

00:19:25.440 --> 00:19:31.170

Cory Allen: that's a good question I I don't have any of the supporting numbers to get that which I will give.

138

00:19:32.790 --> 00:19:35.490

Cory Allen: You like a producer no big deal.

139

00:19:38.010 --> 00:19:48.240

Cory Allen: OK so again big picture, as far as eligible expenses and then again when will tie shares his portion of those you're going to see this is where we're spending a lot of that money but.

140

00:19:49.410 --> 00:19:59.400

Cory Allen: Remember, I shared with you there's two parts of money within resources and the cares one is the gear that's governed portion these were the six categories that you can spend money.

141

00:20:00.450 --> 00:20:07.500

Cory Allen: We really highlighted, at least with the cares they're very liberal, in my opinion at three through six where the areas that.

142

00:20:08.700 --> 00:20:09.780

Cory Allen: we're going to be looking at.

143

00:20:10.860 --> 00:20:12.570

Cory Allen: And again and see they're very, very.

144

00:20:13.860 --> 00:20:16.470

Cory Allen: want to face, so this the full statement with them.

145

00:20:17.940 --> 00:20:30.300

Cory Allen: For like number three is that a summary or is that the full statement is that will stay home, yes, this in the slide well they're taken directly from the application.

146

00:20:31.860 --> 00:20:32.130

Okay.

147

00:20:33.240 --> 00:20:35.460

Cory Allen: So what happens again here's the.

148

00:20:37.170 --> 00:20:46.740

Cory Allen: here's the stipulation of how you have to spend it we allocate $1 amount to it, and then we have to supply a budget narrative that goes to show.

149

00:20:48.060 --> 00:20:57.000

Cory Allen: How we're doing so no protection of educational jobs if we were to a point where we were saying really off positions.

150

00:20:58.380 --> 00:21:00.540

Cory Allen: I could have applied that I did apply that.

151

00:21:04.320 --> 00:21:05.850

Cory Allen: Now there's 15.

152

00:21:07.410 --> 00:21:09.450

Cory Allen: People expense areas 40 so.

153

00:21:10.590 --> 00:21:30.000

Cory Allen: i'm just going to training and PD purchasing supplies to sanitize cities, these are things that we're focusing on providing the most eligible students so again the work area is that we've gone, if you so choose, you can allocate some of that planning to revere.

154

00:21:32.700 --> 00:21:40.230

Cory Allen: Educational technology, providing mental health service and support activities related to summer learning and supplemental after school programs.

155

00:21:41.430 --> 00:21:50.820

Cory Allen: You know tiny instruction offices Jenny goes through, and does the hiring process we offer summer programs that we can use to apply towards this.

156

00:21:53.250 --> 00:22:01.140

Cory Allen: Addressing learning loss be getting into school facility repairs improvements to reduce the risk of others transmission.

157

00:22:02.610 --> 00:22:08.520

Cory Allen: You can read them but I mean look at 15 other activities that are necessary to maintain the operation on the cafeteria service.

158

00:22:09.750 --> 00:22:10.320

Cory Allen: that's pretty good.

159

00:22:12.990 --> 00:22:14.460

Cory Allen: So back to number seven.

160

00:22:15.900 --> 00:22:30.210

Cory Allen: Eight the food services that a lot, because of the meals or or the pre so can some of that money go to recoup that is that an eligible is OK, but.

161

00:22:31.230 --> 00:22:45.480

Cory Allen: So what would happen is that 2021 expects we're going to identify that as we go through, and really start making decisions about what we're going to how we're going to use these ones that may or may not make a break.

162

00:22:48.990 --> 00:23:01.260

Cory Allen: So before targets into this proposals, these are just some of the things that we're considering thinking about as we begin to say how can we use a spawn so.

163

00:23:02.460 --> 00:23:10.440

Cory Allen: i'll share with you later tonight there's I say 1928 transportation expenses what's happening is that the state has made a decision about.

164

00:23:12.300 --> 00:23:23.790

Cory Allen: What is an allowable expense or transportation in the 1920 school year, so we already talking with an auditor, we need to be able to go back and recoup the expense that's not able.

165

00:23:25.110 --> 00:23:25.740

Cory Allen: So we get.

166

00:23:28.590 --> 00:23:43.560

Cory Allen: The cares X for us was 607,000 we probably spent close to 700,000 we've been tracking all of those related expenses and same goes for this reason, so again, we can go in and see if we can apply some of this year spending to the grant.

167

00:23:44.610 --> 00:23:53.790

Cory Allen: 2122 i'm pretty sure we're probably going to still purchase items that are related to trickle of it, I mentioned the summer program ties, working with.

168

00:23:55.260 --> 00:23:58.080

Cory Allen: The instructional staff to see if we can expand out.

169

00:23:59.280 --> 00:24:00.690

Cory Allen: Julie just came forward.

170

00:24:01.980 --> 00:24:11.250

Cory Allen: With what they move patch fans of Jonathan just sent me a quote on it so again reopening of school that's what the focus is reducing your risk of.

171

00:24:12.150 --> 00:24:21.810

Cory Allen: transmission and facilities upgrades Unfortunately, I was not able to partake in the zoo call that Jonathan Nelson handled.

172

00:24:22.440 --> 00:24:37.200

Cory Allen: architect, but these are just some of the items and I don't have the specifics, I was just have the conversation today So these are some of the things that Jonathan Nelson and rubella discussed about ways in which we can address.

173

00:24:39.090 --> 00:24:46.260

Cory Allen: Air filtration reducing that risk going to work 13 all the things that were really highlighted in the beginning again done it.

174

00:24:47.550 --> 00:24:58.680

Cory Allen: The biggest aspect for me is does this require seo Google that's the guidance that we don't have is how does this work with.

175

00:24:59.760 --> 00:25:01.560

Cory Allen: scd in the plan.

176

00:25:02.580 --> 00:25:04.260

Cory Allen: So with that i'm going to turn it over to.

177

00:25:05.970 --> 00:25:13.140

Cory Allen: The correct um so the ideas of we're proposing right now, obviously they deal with personnel, you know, an instructional side.

178

00:25:13.530 --> 00:25:16.950

Cory Allen: And the reason why it's important that we want to present this to this evening.

179

00:25:17.460 --> 00:25:25.530

Cory Allen: searching for your green light, because we have to then hire individuals and algorithm do it another game is chomping at the bit so.

180

00:25:25.890 --> 00:25:31.110

Cory Allen: For the past few years at the elementary level, we have been targeting been trying to refine.

181

00:25:31.500 --> 00:25:39.660

Cory Allen: Our efforts with the response to intervention So what do I mean by that so, as you know, there's three different tiers tier three received the most amount of services.

182

00:25:40.230 --> 00:25:59.160

Cory Allen: And a tier three student in one building may not be the same tier three students in another school so that's what we've been trying to utilize data to ensure that have a student profiles, a certain way, based on the quantitative feedback that we received that we track that we are consistent.

183

00:26:00.960 --> 00:26:02.340

Cory Allen: With the support that we provide them.

184

00:26:03.930 --> 00:26:04.260

Cory Allen: here.

185

00:26:05.310 --> 00:26:10.800

Cory Allen: So basically just saying you know how are you doing in one building your.

186

00:26:12.900 --> 00:26:18.570

Cory Allen: Well then, I different but they may not receive support, because the way that we stop our buildings.

187

00:26:19.800 --> 00:26:28.350

Cory Allen: Know we're we're looking to make some requirements to the stack Nobles buildings to provide more support, because there may only be so much access from.

188

00:26:29.160 --> 00:26:40.740

Cory Allen: The rti provider to provide that assistance and support to students so here's what I mean by that so you might have a student that scores at a specific benchmark.

189

00:26:41.670 --> 00:26:51.540

Cory Allen: That may be deemed tier two and one school and tier three and another school, simply because the logistics, because of the personnel to support them alright so.

190

00:26:52.050 --> 00:27:02.340

Cory Allen: The tech layer still the thing qualifying here we just don't have the people that server but you would think so, but no, they were not qualified to that's what we're working on to refine so i'm just trying to give you a little.

191

00:27:02.700 --> 00:27:14.580

Cory Allen: background of what we're hoping to do here, so I think with this now we're looking to move from rti to an empty s s approach so multi tier systems of support.

192

00:27:15.600 --> 00:27:24.090

Cory Allen: And that term is more universal, I would say in K 12 versus rci which we have really classify that the elementary level.

193

00:27:25.260 --> 00:27:34.590

Cory Allen: So we're hoping to revamp these efforts, knowing that we've been working on this for the past few years, so us analyzing the data that's getting benchmarks of what would.

194

00:27:35.340 --> 00:27:43.530

Cory Allen: How would we classify a tier three students, how would we classify your two students so we've been working with teacher and intervention specialist to help us with these designation.

195

00:27:44.340 --> 00:27:51.750

Cory Allen: Just to ensure that we had consistency from building the building the building, because what we would ask is this is what we're doing and respond to it.

196

00:27:52.440 --> 00:28:05.610

Cory Allen: is not how we do it in this school or there's not how we do it in our school where really the response to the needs to be this is what we do it and spend support So these are part of our efforts with us, so our proposal is to.

197

00:28:07.980 --> 00:28:30.390

Cory Allen: Internal fire or empty SS total so teachers on special assignment for up to a three year period, and so this is just a really brief overview we've created a four year plan of our efforts of making this move from rti empty SS and like I mentioned to get started, two years ago.

198

00:28:35.910 --> 00:28:36.510

Cory Allen: So.

199

00:28:37.650 --> 00:28:43.710

Cory Allen: With the four year plan and reading this and they go back to the classroom example.

200

00:28:45.870 --> 00:28:58.200

Cory Allen: But in the short term, we have to hire back of teachers do those kinds of things, how what does that look like three four years from now, when we have total access capability.

201

00:28:59.760 --> 00:29:07.470

Cory Allen: And we, we have this our panel thanks for working here, but now you're going to get a really good question so.

202

00:29:08.580 --> 00:29:19.380

Cory Allen: We can do it two different ways one if we deem that a student wasn't eligible per tier three services in a school for, as we have that additional staff and other provided for years now.

203

00:29:20.070 --> 00:29:34.080

Cory Allen: Or, as we go through this and we're really looking to create systems, supporting our teachers shifting that mindset utilizing data building a series of intervention strategies, you know it's it's a really systematic.

204

00:29:35.670 --> 00:29:46.710

Cory Allen: process that we're encountering we're about to embark on, and so I think in three years time, when the funds go away, we believe that will have attrition to determine so natural attrition.

205

00:29:47.310 --> 00:29:58.500

Cory Allen: So that's one options or it says up to three years, perhaps we know, based on our personnel that one building might go into additional year with an additional coach because they're not quite there where we need them to be.

