

9/22/21 - Regular Business Meeting

Present - Patrick D. McCabe, Roxanne Rebmann, James Grant, Erik Polkowski, Deborah Forrestel, Jody Brege, Heather Cayea, Robert Masse, Cynthia Tretter, John Schiavone

Jim - If we could move on to our next presentation, I believe we have lost Mr. Schiavone. If we could move on to our next presentation while we attempt to recover him. Mrs. Tretter will present on auditors and request for proposals.

Cindy - Good evening tonight. A brief presentation tonight. I wanted to let the board know, and just a reminder for those community members who are attending, we do have an audit committee. It's composed of a full seven member board, so every five years we are required to audit RFP for internal and external auditors. I sent to the board, ahead of time, draft documents. One RFP for external auditors and one RFP for internal auditors. I also sent to them the list of firms that we sent those RFPs to, along with the responses that we had obtained. Really a brief conversation tonight to just touch base with the board to find out if they had any questions on the actual RFP document, and/or are there other firms they wished to include in the mailings that we send out, that will likely be going out the end of next week or the following week, with an RFP return date of December 3, 2021. That gives the firms time to prepare their responses. We'll review them together in December and hope to appoint both internal and external auditors before the end of December. Any questions or additional firms you would like to add?

Bob - No.

Cindy - Ok. Anyone else? Awesome. Ok. Then I will finalize RFP documents. They will be going out, as I said, toward the end of next week or the beginning of the following week. I'll secure all of the responses. I'll summarize them for you. I'll bring them to you and we can review them together and make our selection and then we can move on with our resolution before the end of the year. Great. Thank you.

Jim - Thank you, Mrs. Tretter. Next on our agenda is Mr. McCabe's Superintendent Report. Before Mr. McCabe presents his report, I would like to apologize to the community for the short notice provided in switching this meeting to an all-virtual format. As Mr. McCabe will detail, the rapidly evolving levels of positive COVID-19 cases and students in quarantine in the district were the driving factor in this decision. There will be no public comment period tonight, but we encourage the community to share their comments and concerns in writing with Mr. McCabe and the rest of the board. We are developing a process to allow for written comments from the community in advance of future meetings if they are held virtually. Before we turn it over to Mr. McCabe, I see Mr. Schiavone is back, shall we move back into his presentation please.

John - Thank you. I apologize for that, I think I pushed a button that I shouldn't have. In any event, looking at the summary of funds, as you see \$2.8 million you have items designated for next year that actually helps balance the budget going in 21-22. Other purposes are really just encumbrances. And since the Capital Project, you've got money put away for capital projects coming up in the future. Debt service, which you actually created this fund this year. You hadn't had it in previous years. There have been some transfers of dollars and I'll show that to you a little bit later. Capital project's funds are negative. That's because you're using a bond anticipation note, it's a one year note, to finance construction. School lunch did very well, as well as really under GASB 84, and I'll talk about that a little bit later. That fund balance, miscellaneous special reserve is actually a new fund that is managing scholarships. These are restricted by third parties and donated to the district. That was a new accounting standard. Overall total fund balances \$15,146,000 compared to \$18,229,000. That shift, that shift of taking debt service that was in the general fund and moving it to the debt service fund where that \$3 million delta occurs. That is a transfer. A transfer occurring out of the general fund going to the debt service fund. It actually doesn't do anything because we have a whole other fund, but that is a cleaner way to do it. Next page, on page 3, general revenue fund. These bars are pretty consistent year to year. Property taxes were about \$10,100,000, that was up about \$188k or 1.9% compared to 2020 and 2019, that was \$91k and 1.1%. State aid went down a little bit, but the state aid in 2020 was a deferral of \$1.2 million on Native American building aid. So that kind of made the 2020 number a lot larger than this year. And there were some changes in the federal government where there was supposed to be NYS money, but at the last hour of June of last year, NYS switched with federal money. You've got federal monies that were supposed to be state monies. It was supposed to have them in 2021 and 2020. You have them in 2021 now. Sales tax, that is a rebound. I've seen this in Erie County, I