206

00:29:58.860 --> 00:30:08.370

Cory Allen: And then that other building with them that coach would kind of fill in for an individual through natural attrition so it's not a perfect science and you will see that through this in here.

207

00:30:09.600 --> 00:30:14.520

Cory Allen: So the goal is, after the three years that the coaches will.

208

00:30:15.540 --> 00:30:17.640

Cory Allen: return to their plan themselves that with john.

209

00:30:18.750 --> 00:30:19.200

Cory Allen: fk.

210

00:30:20.970 --> 00:30:32.430

Cory Allen: Like we have, toasters, and you should buy buildings already, we do not, we have to instructional specialist each instructional specialist cover to building beach okay.

211

00:30:33.780 --> 00:30:34.170

Cory Allen: Okay.

212

00:30:35.520 --> 00:30:35.850

Cory Allen: Yes.

213

00:30:37.560 --> 00:30:42.090

Cory Allen: they're talking was also brought in the classroom Yes, some.

214

00:30:44.940 --> 00:30:47.580

Cory Allen: Basic ones for me what what is it.

215

00:30:50.790 --> 00:30:51.120

Cory Allen: All.

216

00:30:53.010 --> 00:30:53.250

Cory Allen: goes.

217

00:30:54.870 --> 00:30:55.140

Cory Allen: well.

218

00:30:57.720 --> 00:31:09.570

Cory Allen: I think if we were to use the lens from RTR mts is really that tier one type of approach because tier one type of quality of instruction all of our students support and our coaches are instrumental in creating.

219

00:31:10.260 --> 00:31:17.820

Cory Allen: The curriculum working with the team leaders across the district on refining our curriculum, ensuring that we're implementing with fidelity.

220

00:31:18.120 --> 00:31:23.610

Cory Allen: Making sure that we're also collaborating and then delivering that, so I would say tier one instructions, the biggest piece.

221

00:31:24.120 --> 00:31:36.330

Cory Allen: I would also say to the all the legwork that are closest doom in terms of crunching the data, providing interventions providing support, I think, last week is a perfect example of the impact of our tools is when we're delivering the fourth grade curriculum.

222

00:31:38.190 --> 00:31:46.800

Cory Allen: And in our efforts with care they work hand in hand with the teachers, providing them the assistance and support so everything that we introduced to the K five level.

223

00:31:47.310 --> 00:31:54.660

Cory Allen: Our tune current instruction specials are involved in the discussion and the delivery of the communication, and then the implementation.

224

00:31:58.860 --> 00:32:04.440

Cory Allen: So we'll eat through there, there will be a helicopter in elementary school.

225

00:32:05.610 --> 00:32:20.520

Cory Allen: Is it the land that that toshio will support just at school or the very have you gotten that far what the big planet today and pick a primary role we just support that school but there'll be a lot of collaboration among the six goes.

226

00:32:21.840 --> 00:32:23.910

Cory Allen: Along with principles, Chris and myself.

227

00:32:25.740 --> 00:32:29.520

Cory Allen: see me team leaders intervention specialist internal systems.

228

00:32:30.840 --> 00:32:39.420

Cory Allen: I think one of the Rules of respect in our mentioned has been to try to help regular education teachers.

229

00:32:40.470 --> 00:32:51.420

Cory Allen: look at ways of teaching that reduce the likelihood that students would classified in special education students with disabilities.

230

00:32:53.250 --> 00:33:04.740

Cory Allen: Because, in some cases, maybe the repertoire of a teacher isn't water enough to understand how to deal with certain kids and then, and then the answer is well we'll.

231

00:33:05.430 --> 00:33:25.590

Cory Allen: we'll get them classified somebody else will deal with them, so I think it's really building capacity and teachers to understand how to teach them ways that reduce the dependency on special education it's not like we think special occasions bad, but we just think that sometimes it's.

232

00:33:27.150 --> 00:33:34.230

Cory Allen: Used prematurely, so this is really to help keep building teacher skills.

233

00:33:35.370 --> 00:33:47.550

Cory Allen: So that the students can stay in as much as possible in regular education system of some sort of the positions as well you know whether it's your question or miss Jones question.

234

00:33:48.840 --> 00:33:58.200

Cory Allen: I think that, if you look at students that are sitting before or teachers, so one individual might have a comprehension struggle and one might have been coding, one may have fluency.

235

00:33:58.530 --> 00:34:06.270

Cory Allen: there's a whole different set of you know, actions that need a teacher needs to embrace in order to provide support to that student to the MPs as model.

236

00:34:06.570 --> 00:34:11.850

Cory Allen: And we're not there yet, in terms of building all those interventions building all those tribes you supporting teachers, through this.

237

00:34:12.270 --> 00:34:16.590

Cory Allen: Knowing that you know their effort in this work is really just increase.

238

00:34:17.130 --> 00:34:27.360

Cory Allen: You know our our district in terms of not only awareness, but also ability and access to these resources, so not only are we building capacity but also will be the support our teachers, the daily work that they do there's.

239

00:34:28.590 --> 00:34:32.970

Cory Allen: A long line of that support the work where do you.

240

00:34:34.350 --> 00:34:50.640

Cory Allen: mean I kind of give her the turn of the spin but where do you see a certificate in teaching assistant playing the role, given the past year and a half the students haven't haven't real good content with adult health right So where do we see.

241

00:34:51.810 --> 00:35:00.000

Cory Allen: Perhaps instead of four houses having more teaching assistant in the classroom to provide and Pandora one system.

242

00:35:00.720 --> 00:35:15.900

Cory Allen: I think that's a viable option as well, I think, when we would all agree that kesha systems are really integral part of our own entry environment they provide majority of church to instruction here to support, so I think that's another option as well.

243

00:35:18.000 --> 00:35:18.810

Cory Allen: I would say.

244

00:35:20.880 --> 00:35:22.470

Cory Allen: These are teachers, that would be.

245

00:35:24.840 --> 00:35:31.830

Cory Allen: At the top of their game they are highly skilled that understand the strategies that.

246

00:35:32.910 --> 00:35:38.100

Cory Allen: How to differentiate how to use particulars created and cheese that that helps students.

247

00:35:39.810 --> 00:35:41.160

Cory Allen: Their academic work.

248

00:35:42.180 --> 00:35:50.280

Cory Allen: So they have more education they have more experience and they've demonstrated that they're highly skilled of the that impact more.

249

00:35:50.970 --> 00:36:01.230

Cory Allen: The teaching staff or soon, I mean it's going to be next step down, I mean the coaches are going to become better teachers I get that.

250

00:36:01.710 --> 00:36:14.340

Cory Allen: But again, that hands on with the students thing that's been missing for your hand i'm just kind of figure out what that balances and kind of look and y'all are kind of.

251

00:36:15.660 --> 00:36:19.620

Cory Allen: see what that balances of having people, in other words that can.

252

00:36:20.730 --> 00:36:27.180

Cory Allen: help those kids were having this is a big issue with the patients chosen with helping to stay.

253

00:36:28.500 --> 00:36:30.990

Cory Allen: Where my original sort of coming from.

254

00:36:32.700 --> 00:36:33.030

Cory Allen: You.

255

00:36:34.230 --> 00:36:34.980

Cory Allen: want to make sure that.

256

00:36:38.970 --> 00:36:52.260

Cory Allen: Well, so I think we're trying to build the bathroom on our teachers and you know you asked a question about what happens in four years time, so I think if you know if we hired a series of teaching assistants, we have that same question as well.

257

00:36:53.730 --> 00:37:05.580

Cory Allen: Tyler do you envision you know with one empty SS tell seven each elementary school with your vision or can you paint a picture of what you think right now was made to be tough to answer what would their day look like.

258

00:37:06.750 --> 00:37:13.020

Cory Allen: You know what do you envision but their day looking like it could be for them, working together on.

259

00:37:13.710 --> 00:37:20.670

Cory Allen: Preparing for the upcoming data day to support teachers, as they analyze data and the work that they're doing directly with students, it could be coaching.

260

00:37:21.150 --> 00:37:36.000

Cory Allen: Teachers it could be serving those models, it could be working in small group instruction with teachers, just to incorporate whatever intervention strategies we're trying to promote based on the notion of expanding an individual repertoire, it could be.

261

00:37:37.470 --> 00:37:49.650

Cory Allen: You know, I think that most really So could you see them perhaps also being going into classrooms and help them with small group instruction directly with students as well, possibly.

262

00:37:51.780 --> 00:37:55.110

Cory Allen: Possibly consists of all yeah I would think as they're.

263

00:37:57.120 --> 00:38:09.630

Cory Allen: Implementing a strategy that worked really because of the highly effective strategy for X, then they could call plan co teach and observe the effect, you know how is this going they could model.

264

00:38:12.270 --> 00:38:14.130

Cory Allen: So they would be in classrooms.

265

00:38:16.350 --> 00:38:16.650

So.

266

00:38:18.060 --> 00:38:19.470

Cory Allen: No more.

267

00:38:20.850 --> 00:38:23.580

Cory Allen: hands on with the current tools is doing.

268

00:38:24.720 --> 00:38:32.580

Cory Allen: we're getting into something here, it seems like there's a certain amount of overlap between the current tells you in the east coast.

269

00:38:33.840 --> 00:38:41.400

Cory Allen: or it's just that we don't know specifically what will tell us more about this seems like there's gonna be some overlap in terms of the most well.

270

00:38:42.630 --> 00:38:52.410

Cory Allen: I think that our current instructional specials or current Kostas would be a part of this work, I think this proposal would be exclusively to be working on the mts model.

271

00:38:53.370 --> 00:39:08.550

Cory Allen: Where our current enrichment, you know, an instructional specialist for supporting our science curriculum with ESP kids are refining or wonders are working with not expressions everything, but every other discipline that we have know they're they're involved in that process.

272

00:39:14.370 --> 00:39:17.190

Cory Allen: Right great enemy and then.

273

00:39:19.800 --> 00:39:20.190

Cory Allen: We have.

274

00:39:21.780 --> 00:39:27.270

Cory Allen: We have a series of happy release dates that we call data data, and we also have a series of is that.

275

00:39:27.750 --> 00:39:35.580

Cory Allen: We have a schedule with each one that elementary schools with each grade level where we'll hire served as a song so it's a little higher three subs.

276

00:39:36.420 --> 00:39:42.030

Cory Allen: or prefer to be, it will be split between two grade levels civil supplement provide coverage for our.

277

00:39:42.480 --> 00:39:57.930

Cory Allen: Reports very teachers in the morning or pre teachers in the afternoon, so that they have time to work on and analyze that data in order to provide accommodation or or an intervention, based on the child profile, because with rti it's a cyclical process.

278

00:39:59.520 --> 00:40:06.900

Cory Allen: For the next year or nowadays we already we have that capability yeah we haven't really spoken about, but.

279

00:40:08.970 --> 00:40:19.560

Cory Allen: I think those are the deep date, you know this, a deeper dive on those particular days but teachers, more and more us information data can be anything from.

280

00:40:20.130 --> 00:40:36.150

Cory Allen: State tests which which we're not using that much right now, but all kinds of assessments teacher made and etc, to help them determine what are the needs of individual students, especially as they get more needs.

281

00:40:37.980 --> 00:40:39.360

Cory Allen: Like tier three.

282

00:40:49.710 --> 00:40:50.580

Cory Allen: One of the things well.

283

00:40:51.930 --> 00:40:56.250

Cory Allen: So similar but slightly different process for 612.

284

00:40:57.300 --> 00:41:04.740

Cory Allen: You know, as we're if this is really about once again building capacity and provide instructional coaching for teachers.

285

00:41:05.850 --> 00:41:13.800

Cory Allen: In terms of enhancing their repertoire supporting them in terms of their work with our major initiatives I think when you look at.

286

00:41:14.820 --> 00:41:26.100

Cory Allen: Obviously it's no secret that Congress has been identified as a targeted support and improvement school and what those students colleague currently attend costco but they're also in the high school as well, so what type of.

287

00:41:27.270 --> 00:41:32.730

Cory Allen: pedagogical what type of teaching, should we be providing those individuals to enhance what a learning experience to ensure that.

288

00:41:33.360 --> 00:41:42.570

Cory Allen: they're meeting the needs that are set for with our graduation requirements so a little bit different terms of modeled so instead of.

289

00:41:43.380 --> 00:41:49.350

Cory Allen: opening it up and allowing any elementary classroom teacher to apply this would be a plus working with our teacher leaders.

290

00:41:50.160 --> 00:42:06.780

Cory Allen: At the middle school and high school where they would receive some release time to provide coaching to their peers provide support in turn also received coaching so before we can expect our coaches to coach the peers, we need to provide them some coconut as well, so we created a partnership.

291

00:42:08.040 --> 00:42:10.200

Cory Allen: To support them in their efforts.

292

00:42:13.200 --> 00:42:22.710

Cory Allen: So there's one in eight people, this one is eight people, but really be split between it's even higher one yell a teacher who split between the middle school and high school.

293

00:42:24.240 --> 00:42:28.290

Cory Allen: So perhaps one year the middle school is receiving is.

294

00:42:29.430 --> 00:42:32.640

Cory Allen: That teachers teaching point four, and at the high school Point six.

295

00:42:36.300 --> 00:42:38.880

Cory Allen: eight people involved that's only for teachers later.

296

00:42:40.320 --> 00:42:45.750

Cory Allen: Okay, this isn't a traditional so far, up to a new position benchmark just.

297

00:42:54.840 --> 00:42:55.200

Cory Allen: For.

298

00:42:57.360 --> 00:42:57.990

Cory Allen: paid off.

299

00:42:59.130 --> 00:42:59.340

and

300

00:43:00.360 --> 00:43:04.950

Cory Allen: Yes, we're trying to build teacher leaders skills.

301

00:43:06.900 --> 00:43:13.050

Cory Allen: You know, over the years, teachers, I think, have evolved from you know the department chair kind of model where.

302

00:43:13.890 --> 00:43:20.640

Cory Allen: You know they sort of work for the department around the clock high school, you know we help order the books and plan, when our tests are going to be an.

303

00:43:21.450 --> 00:43:29.910

Cory Allen: organizational parts of the work, whereas over time they're trying to give teacher leaders be instructional leaders with their peers again.

304

00:43:30.270 --> 00:43:42.450

Cory Allen: The people that are highly skilled themselves and they work together to improve the delivery and the way in which they instruct so that our students can be more successful.

305

00:43:43.680 --> 00:43:43.950

And it's.

306

00:43:46.200 --> 00:43:46.830

Cory Allen: Not from.

307

00:43:48.030 --> 00:43:48.450

Cory Allen: You.

308

00:43:54.030 --> 00:43:54.780

Cory Allen: Yes.

309

00:43:56.010 --> 00:43:56.430

Cory Allen: yeah.

310

00:43:57.870 --> 00:44:07.830

Cory Allen: So the districts that I know that have been instructional coach model on find it effective and very useful of the time time while spider.

311

00:44:08.880 --> 00:44:14.970

Cory Allen: yeah it was it in Churchill, that was a concept that I helped her develop there and.

312

00:44:17.580 --> 00:44:24.990

Cory Allen: It really you start to see skills really emerged in when you have teacher and teacher and you're none of the.

313

00:44:26.160 --> 00:44:40.170

Cory Allen: Other teachers tend to feel, I think, safer and more open to enhancing their creativity and our instructional coaches in church film done amazing job and it's because it's an effective strategy and our district that's ordinary.

314

00:44:42.120 --> 00:44:50.550

Cory Allen: But now to your point now where they're getting support from someone who's not evaluating their now that been on bill.

315

00:44:52.290 --> 00:45:05.610

Cory Allen: didn't have like an md right it's not brand new right this one not we can figure out where that magic power lines that are found in three year that kind of entity.

316

00:45:07.350 --> 00:45:15.810

Cory Allen: I think the other thing we've talked about is well how much capacity have we built how much dependency or need to we would you continue to see.

317

00:45:16.350 --> 00:45:27.690

Cory Allen: And then, if it's something that is value that you want to continue, can you look at attrition and other ways of using existing funds without giving it.

318

00:45:30.030 --> 00:45:46.890

Cory Allen: Entry I got your budget after this time, and all this is designed to be capacity building, but you may find to your point well we really liked these instructional coaches, we wish they could stay well then you've got to decide whether you can afford them or if there's other ways to.

319

00:45:48.660 --> 00:46:00.060

Cory Allen: keep them in place, but these are people that already have part of their day is what's called teacher leader but they don't serve as instructional coaches.

320

00:46:06.840 --> 00:46:18.900

Cory Allen: The next one would be an additional positions so this one would be supporting our efforts are transition to specially designed instruction, this is specific to area of special education.

321

00:46:20.520 --> 00:46:21.570

Cory Allen: So.

322

00:46:22.590 --> 00:46:41.550

Cory Allen: State released two years ago, just eat components susie has presented on SDI instruction, the power of STI would once again be us providing support to our special ED teacher and classroom teachers terms of the model of supporting students with disabilities.

323

00:46:43.050 --> 00:46:47.520

Cory Allen: And so it'd be Point five at the middle elementary level a 5.5 and six ball.

324

00:46:49.440 --> 00:46:54.450

Cory Allen: Trying to build on the a consultant teacher model that really.

325

00:46:56.610 --> 00:47:08.010

Cory Allen: Again keeps students in general way more students as possible, instead of going to a 15 to one classroom interest really work with time to to.

326

00:47:08.700 --> 00:47:20.820

Cory Allen: Give consultant teachers working together so that the students that otherwise would be out with only a special ED students are in the regular population of 1.5.

327

00:47:22.770 --> 00:47:23.430

Cory Allen: Where we.

328

00:47:24.690 --> 00:47:29.520

Cory Allen: can remember last time we have over 500 you on.

329

00:47:31.320 --> 00:47:40.800

Cory Allen: That high it's both percent maybe 12% bus station or English word for that, because, again I just i'm just wondering it Point five.

330

00:47:42.870 --> 00:47:50.640

Cory Allen: it's serving some sprinkles on both both sides of this is just sufficient I mean, these are.

331

00:47:52.830 --> 00:48:04.770

Cory Allen: Speaking from personal guarantees or bonus challenge to do stuff and there's a lot of work that goes into helping them be successful and kind of work and I just don't have.

332

00:48:05.970 --> 00:48:18.690

Cory Allen: A see we're hiring for code says here and the coaches and stuff and then, when it comes to especially like if we're kind of going to be kind of like short President older mobile people.

333

00:48:21.210 --> 00:48:39.270

Cory Allen: I wondered this you know I said I would have to defer to Andrew your other people that know their current staffing levels and so forth, what because I even the short kind of venue i've seen the benefits of the consultant teacher and the moving out of the 15 to one and so it's like.

334

00:48:40.650 --> 00:48:43.410

Cory Allen: I looked I looked at it too and thought is they had a notch.

335

00:48:44.850 --> 00:48:49.830

Cory Allen: But the other thing we talked about was do we start here, and if you know.

336

00:48:51.510 --> 00:48:57.270

Cory Allen: Giving the support anointed that model works, then it more or do we go for more.

337

00:48:58.740 --> 00:48:59.310

Cory Allen: Now.

338

00:49:01.710 --> 00:49:03.660

Cory Allen: I think you're racing a great question really.

339

00:49:06.300 --> 00:49:19.410

Cory Allen: The last one is doesn't have a high school, this would be a you know students proposal or this would be the support student school management level and service liaison so.

340

00:49:20.550 --> 00:49:21.240

Cory Allen: It would be.

341

00:49:22.560 --> 00:49:24.120

Cory Allen: Once again, Israel higher.

342

00:49:25.650 --> 00:49:26.340

Cory Allen: When be.

343

00:49:27.630 --> 00:49:28.830

Cory Allen: feminine a professional.

344

00:49:29.880 --> 00:49:36.480

Cory Allen: So my question i'm sorry so many questions repeat very happy that they're over here was hoping, this way of.

345

00:49:38.640 --> 00:49:39.000

Cory Allen: Saying.

346

00:49:44.670 --> 00:50:06.360

Cory Allen: I know when we got our recent issues with more very at one point in time, there was discussion about you need to worry about that we need to backfill that in some way, and I think the conversation revolved around good enough to run maybe the high school can do with what they have.

347

00:50:09.030 --> 00:50:13.830

Cory Allen: Now i'm here, we need to be well i'm just if you can bounce that for me.

348

00:50:14.910 --> 00:50:21.120

Cory Allen: Well, this is a really out I own this one, because, looking at it more intensely.

349

00:50:22.770 --> 00:50:30.120

Cory Allen: and looking at staffing that we currently here, I felt it, and this is an opportunity.

350

00:50:31.140 --> 00:50:35.190

Cory Allen: We didn't know this kind of money was coming our way sure so.

351

00:50:37.380 --> 00:50:47.340

Cory Allen: When you have some more you look at where where would there be benefit if you don't have more than you have to make do so, I would say, in this case.

352

00:50:49.440 --> 00:50:50.610

Cory Allen: I believe that.

353

00:50:52.050 --> 00:50:57.840

Cory Allen: Again, given current staffing if this would help us build some capacity at a school level.

354

00:50:59.190 --> 00:51:02.160

Cory Allen: And model or describe described.

355

00:51:06.510 --> 00:51:08.070

Cory Allen: Well, typically a dean of students.