think Erie County is the only local county that shares sales tax with school districts. I'm like wow, I would not have expected an increase in sales tax these past 12 months. That's good. Overall, a couple of dollars less in Native American Foundation Aid of about \$568k. Total revenue was \$32,000,085 compared to \$33,000,329, and you can pinpoint it again on that again on \$17.9 million in state aid. Overall, I think the school district is doing very well. Next page, page 4, general fund expenditures. Same thing. Salaries are your number one expenditures. If you add employee benefits, which includes retirement, health insurance, payroll taxes, and workers' comp, that's a significant amount of the total dollars. We see that across Western New York. Anywhere between 65-80% is what I've seen in terms of payroll-related items versus total expenditures. The expenditures here are \$25,555,000 compared to \$29,489,000. You'll look at that debt service with the little dot, that is the transfer where the general fund is theoretically not paying the debt service, it's transferring money to the debt service fund to pay those items. The teacher's retirement system contribution went up from 8.86% of compensation to 9.53%. That created a little bit of uptick in the retirement systems. Health insurance has been pretty consistent. The clients that we have that either had a stop-gap or a self-funded insurance were showing dollars less in 21 than 20. A lot of telemed. A lot of it is just people not wanting to go to the doctor during the pandemic, and a lot of people just being at home, not being outside or doing other things that could create a hospital visit. As I said, overall \$25.5 million compared to about \$30 million last year. Next page on page 5. If you really want to be an accountant, this is where you're really gonna really like it. Most people don't like this. What we're doing, everything that I've talked about right now is a cash basis. Fund balance is cash basis, cash receipts are cash basis, all the disbursements are cash basis. This government-wide summary and reconciliation basically takes the fundamental concepts of that accounting system that you're using and pushing it into an accrual-based model. Look at capital assets. If you look at your balance sheet of your general fund, you will not see capital assets. Capital assets are brick and mortar. They're trucks, they're snowplows, there's other equipment. All of those items get put into a bucket and then depreciated. In a cash-basis model, I go out and buy a \$250k plow for the winter, it's \$250k. That's an expenditure. In this format, it's an asset. The asset gets depreciated over its useful life. You can see your current assets of \$24 million compared to \$22 million. That's really cash of \$22 million in receivables and other items that are coming back to the district at about \$2.7 million. Long term liabilities are really that. They're just a debt you have on your balance sheet, including compensated absences and other items. Other liabilities include a new ban of \$7.1 million. You can look at that swing from \$3.9 million to \$9.6 million. A majority of that is ban and then some accruals through ERS and TRS, TRS being the Teacher's Retirement System of about \$2,587,000. If you were a corporate America and you wanted to say what is my retained earnings, what is my net equity, what am I worth? That position. \$51,600,000 compared to \$48,746,000. That would be income. Revenue of \$2,877,000. The chart on the bottom, I'm not going to belabor it for you because it is a little bit overboard, but it really just takes that cash-basis model where in the governmental funds, you had a deficit \$3,430,000, but in accrual-based accounting, you have net income of \$2,877,000. Page 6 please. This communication with no charge of governance is actually, it's not something I made up, it's an auditing standard that we have to abide by. This thing goes back many, many years ago. The concept was the auditors were not actually engaged in talking to the board of educations or the CEOs or the company people. We had to create this, and these are things that we have to go through each and every audit. GASB 84, I've talked about it a couple of times. We've spent a few years educating and making sure that we have done this correctly. Here we have three buckets. One bucket you have kind of a health insurance HSA/HRA combination. It's IRS code section 105H, where you can put some money, that money was in the trust and agency fund last year. The trust and agency fund no longer is here. That money is now moved to the general fund. It created equity and it's in cash of \$140k. The other one I already mentioned, miscellaneous special revenue fund. Those are scholarships. That was \$206k that was moved out of trust and agency. What was left in the fiduciary fund are the extra-classroom activities of students, which I mentioned earlier. That number was about \$69k. That was all GASB 84. The accounting estimates that you use, the more significant ones, according to other post-employed benefits and pension positions, those all come out of Albany. ERS, TRS. We get those numbers from the auditors that do all that math and we put that then in the financial statement for you. The change in accounting principals goes right back again to GASB 84. If you wanted to take a look at a few footnotes, I would look at footnote 8, footnote 9. They're way back in the financial statements. And footnote 10, which is probably four pages in and of itself. There were no difficulties encountered in performing the audit. We had no material misstatements. Anything we asked, we got. You have a great person to work with and it's easy to work with you guys. Management representation letter, we'll get that out. That's when we can close everything up. There were no consultations with other CPA firms and no other findings or issues. Lastly, on page 7, this is the last page. No material weaknesses or significant deficiencies, those are all good. As you may know, fund balance is supposed to be 4%