356

00:51:09.120 --> 00:51:21.330

Cory Allen: is not necessarily certified administration so depending on if the teacher he happened to be certified administration apply for this, we could even potentially think about other work but.

357

00:51:22.320 --> 00:51:30.330

Cory Allen: A teacher can evaluate another teacher we'd have to be certified to do teacher evaluations and observations, so there would be.

358

00:51:31.170 --> 00:51:42.540

Cory Allen: This person wouldn't be working with instruction they really be working with behaviors primary school activities but not not an observation or instructional leadership per se.

359

00:51:43.440 --> 00:51:53.430

Cory Allen: So they help with the day to day management of students, this is a supporting structure to say this is more more words into managing problems.

360

00:51:54.600 --> 00:52:13.110

Cory Allen: Yes, which will then allow other a piece in the principal of a school to focus on the instruction it frees them up for more time on their work and the leadership of the instructional coach you know the whole model that we're trying to do here.

361

00:52:14.550 --> 00:52:28.500

Cory Allen: It feels alone there's this so this gene we're also then Pam will support all grade levels down at the high school crowd yes in we're looking at you know leadership Academy.

362

00:52:30.570 --> 00:52:38.310

Cory Allen: Looking at Sean to look at who's who's doing what and where their skills best aligned so.

363

00:52:41.850 --> 00:52:46.650

Cory Allen: So this position we're not services for instruction more laws.

364

00:52:48.420 --> 00:52:50.850

Cory Allen: or policies, this is going to be.

365

00:52:52.110 --> 00:52:54.450

Cory Allen: Supporting more the kids that need.

366

00:52:55.470 --> 00:52:56.670

Cory Allen: Attention report this.

367

00:52:58.980 --> 00:53:00.030

Cory Allen: kind of learner.

368

00:53:01.470 --> 00:53:08.070

Cory Allen: Well, I wouldn't say no to what you're saying i'm just saying that typically you know different schools do different things, but.

369

00:53:08.490 --> 00:53:13.440

Cory Allen: I think what's happened here and many schools, as you might have an administrator line to A grade level.

370

00:53:14.070 --> 00:53:34.320

Cory Allen: And so, if i'm the line to A grade level I observed the teachers in you know, perhaps, maybe not they upgrade over what content areas I, I have a disciplinary Lol students that referrals come in, or have issues, sometimes it's based on the alphabet or how we're or the grade level in total.

371

00:53:36.270 --> 00:53:51.780

Cory Allen: Whereas the dean of students again they take your somebody's got to do the discipline and the behavior issues again they're going to only they would be they would want to empower the positive things with kids in interaction with kids in quotes and different things.

372

00:53:52.980 --> 00:53:53.790

Cory Allen: But they would.

373

00:53:55.560 --> 00:54:05.940

Cory Allen: Because it takes a lot of time and other people would have more time to be in classrooms to do instructional leadership, so this is the, this is the dichotomy that vision is probably.

374

00:54:07.350 --> 00:54:07.950

That.

375

00:54:11.520 --> 00:54:15.000

Cory Allen: gifted kids were really good at North then.

376

00:54:16.560 --> 00:54:21.840

Cory Allen: We also catered when there is it email where our country so.

377

00:54:23.100 --> 00:54:23.850

Cory Allen: This.

378

00:54:25.230 --> 00:54:29.790

Cory Allen: This, this is an interesting position because more or less.

379

00:54:31.020 --> 00:54:33.480

Cory Allen: You have any more or less catering, to the kids get out.

380

00:54:34.620 --> 00:54:38.850

Cory Allen: As our you know, obviously some other parts of the world, but I guess i'm just trying to look at.

381

00:54:39.480 --> 00:54:52.380

Cory Allen: The big picture worley how are we spending this money to help the student body, whether that's by supporting the whether it's by supporting the teachers who support this morning, I understand that this one just seems.

382

00:54:53.460 --> 00:55:08.220

Cory Allen: I don't work in this environment, so I will defer to your expertise and doesn't have any trouble that's all well, I would, I would just say that I don't think this position he has anything to do with not providing.

383

00:55:09.630 --> 00:55:11.700

Cory Allen: Opportunities for enrichment.

384

00:55:12.960 --> 00:55:19.590

Cory Allen: This is just part of how you get business done it falls to administrators and.

385

00:55:21.960 --> 00:55:23.010

Cory Allen: I get again.

386

00:55:24.180 --> 00:55:28.350

Cory Allen: i'm still struggling with the conversation we had not four months ago.

387

00:55:31.980 --> 00:55:40.530

Cory Allen: Then you know you're I know I think there were conversations with working with behind for inspiration to figure out how.

388

00:55:42.690 --> 00:55:51.030

Cory Allen: Things would work going forward and i'll just say that, back to the time that we had that conversation we didn't anticipate.

389

00:55:51.930 --> 00:56:09.990

Cory Allen: I didn't know I could understand that we didn't realize Oh, I think we were going to make do right and I just i'm not sure I feel like we're making do by going that path and figure out something to do with this amount of money, whatever the amount would be.

390

00:56:11.760 --> 00:56:14.760

Cory Allen: Good we're setting ourselves up for another.

391

00:56:16.260 --> 00:56:28.350

Cory Allen: i'm going to say senior level administrative position but we're saying is probably going to go away, for your maybe Florida, but we're not sure, and it just I just wonder if there's a better.

392

00:56:29.430 --> 00:56:38.220

Cory Allen: Use of that of this windfall of money that we're getting on vs vs this position i'm.

393

00:56:39.960 --> 00:56:44.220

Cory Allen: I don't I don't see brandon I don't work day to day in the height.

394

00:56:46.110 --> 00:56:47.310

Cory Allen: And I didn't want either.

395

00:56:50.160 --> 00:57:04.770

Cory Allen: So in the highest collide, this might be a tough question to answer, but when the typical grade level administrator what percentage of their day is spent on student management, would you say is that are set up this year I know it's different right.

396

00:57:06.240 --> 00:57:08.640

Cory Allen: Well, China high school principal so.

397

00:57:09.870 --> 00:57:11.100

Cory Allen: i'll defer to you right now.

398

00:57:12.390 --> 00:57:29.970

Cory Allen: Thank you know each other, a little bit different you know from Nice to I think junior years he uses your paper be honest with you say seniors and person brings challenges is based on the means and chain of freshmen by does he do bigger i'd say anywhere from 25 to 50% you're done.

399

00:57:33.210 --> 00:57:45.420

Cory Allen: you're doing it well you're pulling up your region with the families that were we're looking at incorporate restorative practices would require some time, effort and energy to really dive deep into issues, I think the.

400

00:57:46.230 --> 00:57:54.000

Cory Allen: The struggles i'll be fine right now the building administrators work hand in hand with our related service providers, especially our counselors are social workers.

401

00:57:54.270 --> 00:58:07.830

Cory Allen: and trying to navigate the different nuances that the only space, I think that's growing dramatically exponentially on an annual basis, so I think those challenges are even more difficult than you know the 10 years that I either my school.

402

00:58:08.850 --> 00:58:17.070

Cory Allen: It was social media to you never know what's going to happen when you're walking into baseball was supposedly before and I can pick her up your entire day so that.

403

00:58:17.610 --> 00:58:29.790

Cory Allen: I appreciate you posing the question, it will be difficult to answer I think there's been times when you know you want your building the ministry, including your system workloads to serve as instructional leaders and that's the primary role.

404

00:58:30.990 --> 00:58:37.080

Cory Allen: I think, with this proposal, they could potentially provide the print one opportunity to really focus in on student management.

405

00:58:38.250 --> 00:58:48.210

Cory Allen: Because I do think that with any given event that takes place, it could be stronger and better be so, so you can you can envision this position here.

406

00:58:49.260 --> 00:58:58.320

Cory Allen: Supporting the school management or student management and also meeting other projects and initiatives at the same time, so this person wouldn't be strictly.

407

00:58:59.820 --> 00:59:10.470

Cory Allen: rotating kids in and out of the office contacting parents all day but also opportunities to lead other initiatives that are going to be better spent the entire student body yeah, and so the person also.

408

00:59:10.770 --> 00:59:17.370

Cory Allen: it's to develop relationships with students so it's not just like oh people to the dean of students, but so is there something there.

409

00:59:18.060 --> 00:59:33.870

Cory Allen: So we mentioned all the extracurricular activities of the sermon as liaison for the deputy director for eligibility, it could be planning for homecoming it could be doing, you know managing the dance or any event that requires outside you know vendor prototype users so.

410

00:59:36.540 --> 00:59:47.370

Cory Allen: With them taking on some of those responsibilities, we would hope that the plan would be the building administrator spend more time on instructional yes.

411

00:59:51.480 --> 00:59:52.260

Cory Allen: me know like.

412

00:59:57.060 --> 00:59:57.300

i've.

413

01:00:00.000 --> 01:00:02.550

Cory Allen: Taken all those types of environments.

414

01:00:04.800 --> 01:00:07.860

Cory Allen: For years for well we can't find the money in the door.

415

01:00:10.050 --> 01:00:12.630

Cory Allen: Because you don't want any delegate all.

416

01:00:16.230 --> 01:00:18.660

Cory Allen: Right, I am having fun with it.

417

01:00:21.030 --> 01:00:24.720

Cory Allen: Closer I can understand a better investment.

418

01:00:25.890 --> 01:00:33.570

Cory Allen: for students to really enhance the capability that are keeping separate this.

419

01:00:40.380 --> 01:00:40.770

Cory Allen: sure.

420

01:00:42.750 --> 01:00:43.110

sure.

421

01:00:46.920 --> 01:00:50.400

Cory Allen: To outside sources that were heavy hitters.

422

01:00:54.180 --> 01:00:55.350

Cory Allen: we're talking about adding another.

423

01:00:56.790 --> 01:00:56.970

You.

424

01:00:58.950 --> 01:01:02.250

Cory Allen: just want to ask your questions for john yep.

425

01:01:04.140 --> 01:01:10.860

Cory Allen: And against an unspoken question it kind of out there floating around given, we have a new superintendent.

426

01:01:12.210 --> 01:01:19.980

Cory Allen: So our one and visit the additional add to the administrative staff.

427

01:01:21.720 --> 01:01:24.840

Cory Allen: And without any input from that person.

428

01:01:25.950 --> 01:01:30.660

Cory Allen: And I know that happens, I mean we gotta keep moving that one ship down or that.

429

01:01:33.720 --> 01:01:35.160

Cory Allen: I really fell in love with it.

430

01:01:40.290 --> 01:01:43.770

Cory Allen: So the expectation of this presentation was.

431

01:01:45.960 --> 01:01:56.400

Cory Allen: To get a thumbs up ahead into a direction, but there were no roads could say this is what we're building Is that correct it was coupon want us to share with you.

432

01:01:57.630 --> 01:02:05.640

Cory Allen: That was the most packages some rules, regulations and laws and then, yes, are they are, this is a brainstorm idea.

433

01:02:06.990 --> 01:02:10.200

Cory Allen: to share with us on the thoughts that.

434

01:02:11.970 --> 01:02:14.520

Cory Allen: inspiration has a lot to see more.

435

01:02:15.810 --> 01:02:17.580

Cory Allen: want to run with it.

436

01:02:19.830 --> 01:02:22.320

Cory Allen: So personally.

437

01:02:23.340 --> 01:02:39.420

Cory Allen: everything up to this slide is great like like lori said it was it's an investment, I had not that i'm against this but, but I think further clarification further understanding of what this what would be helpful to us.

438

01:02:43.440 --> 01:03:02.730

Cory Allen: So maybe just to get on to the next slide this is part of our Professor the application is even even out, obviously we heard the concerns I think we take this back realises we flush it out drop it and bring it back to you with with other information, but at this point.

439

01:03:04.320 --> 01:03:15.180

Cory Allen: I think what i'm hearing is very who are good, with all the proposals up to this point and with us, but I will say that I still think there needs to be some more thought.

440

01:03:17.190 --> 01:03:30.930

Cory Allen: Of the number of the metric of the special ED codes and how that those bodies are split up and then I get it you're you're trying to make this thing happen to but you gotta respond all the corner.

441

01:03:31.650 --> 01:03:41.700

Cory Allen: I know I think you need that there needs to be some more thought put into it, we sold to other including this one here, it seems.

442

01:03:42.360 --> 01:04:03.240

Cory Allen: To me, for entices or two they can click and each haven't been another building before we already have and then put that discussion, like we need a dean of students is there some other way to put a a toaster that is at the high school doing special project work for the for the student.

443

01:04:04.770 --> 01:04:09.210

Cory Allen: Again, if you guys have been working damn and trying to get this stuff done, but I think there's more.

444

01:04:10.800 --> 01:04:30.810

Cory Allen: flushing out of some of these ideas and thinking down that three year old three year room we're going to be if we implement that and how we get ourselves out of a lack of a better way of putting it in the event and on budget, you know or just like normal.

445

01:04:32.760 --> 01:04:37.320

Cory Allen: i'm concerned i'm not and I know we're hurry i'm going to spend money i'm going to do a good.

446

01:04:39.180 --> 01:04:47.100

Cory Allen: cool and if I think we just need if there's a way to do more brainstorming what to do some more fleshing out of these concepts.

447

01:04:48.540 --> 01:04:52.650

Cory Allen: That would be where my head is on this one more.

448

01:04:54.060 --> 01:05:09.030

Cory Allen: So let's get some of the other slides that i'm gonna have to come back to that because i'm not qualified even addresses but understanding is you don't move on certain things like Jamie Jamie is in a position where we can't hire which means we're not the one anyone.

449

01:05:12.480 --> 01:05:15.930

Cory Allen: Know we're rushing ahead and I get it out.

450

01:05:18.900 --> 01:05:24.780

Cory Allen: I don't want us to grabbing the whole stuff for me now, or they might be trying to figure out what to do with it.

451

01:05:26.940 --> 01:05:27.270

alright.

452

01:05:30.420 --> 01:05:31.500

Cory Allen: Well you're not you're gonna love it.

453

01:05:32.880 --> 01:05:36.030

Cory Allen: because some of the other requirements, and again I hold it.

454

01:05:37.380 --> 01:05:45.570

Cory Allen: Online you should be putting something on our website, it has to have a plan each school year about until we expanded.

455

01:05:46.320 --> 01:05:55.650

Cory Allen: The prioritize spending on non recurring expenses now i'm going to share with you, I don't know how you do that if any school district.

456

01:05:56.580 --> 01:06:12.720

Cory Allen: Does this unless they go out and do a major type of capital project or infrastructure, where it's a one time expense, which is what we're looking at using the other okay don't have any of the guidance on that, but that's not addressing the impact of of last instructional time.

457

01:06:14.970 --> 01:06:15.390

Cory Allen: scoring.

458

01:06:20.790 --> 01:06:37.020

Cory Allen: is very information we're good I got I got all basis, governments are the, these are the, these are the areas that we are supposed to to address again part of it language identify programs utilizing funds as expected to continue beyond so.

459

01:06:38.460 --> 01:06:46.680

Cory Allen: There was a memo that all by the state, already saying that they're not going to provide that template Fortunately, the New York state association of school business officials.

460

01:06:47.250 --> 01:07:00.480

Cory Allen: has come up with a template that we're going to use we're gonna have to go in and explain all of the things that you guys are are addressing That was our Defense struggling in it, you know honestly this, this was a.

461

01:07:04.530 --> 01:07:07.890

Cory Allen: Herculean effort to get to where we are because.

462

01:07:09.330 --> 01:07:16.590

Cory Allen: Like and then this is our first step again and trying to begin to see public comment we're we're getting your comments.

463

01:07:17.100 --> 01:07:28.980

Cory Allen: In we're still working through what's the best way to do this, I know that the State level, they just put a document out and said Okay, if you want to put your two cents in you do that, we haven't figured all that out yeah.

464

01:07:33.030 --> 01:07:35.790

Cory Allen: Part of the other aspect again.

465

01:07:37.170 --> 01:07:45.150

Cory Allen: The two main focuses from from Sep what I heard was development plan from the secret tournament personal instruction, we have that already.

466

01:07:45.570 --> 01:07:55.500

Cory Allen: The state has identified that because of our returning plan that was already submitted to scd that we've sort of covered that so if we can sort of check mark that.

467

01:07:56.130 --> 01:08:03.720

Cory Allen: And then develop a plan for the use of the funds what they're saying is when we submit our budget and they approved it that's the plan.

468

01:08:07.020 --> 01:08:14.220

Cory Allen: Okay, so this is really where the state sort of tourists a screwball because we are a district.

469

01:08:15.390 --> 01:08:17.850

Cory Allen: That is receiving more than $500 for people.

470

01:08:19.110 --> 01:08:24.480

Cory Allen: When you do that there's a stipulation that you have to keep up with the allocation for three years.

471

01:08:24.810 --> 01:08:37.290

Cory Allen: What do you want to be equally divided, so this is just an example is for illustrative purposes, but if we were looking at spending this equally over the same number of the same period of time.

472

01:08:38.640 --> 01:08:51.690

Cory Allen: This is what would happen, so what right now the state has a request in the federal government say Okay, and we, we put a stipulation and can we extend this to the end of the fiscal year.

473

01:08:52.830 --> 01:08:55.860

Cory Allen: If that gets approved then we're looking at the light.

474

01:08:57.060 --> 01:08:57.900

Cory Allen: In other words.

475

01:08:59.400 --> 01:09:01.770

Cory Allen: We have the so minimum amount, we need to spend.

476

01:09:02.880 --> 01:09:13.110

Cory Allen: 300 discretionary get for the 1 million of that 201,008 we spent on learning loss and now here are the additional grants.

477

01:09:14.130 --> 01:09:26.760

Cory Allen: That we're going to probably need to submit plans for so that we would spend approximately $1.2 million each year just in our answer if that request is not approved.

478

01:09:27.870 --> 01:09:34.590

Cory Allen: Then the percentages as a high, you have to spend the money over the three years changes so that.

479

01:09:36.150 --> 01:09:46.110

Cory Allen: This is, I believe 12 and a half percent and I think it's a little over eight and a half percent for the following two years so depending will know that in March of 22.

480

01:09:46.950 --> 01:09:56.010

Cory Allen: The steps when they're saying that's the deadline so instead of spending 1.2 we may be spelled new one point, for the first year and then 1.7 and the problem.

481

01:09:58.620 --> 01:10:05.370

Cory Allen: So I think you can begin to see some the magnitude of what's being asked by school just you know.

482

01:10:06.450 --> 01:10:08.640

Cory Allen: really trying to lay this out.

483

01:10:11.160 --> 01:10:20.130

Cory Allen: Why, I think this this picture is over there and it's really amazed at this stage, we are trying to figure out the dance point earlier you're sort of willingness and.

484

01:10:22.530 --> 01:10:29.610

Cory Allen: I don't think again it's very difficult to identify how you're going to dress on loss which you don't bring staff on.

485

01:10:30.690 --> 01:10:35.880

Cory Allen: As you do, that are you going to do it, so that I think tie answered part of that.

486

01:10:36.900 --> 01:10:37.620

Cory Allen: Through attrition.

487

01:10:39.240 --> 01:10:53.190

Cory Allen: So that that's part of the goal is there some people retire we're not going to make additional owners, because we're going to backfill some of those things, so it really full circle, you know kind of when you asked does this impact our operating budget.

488

01:10:54.240 --> 01:11:08.460

Cory Allen: No, but yes, we are trying to be financially responsible looking towards the future, to try to address everything that's occurring here, but yet still trying to identify the impact of the last instruction.

489

01:11:11.880 --> 01:11:12.000

and

490

01:11:13.920 --> 01:11:20.790

Cory Allen: So so which all the proposals that we saw for coaches, for being for everything.

491

01:11:22.020 --> 01:11:38.100

Cory Allen: Does it fit within the budget good the numbers that we have are we proposing more or less listen, I mean I just put this together tonight I don't have those kind of numbers yeah my sense is.

492

01:11:39.990 --> 01:11:41.700

Cory Allen: Maybe close that's just.

493

01:11:43.440 --> 01:11:45.120

Cory Allen: My point earlier, you know.

494

01:11:46.920 --> 01:11:56.910

Cory Allen: The fellowship they're going to try to give us information by Friday, and you know so that is still an option moment that's know 2 million.

495

01:11:58.050 --> 01:12:00.240

Cory Allen: You know that sort of like one pot of money.

496

01:12:02.160 --> 01:12:03.480

Cory Allen: it's just it's early.

497

01:12:05.190 --> 01:12:18.000

Cory Allen: June 15 is when they have to have a source application and talking to the packages, so I think we'll probably have a lot of for an extension in the least June very good at a minimum, to address.

498

01:12:20.340 --> 01:12:23.880

Cory Allen: input and to get more information from develop.

499

01:12:26.730 --> 01:12:27.120

Good.

500

01:12:28.800 --> 01:12:29.070

So.

501

01:12:32.700 --> 01:12:33.990

Cory Allen: i'm hesitant to.

502

01:12:35.880 --> 01:12:36.540

Cory Allen: move forward.

503

01:12:37.830 --> 01:12:37.980

here.

504

01:12:42.870 --> 01:12:45.450

Cory Allen: we're comfortable with the concept about.

505

01:12:46.890 --> 01:13:01.260

Cory Allen: Bringing services to better support for teachers to better support our students i'm just going to be fully acknowledge what we were in laws live again what everyone is about a school for 18 months rock that's going to happen.

506

01:13:02.550 --> 01:13:20.070

Cory Allen: So I understand really buys new so they're going to notice that and secondarily to the classrooms to that matters right now i'm of the opinion in the sounds terrible we ready to know don't want there's no good for others and how good of a challenge in the next year is going to be.

507

01:13:21.360 --> 01:13:24.150

Cory Allen: Hopefully students are in class five days of rock.

508

01:13:25.260 --> 01:13:38.370

Cory Allen: So I guess i'll speak for myself i'm on board with everything in there, except for the years just because I just can't really read my notes I don't understand it once we've been asked to take a position that's.

509

01:13:44.940 --> 01:13:53.580

Cory Allen: Great yeah i'm i'm in the same mindset of that I guess i'd like to know more information about the dean of students but also you know.

510

01:13:54.210 --> 01:14:02.310

Cory Allen: With a special ED piece, you know, do we need more than that point five, and we need to look deeper into the data for that, because.

511

01:14:02.790 --> 01:14:13.830

Cory Allen: We need to make sure that if we are providing tosses in the floor elementary buildings which i'm fully supportive of because I know that those have an impact on student learning.

512

01:14:15.210 --> 01:14:23.100

Cory Allen: If there is wiggle room to increase what we're thinking about the special ED population i'd like to see that.

513

01:14:24.300 --> 01:14:37.680

Cory Allen: i'd like to have a deeper dive with that, to see if there's something that could come out of that with the dean of students i've worked in a high school, I know what it's like at the high school there's a lot of demands.

514

01:14:39.570 --> 01:14:51.480

Cory Allen: That dean of students does pique my interest, but I think I would like to see more specific information on what would that person do be on managing the building or managing students.

515

01:14:52.860 --> 01:14:53.790

Cory Allen: Moving forward.

516

01:14:55.050 --> 01:14:56.610

Cory Allen: But that's my take on it.

517

01:14:58.350 --> 01:15:03.270

Cory Allen: I hope that's clear If not, I can provide more information so.

518

01:15:05.400 --> 01:15:07.890

Cory Allen: What are your thoughts on the thing I feel.

519

01:15:12.480 --> 01:15:13.770

Cory Allen: Like a solid investment.

520

01:15:21.570 --> 01:15:24.630

Cory Allen: had to vote yes or no are.

521

01:15:30.090 --> 01:15:38.280

Cory Allen: There any final comments I just I guess across the toes of the coaches that whole group of people that you're talking about.

522

01:15:39.270 --> 01:15:49.410

Cory Allen: To see if if that's the right next I mean I know this was done correctly, and so I know you guys know what you're doing and trust them, but I want to.

523

01:15:50.160 --> 01:16:01.200

Cory Allen: feel comfortable that that's the right mix it doesn't need to be heavier on the special ED side as the high school level, but the point five okay at the elementary level.

524

01:16:02.610 --> 01:16:06.810

Cory Allen: And so they were to get that other thing for the high school I.

525

01:16:09.000 --> 01:16:18.780

Cory Allen: mean I yeah I mean I just think there's some there's some variations on the theme that may need to be navigated as a package of dollars in.

526

01:16:20.190 --> 01:16:24.210

Cory Allen: General yeah but they've been it's been think of it it's still not.

527

01:16:25.470 --> 01:16:30.000

Cory Allen: You know i'm going to just go back to the dean of students piece and.

528

01:16:31.020 --> 01:16:35.070

Cory Allen: If we did ever in a bowl for that you know with that.

529

01:16:36.240 --> 01:16:39.540

Cory Allen: If that worked out really well in here we're sitting here three years later.

530

01:16:40.050 --> 01:16:53.640

Cory Allen: there's going to be retirements we are going to have a system principles that are going to move on to take principal positions if we feel that the dean of students is a an effective position, maybe we don't hire an assistant principal that leaves.

531

01:16:54.720 --> 01:17:00.270

Cory Allen: You know, so one of our system principal takes a principal position because assistant principals don't last long.

532

01:17:00.750 --> 01:17:17.310

Cory Allen: I think you're going to see a lot of movement in the next couple of years, I think you're going to see movement my retirement with administrators at the secondary level as well, possibly with some of those forms of movement, you know if that dean of students position.

533

01:17:18.330 --> 01:17:26.310

Cory Allen: is working out as a an extreme benefit maybe what we look at realigning or if it isn't maybe that's a time to eliminate it and just go.

534

01:17:26.760 --> 01:17:38.760

Cory Allen: and say hey we did this work for X, Y amp Z but now because of where we're at we don't need it most difficult thing to me about all of this i've never ever.

535

01:17:39.570 --> 01:17:50.640

Cory Allen: been able to look at so much money to be able to spend it quickly without knowing what the future is going to bring you know and i'm going to go back to that dean of students piece, and my thought behind that is.

536

01:17:52.230 --> 01:17:55.770

Cory Allen: We don't have our high school kids haven't been back for days.

537

01:17:57.510 --> 01:18:06.420

Cory Allen: What are going to be some of the concerns and some of the issues of support that those kids may need from a Dino students, not just from disciplinary but.

538

01:18:06.990 --> 01:18:16.410

Cory Allen: Helping kids get back into that routine helping families, working with families, working with kids to get their permanent or day routine maybe that's something.

539

01:18:16.980 --> 01:18:26.580

Cory Allen: That we could dive deeper into because yeah our elementary kids are back and it's going very well and there's also the underspend concerns with you know.

540

01:18:27.630 --> 01:18:34.920

Cory Allen: Some students that hasn't been easy, and we don't know what the secondaries going to look like, and if we have someone in that position good day.

541

01:18:36.180 --> 01:18:53.820

Cory Allen: You know dig deep into a project with that that's an unpredictable piece I think what's out there, that may bring so many questions just conversely looking to see sampling, this is an opportunity to reimagine how we manage students.

542

01:18:54.840 --> 01:18:55.530

Cory Allen: In high school.

543

01:18:56.760 --> 01:19:01.980

Cory Allen: Now, whether that in the roles were responsible for the beginner students is the answer.

544

01:19:04.320 --> 01:19:05.880

Cory Allen: But this is an arbitrary into.

545

01:19:07.110 --> 01:19:14.100

Cory Allen: Another IP and let me change how the roles are now, you should be worth changing that.

546

01:19:15.390 --> 01:19:31.500

Cory Allen: Really word processor words so usually we have an opportunity here do something different, and maybe expand given both young trade, because in the history of last six months behind us, we have an opportunity to reimagine how the pieces the principles.

547

01:19:33.660 --> 01:19:34.800

Cory Allen: De de de.

548

01:19:44.400 --> 01:19:45.150

Cory Allen: clear direction.

549

01:19:52.890 --> 01:19:56.370

Cory Allen: So I think we're discussion on been orbit and.

550

01:19:57.570 --> 01:20:11.250

Cory Allen: forces that we've got we go board but look more especially if you have the mixes whether whether it is for the on their term or there's something else that is a.

551

01:20:13.830 --> 01:20:18.750

Cory Allen: three year window and we want to be the most efficient way possible.

552

01:20:23.880 --> 01:20:34.650

Cory Allen: we've also heard that nothing is set in stone, we don't have anything so so we're really not talking right now about actual number of actual expenses it's.

553

01:20:34.920 --> 01:20:43.470

Cory Allen: concepts and I think we agree that we need something for learning lots we need something to go there and it seems like we're heading in the right direction.

554

01:20:43.860 --> 01:20:56.400

Cory Allen: I would just say that you know, the proposal that we submitted tonight, be the one that's been the most the most input at the most conversation, and the one that is not the greatest impact for MPs is.

555

01:20:58.920 --> 01:21:02.640

Cory Allen: You know, dealing with the present moment chairs and.

556

01:21:04.890 --> 01:21:18.600

Cory Allen: I have confidence in this district that we move forward with the telesales they're not utilized in the right manner that we're just going off like a power wall so small that we can ship.

557

01:21:19.770 --> 01:21:32.070

Cory Allen: We have collaborative environments for teachers yesterday contract unconfident that the family, through next year, we got a pretty good handle on things that tie winters here can have can shift into a different one.

558

01:21:33.690 --> 01:21:43.650

Cory Allen: In terms of resources that I just want to add Sosa everybody process has to be comprehensive and panels and like is not just gonna be like you're my favorite person one.

559

01:21:46.170 --> 01:22:02.760

Cory Allen: I just see this into mike's point very good point I see, I see this as there's a lot of flexibility and a plan within that three year plan and we may go with a certain model and after one year, I mean getting back to full return next year.

560

01:22:03.900 --> 01:22:16.650

Cory Allen: We may say hey this has been great for this year, but now, based on what we know now what we don't know today we've got do we have that flexibility to make adjustments, you know, based on what we submit.

561

01:22:17.220 --> 01:22:28.650

Cory Allen: So I see, this is an opportunity for growth and opportunity for flexibility and an opportunity for people to really get creative and imaginative really use their imaginations and.

562

01:22:30.510 --> 01:22:42.930

Cory Allen: come up with a product that's going to help with that learning loss and they they have flexibility, I think, is critical and being able to have that, so I guess jamie's point for jamie's over there.

563

01:22:44.670 --> 01:22:48.540

Cory Allen: And certainly comfortable for security features.

564

01:22:50.400 --> 01:22:50.820

business.

565

01:22:52.050 --> 01:22:54.180

Cory Allen: Recognition program via I don't know.

566

01:22:55.890 --> 01:23:04.200

Cory Allen: Do we understand the checks and balances, it will be in place we submitted plan here's our budget here's how we're going to do it and then next year.

567

01:23:05.220 --> 01:23:15.720

Cory Allen: march looking at this moment it's really the Horn, we need to be you need to readjust change it to their checks and balances that are run allows do that or we just you.

568

01:23:16.530 --> 01:23:25.860

Cory Allen: know so the process is you submit the application and you have access to the budget and the budget narratives trying.

569

01:23:26.820 --> 01:23:39.240

Cory Allen: To route, the process you submit an episode 25 and so you spend so much as 25% if it and they in a webinar on maybe they fully expect that.

570

01:23:39.660 --> 01:23:47.640

Cory Allen: we're going to change every fully expect that, so what would happen is if we're going through and we're saying this isn't working or we want to shift.

571

01:23:48.180 --> 01:24:04.890

Cory Allen: Money from one area to another, we submit what's called an fs today so it's an amendment to the plan they essentially reapproved it and we're good to go Thank you that's huge that flexibility and do that.

572

01:24:07.290 --> 01:24:11.490

Cory Allen: Take the predict what sufferings what something in stone.

573

01:24:12.930 --> 01:24:15.480

Cory Allen: For three years without flexibility.

574

01:24:17.250 --> 01:24:17.670

Cory Allen: In these.

575

01:24:19.560 --> 01:24:21.510

Cory Allen: coaches for the elementary level.

576

01:24:23.370 --> 01:24:36.480

Cory Allen: And in multiple meetings with the elementary principles and tie, and they have baselines to build set to measure whether their effectiveness that was one of the things we talked about today.

577

01:24:37.380 --> 01:24:44.250

Cory Allen: So it's not just throwing money there well, maybe it worked maybe didn't how we going to measure that and we can certainly come back.

578

01:24:44.700 --> 01:25:00.000

Cory Allen: With more details about what those are but you know this is kind of the broad brush of the thinking, but then drilling down and giving you more information, certainly, something that we can do in cancer, with the Andrea.

579

01:25:02.580 --> 01:25:06.600

Cory Allen: So what I would like to see as we progress is.

580

01:25:08.880 --> 01:25:13.680

Cory Allen: mile marker that say here we are, this is where we think we're going to be.

581

01:25:15.900 --> 01:25:29.490

Cory Allen: planning for the exit in the exit may be okay we're done with the totals or get, let us know a year into a team hey this might be great we want to look into that you might consider it further on, but but give us.

582

01:25:30.660 --> 01:25:38.010

Cory Allen: input, as we go along so so come three years from now, the rug is pulled out from under us and we have to.

583

01:25:38.850 --> 01:25:43.230

Cory Allen: lose out on something that may have been really good or come up with something that we.

584

01:25:44.220 --> 01:25:54.450

Cory Allen: weren't ready to pay for it and I envision a presentation to the board of education, based on all that we've talked about so far, just so you can see the fruits of what's taking place, and so you can have some greater insights or to.

585

01:25:54.900 --> 01:26:05.190

Cory Allen: know, we had a conversation, so you became for envision us in the coming weeks, currently doing, based on the feedback that we received here are some of the things that we're looking at modifying the dog.

586

01:26:08.250 --> 01:26:09.360

Cory Allen: This is very low budget.

587

01:26:15.210 --> 01:26:15.930

Cory Allen: policies.

588

01:26:17.070 --> 01:26:19.020

Cory Allen: And I think you're right you get 10 minutes.

589

01:26:30.060 --> 01:26:31.350

Cory Allen: Officially, like that.

590

01:26:34.770 --> 01:26:44.550

Cory Allen: So again, typical with our policy presentation, this is a very short PowerPoint really does this is la talk about the policies.

591

01:26:45.840 --> 01:26:50.070

Cory Allen: That came out of the work of the equity many that have been shared.

592

01:26:51.120 --> 01:27:00.600

Cory Allen: This included stakeholder students Community members and board members who had input on some of the changes to these policies that really affect.

593

01:27:02.250 --> 01:27:03.180

Cory Allen: The students.

594

01:27:04.230 --> 01:27:20.190

Cory Allen: In a manner such as like 73 tenths will conduct and discipline incorporating language with respect to restorative practices student dress code incorporating language regarding making the effort to include equity with the enforcement of that students.

595

01:27:21.480 --> 01:27:25.920

Cory Allen: Others, such as the suspension of students, you know provide some information there.

596

01:27:28.410 --> 01:27:38.640

Cory Allen: But additional information with regard to the suspension of students, such as defining the terms, so they know what an insubordinate person, a student may be, or have an idea of.

597

01:27:40.770 --> 01:27:47.010

Cory Allen: What they would need to comply with now granted a lot of that is also included in the student code of conduct which is.

598

01:27:48.060 --> 01:27:50.220

Cory Allen: Also for the board in our last meeting.

599

01:27:52.590 --> 01:28:02.340

Cory Allen: The alcohol, tobacco, drugs and other substances of all of the changes within that except for what's contained in the first paragraph, were done by the actually.

600

01:28:03.150 --> 01:28:11.730

Cory Allen: I was the one that added the language regarding candidates and other marijuana products after our discussion on the code of conduct.

601

01:28:13.050 --> 01:28:22.950

Cory Allen: So i'm thinking of adding something similar after conversations with high school principal the middle school principal at an elementary principal that having that clarity in the in the.

602

01:28:23.610 --> 01:28:30.120

Cory Allen: policy now so it's consistent with the code of conduct and what we put forth, but also the Code of Conduct explained.

603

01:28:31.380 --> 01:28:42.360

Cory Allen: In an easy to read fashion that marijuana and thc product or improvement of under the definition of cannabis, while they still work on a definition of cannabis industry.

604

01:28:44.160 --> 01:28:47.130

Cory Allen: And then 7330 searches and interrogations.

605

01:28:48.180 --> 01:28:59.700

Cory Allen: A lot of the language that the equity community took are these provisions that would be probably included as we revise that policy when we do the 7000 series later in the year.

606

01:29:00.630 --> 01:29:07.980

Cory Allen: But for the changes in the first couple paragraphs that changed the term from reasonable cause to reasonable suspicion.

607

01:29:09.240 --> 01:29:18.390

Cory Allen: The actual standard for the searches reasonable suspicion i'm not sure how cause got in there in a prior it may have been reasonable at some point.

608

01:29:18.900 --> 01:29:32.640

Cory Allen: 20 years ago I don't know where it was at that point on what that making those terms, consistent with the inclusion of the reasonable suspicion standard that the academic committee wanted to have in there to be clear for.

609

01:29:33.330 --> 01:29:39.750

Cory Allen: Students what is what administrators have to go over to effectuate one of those searches.

610

01:29:42.120 --> 01:29:57.630

Cory Allen: So those all combined together are the work of the equity coming, I can answer questions about the language contained there and we can help answer questions if you have any about how the committee work process and went through the changes.

611

01:29:59.460 --> 01:30:11.760

Cory Allen: On the dress kind of one circle, I think the change was that adding a sentence and stuff and I just as i'm reading it i'm kind of going what what did we what did we add to the policy I.

612

01:30:14.550 --> 01:30:16.230

Cory Allen: mean I understand we want to.

613

01:30:17.280 --> 01:30:24.990

Cory Allen: Reference sherry and those type of thing I didn't see the value as in putting that into the director.

614

01:30:27.750 --> 01:30:38.730

Cory Allen: You i'm sorry your teacher people didn't see I didn't see the value and I see a sense that's kind of thrown in their field like almost out of place that it's a look for something in there about.

615

01:30:39.390 --> 01:30:53.820

Cory Allen: era and equitable equitable thing in it and see what the answer was so this is when Jonathan provided a code of conduct compete we said, make sure that we're making some more substantial changes.

616

01:30:54.420 --> 01:31:03.510

Cory Allen: With a larger stakeholder group from probably September to December, this would be kind of setting the stage for this work that we also working with the dress code, Minister.

617

01:31:07.830 --> 01:31:14.160

Cory Allen: And we can wait you can't like a wait till that that you know, again I just didn't see where to add anything to the policy.

618

01:31:14.730 --> 01:31:20.730

Cory Allen: I mean i'm looking for policy you go, are we have to change it, because we're reading will purchase and then those things.

619

01:31:21.510 --> 01:31:27.630

Cory Allen: But I didn't see where that they've been added anything to Paul and i'll be pretty straightforward before.

620

01:31:28.110 --> 01:31:35.700

Cory Allen: I think, from a conversation with students that we work with they don't feel like the dress code really speaks to them, and I think.

621

01:31:36.150 --> 01:31:49.500

Cory Allen: That this placated them, but this was they saw some inroads and sort of our efforts going where we want to go long term, so I would say the statement didn't come from the equity Community it really came from assumes that we work with students.

622

01:31:54.690 --> 01:32:05.100

Cory Allen: So Jonathan in the home language means for family is where English is not the primary language it'll be sent home okay.

623

01:32:08.010 --> 01:32:09.840

Cory Allen: Other question that I had.

624

01:32:12.510 --> 01:32:15.210

Cory Allen: Under the searches.

625

01:32:17.160 --> 01:32:21.510

Cory Allen: Is their definition anywhere of school officials.

626

01:32:23.340 --> 01:32:38.430

Cory Allen: Who exactly can be authorized to conduct a search and is it a teacher isn't set so what actually defines out of that defined anywhere what school officials are authorized to conduct searches and students in their belongings.

627

01:32:38.850 --> 01:32:44.610

Cory Allen: Who is that person and how how that controlled, so we know who that actually is.

628

01:32:45.720 --> 01:32:55.740

Cory Allen: So I think the interpretation of the inclusion of the school official term is coming from the newer hearing one policy from the first paragraph.

629

01:32:56.310 --> 01:33:05.790

Cory Allen: it's a school district employee only when the school district employee have reasonable suspicion typically that is going to be security or an administrator is going to be.

630

01:33:07.920 --> 01:33:08.580

Cory Allen: expected.

631

01:33:10.140 --> 01:33:17.190

Cory Allen: yeah I mean, I would say that this doesn't say how it's been implemented, I guess, if there is not.

632

01:33:18.300 --> 01:33:29.670

Cory Allen: Within this is the definition of school official, we will need to add something like that and update the policy The difficulty is, we did not.

633

01:33:31.890 --> 01:33:41.280

Cory Allen: My participation and by our stadium the equity Committee was not looking at every potential change that is incorporated coming from the urine one suggested policies.

634

01:33:42.540 --> 01:33:52.740

Cory Allen: I think they extracted provisions that would the committee thought would be helpful for the students and the Community to understand.

635

01:33:53.070 --> 01:34:01.980

Cory Allen: So, if you would like, I can work on adding a definition of a school official more adding some of that to it to help supplement in that knowledge.

636

01:34:02.730 --> 01:34:14.250

Cory Allen: It really should be the building principal, I feel, and the ability to build their principles to be the only one who's providing consent for ap different search engine, so I think the school official release to change the building good.

637

01:34:15.480 --> 01:34:23.160

Cory Allen: I don't think it would hurt to have that information is there any thought to having a two person will always do people.

638

01:34:24.630 --> 01:34:25.380

Cory Allen: go into.

639

01:34:29.580 --> 01:34:37.920

Cory Allen: Their policy does the board today we're being two people involved in any service or the food or water.

640

01:34:39.240 --> 01:34:50.730

Cory Allen: yeah we can revise up yeah we can work by that and that's always been the advice of when I was an attorney proposing that always have two people present during interrogation I get that and I just thought if we're going to use policy and yo.

641

01:34:51.810 --> 01:34:55.680

Cory Allen: What you're saying to school, most of that one.

642

01:34:57.690 --> 01:34:58.170

Cory Allen: So.

643

01:35:00.060 --> 01:35:01.500

Cory Allen: Different way yeah.

644

01:35:04.890 --> 01:35:18.360

Cory Allen: So they, this is a first read and our goal, this is outside of the earring one policy review this is something we want to act upon at our next meeting.

645

01:35:18.930 --> 01:35:28.020

Cory Allen: Correct so, so this is an incremental that that we're putting in the bin with all the Iran, we want to get this out there, so I.

646

01:35:28.530 --> 01:35:43.260

Cory Allen: Think with that we definitely want to include the building principal I think that's the ideal scenario there to identify that and I don't I couldn't imagine anyone on the equity committee committee that would have pig nation with that.

647

01:35:45.120 --> 01:35:53.130

Cory Allen: Is is there any reason why you never have a different over there at the beginning of the pockets of developers who does he make nothing.

648

01:35:54.360 --> 01:35:57.030

Cory Allen: And I mean we added language itself or official.

649

01:35:58.080 --> 01:36:01.680

Cory Allen: Is there a reason why the old company is limited to the merlin.

650

01:36:02.940 --> 01:36:07.380

Cory Allen: I could see to mike's point I could do situation where coach does turn out your pocket.

651

01:36:09.990 --> 01:36:29.370

Cory Allen: It may not have it may not happen now, it may have happened before, or it but, at the discussion is the athletic director authorized to authorize a church like that or in a situation where students are away our classes on a trip go who's the author driving visual eventful.

652

01:36:30.750 --> 01:36:35.550

Cory Allen: School boss well what if they're in New York City or Massachusetts or.

653

01:36:37.890 --> 01:36:38.400

Cory Allen: Not only.

654

01:36:40.890 --> 01:36:41.940

Cory Allen: Building principal.

655

01:36:44.220 --> 01:36:48.480

Cory Allen: principal or does it mean you're building principal for me.

656

01:36:50.250 --> 01:36:56.730

Cory Allen: And I didn't think about the athletic director, there may be times, where is the athletic director of in a position where.

657

01:36:58.080 --> 01:37:08.220

Cory Allen: So I think regardless, I think a definition has to get in there for what little visual I don't like the idea that anyone can do it.

658

01:37:09.990 --> 01:37:19.200

Cory Allen: Jonathan one question I have is so i'm under questioning of students spice school officials and the second paragraph that talks about.

659

01:37:20.040 --> 01:37:26.550

Cory Allen: Should the questioning of students by school officials focused on the actions of one particular student is doing, the question is possible.

660

01:37:26.700 --> 01:37:36.090

Cory Allen: The private by the appropriate school administrator the students parent guardian may be contacted so when a student's question the parent may be contacted, then I go back up.

661

01:37:36.960 --> 01:37:49.710

Cory Allen: To the the search part and there's nothing in there that says the student is searched that the parent would be contacted Am I getting too picky with that because I guess if.

662

01:37:50.400 --> 01:37:57.570

Cory Allen: If my kid is being searched I want to whether they find something or not I kind of want to personally I would want to know.

663

01:37:58.380 --> 01:38:16.950

Cory Allen: I would hope that happening, but would that give us further protection, so this the scope of search with a new language there's really nothing in there, how parent would be contacted but with the questioning there's a statement that stuff say a parent may be contacted.

664

01:38:26.790 --> 01:38:27.720

Cory Allen: I said.

665

01:38:29.430 --> 01:38:31.350

Cory Allen: I don't think that.

666

01:38:32.490 --> 01:38:41.520

Cory Allen: Well, maybe i'm off in a whole nother mindset of thinking, what if my child's being searched whether they find something or not, I want to know.

667

01:38:42.420 --> 01:38:48.810

Cory Allen: Because I don't want my child come home and say I got searched today by principal find anything.

668

01:38:49.380 --> 01:38:56.250

Cory Allen: I guess i'd want to know in advance it's I don't know if that's something that needs to be in the policy or not, as your practice.

669

01:38:57.030 --> 01:39:11.610

Cory Allen: Always contact with the parents before research and somebody would want to be President, so we still there Okay, and it actually helps so their contact, but apparently contacted you for those of drivers yeah okay that's good to know that girl.

670

01:39:12.780 --> 01:39:21.630

Cory Allen: Does that need to be that would that be something that should be here in the policy and regulations yeah well, we have the regulations Okay, the.

671

01:39:24.330 --> 01:39:40.680

Cory Allen: real question is deleting to be in our policy yeah i'd have to review the regulations and then you don't want it to be too constrictive to certain either practices or situations, but it shouldn't be in the regulations and if it isn't.

672

01:39:41.700 --> 01:39:52.020

Cory Allen: I mean, if you want your policy, the policy but it definitely should be in regulations because it's kind of the procedural where our implementation of 1000.

673

01:39:54.030 --> 01:40:01.530

Cory Allen: But it just kind of stood out to me that questioning it's in the policy for questioning but it's not a policy for search that the parent maybe.

674

01:40:04.440 --> 01:40:18.540

Cory Allen: that's just my that's the kind of jumped out at me when I was reading it and you get a feel of where we're going with this so till we come back over makes a good excellent whichever with primarily to this policy that certain interrogations second read on everything.

675

01:40:20.310 --> 01:40:22.320

Cory Allen: for further consideration to make you the best.

676

01:40:24.300 --> 01:40:24.600

Yes.

677

01:40:28.050 --> 01:40:31.170

Cory Allen: yeah, and this is just me being an editor.

678

01:40:32.460 --> 01:40:36.090

Cory Allen: I didn't even do it really close close three of them picking up on.

679

01:40:38.010 --> 01:40:42.480

Cory Allen: Your way to get a word version of that that I could actually edit.

680

01:40:43.590 --> 01:40:43.950

sure.

681

01:40:46.350 --> 01:40:46.650

Cory Allen: yeah well.

682

01:40:48.390 --> 01:40:55.770

Cory Allen: Again I just give her credit for your work, it should look professional revolution and typos.

683

01:40:57.420 --> 01:41:06.930

Cory Allen: And my I did not look at every word, because I was looking at incorporating what the regular they weren't either, but I was also under the.

684

01:41:07.740 --> 01:41:16.920

Cory Allen: My thought with processing these was that they would still get another set of eyes Ruby through our normal process when we hit the 7000 series.

685

01:41:17.250 --> 01:41:32.370

Cory Allen: Just with these modifications to the base level policy Okay, because the searches and interrogation and the school product and discipline I probably have more changes to be made from the hearing, once you get the language.

686

01:41:34.110 --> 01:41:38.580

Cory Allen: I again just for professional there will come a time.

687

01:41:43.080 --> 01:41:49.470

Cory Allen: Alright, so thank you guys Thank you to the European Community, a lot of great suggestions here.

688

01:41:51.090 --> 01:42:00.720

Cory Allen: From the outcome outcome every call year ago almost to the day when we had, of course, students, presents, you have the board of education as one of their request recommendations as well, so thank you very much.

689

01:42:03.180 --> 01:42:03.660

Cory Allen: You bet your.

690

01:42:07.620 --> 01:42:16.890

Cory Allen: Critics you again financial report, so I don't want to get a new little jamie's birthday today, so I gotta keep this brief so she can get home.

691

01:42:19.980 --> 01:42:20.460

Cory Allen: You thinking.

692

01:42:21.570 --> 01:42:23.790

Cory Allen: you're gonna start reading lead, no.

693

01:42:28.080 --> 01:42:29.910

Cory Allen: No okay so.

694

01:42:30.930 --> 01:42:38.820

Cory Allen: big picture I don't want I just from a revenue perspective, I just want to share with me a debt if it weren't for the fact that we.

695

01:42:40.470 --> 01:42:43.200

Cory Allen: didn't account for the 19 20% loans.

696

01:42:44.520 --> 01:42:50.820

Cory Allen: And we had a couple of one time, this may be almost day you know what we have projected.

697

01:42:52.470 --> 01:42:58.800

Cory Allen: Okay, so we're fortunate that we did what we did, and made a decision, we did because you're seeing.

698

01:42:59.520 --> 01:43:08.160

Cory Allen: About a $500,000 surplus, because a large part of the 20% that was called we didn't recognize when I recognize it.

699

01:43:08.940 --> 01:43:25.530

Cory Allen: But I just want to bear that out, because I think it's important from the expenditure side again may that saving this is from the benefits it seems to be on trs right now, but again, Nicole is going to do an analysis to project that out we'll have a better sense.

700

01:43:26.610 --> 01:43:28.110

Cory Allen: The second board meeting and gentlemen.

701

01:43:29.790 --> 01:43:44.820

Cory Allen: salaries is the other words do a deep dive and should have a better idea of what was occurring comes human big picture and we're looking to have a surplus of revenue or expense, welcome to 90,000.

702

01:43:48.090 --> 01:43:49.920

Cory Allen: School lunch still it's.

703

01:43:51.150 --> 01:43:55.920

Cory Allen: still trying to figure out a good methodology to share an apples to apples comparison.

704

01:43:57.840 --> 01:43:58.530

Cory Allen: The end of the day.

705

01:44:01.560 --> 01:44:02.820

Cory Allen: For April very.

706

01:44:05.010 --> 01:44:05.940

Cory Allen: Interesting in color.

707

01:44:10.500 --> 01:44:18.750

Cory Allen: colorblind great what is it that 2004 2005 interesting, so what happens with excess prostate is.

708

01:44:20.190 --> 01:44:40.680

Cory Allen: racing unit, it takes years for them to analyze all the data and then they go to when they look at out, we also have an opportunity to refile stacks so you get all these different things happening, unfortunately, it was a change going back five years yeah.

709

01:44:42.570 --> 01:44:43.230

Cory Allen: i'm not complaining.

710

01:44:45.450 --> 01:44:47.340

Cory Allen: So any questions you know.

711

01:44:48.780 --> 01:44:56.190

Cory Allen: A motion to approve me Gary second life old favor I hope everybody has a birthday.

712

01:44:58.770 --> 01:45:10.770

Cory Allen: Maybe evaluation, things were great for things are great let me do this motion to move to executive session SLE actually your answer to it.

713

01:45:19.440 --> 01:45:26.070

Cory Allen: First, Miss miss ellie second director first lori second mentioned we're selling old never old and look at this one.

714

01:45:45.870 --> 01:45:51.360

Cory Allen: i'm 18 we are leaving executive session and emotion, for making.

715

01:45:57.510 --> 01:45:57.990

Cory Allen: employees.

716

01:46:00.270 --> 01:46:04.320

Cory Allen: Particularly second Mr bracken all in favor five oh.

717

01:46:05.580 --> 01:46:06.270

Cory Allen: Thank you all.

718

01:46:07.830 --> 01:46:13.890

Cory Allen: So I can rack and motion to adjourn second Mr been getting all the favor by oh.

719

01:46:16.530 --> 01:46:16.740

Cory Allen: four.