of next year's general fund expenditures. You're doing it the right way. You know that you can't live at 4%. Your calculation is 19.3%. It varies throughout the state. Extra classroom activity clubs. This is kind of nit picky, and in this COVID-19 environment, I'm not sure how many of the extra classroom clubs were actually getting and moving and doing what they did pre 2020, pre pandemic. We put a little something in the management letter, but we'll worry about that next year. I think it's a one year bye. A couple of new accounting standards next year. Lease accounting, that's been talked about a lot. Leases, there's two ways to do leases. Overall, between the financial accounting standard board and government accounting standing board, there's only going to be one lease model. The lease model is if you have anything over 12 months, so if you get a copier for a 5 year lease, that copier is going to be on your balance sheet as an asset. A couple pages before, I told you about the government-wide accrual basis. That's what it's doing. It won't do it in the funds. It'll do it on the government-wide. So you've got a \$100k copier. You're going to pay \$20k a year for 5 years. That's a \$100k asset and a \$100k liability. The asset will be depreciated over that 5 year life. The liability will be based on the principal and interest of that lease because obviously there's a cost of money in that lease. They will not amortize one by one. The asset will amortize over time, and then the lease payment when you make the payments, they will move down that lease liability. Lastly, GASB 96 it's really a copycat of the lease. My analogy is this, we use Microsoft 365. We do it on a month to month basis, but there's a lot of companies that will take a 3-year or a 5-year term lease on it, and it'll be the same thing. You'll have an asset and a liability. With that, first of all, I apologize with the video and the audio a little bit, but I'm certainly here to answer any questions if you may have them.

Jim - Thank you Mr. Schiavone. I appreciate the detailed information you provide to us and the excellent work your firm does. Does anyone on the board have any questions for Mr. Schiavone? Thanks John.

John - Jim thank you, and Cindy thank you. Appreciate it. Take care everyone.

Jim - Thanks, John. Mr. McCabe, your superintendent's report please.

Pat - Certainly. Good evening, everyone. I would also like to extend my thanks to Mr. Schiavone and Mrs. Tretter for their reports and also extend my appreciation to the entire business department for their work with the auditors. I'm hearing a little feedback, so I'm going to mute myself. Board of trustees and members of the community who are here with us this evening, the report that I will be sharing with you tonight in many ways contains some of the most difficult, troubling, and frankly disappointing information that I've had to present throughout this entire pandemic. After a very promising May and June, with virtually no interruptions caused by COVID-19 issues, we then hosted an outstanding summer program for all of our students in grades K-12. Again, that program was held without any COVID-19 related issues. Regrettably, over the last three weeks of school, we're starting to see the impact of the Delta variant of this virus, and the impact that it's having on our students, families, and our instructional and extra-curricular programs in ways that none of us could have anticipated, given what we saw this past spring and throughout the summer. Before I get into that, on behalf of the Board of Education, I want to acknowledge all of the parents that have contacted the board and me over the past several days, and those that will continue to reach out as we move forward, I want you parents and family members to know that we remain committed to communicating with you, to being responsive to your input. I will ask for your patience, as we strive to respond as quickly as we can during this challenging time. With that, I would ask Mr. Klose, if you would please project my update to the board for their view. Next slide, please. This evening, as I walk you through this presentation, I'm going to take a bit of time to give you background information on contact-tracing requirements the district is compelled to follow in accordance with NYS and Erie County Department of Health guidelines. I will be giving you a data review on our positive cases and quarantine orders to date. Finally, I'll share some information on students, support that we can provide for students who may be subject to isolation or quarantine orders by health authorities. Next slide. Some information on contact tracing. The Erie County Department of Health requires schools to notify the ECDOH school team on all positive cases. These cases may be reported by staff, students, or guardians. We also get additional reports from doctors and directly from the department itself when it receives notice of a positive case. From there, the school is required to prepare a list of all close contacts in the following areas. Positive case, we identified who they were close-contacted in a classroom, on the school bus, in the cafeteria, if the child participated in athletics, and/or if the child was in any other extracurricular activities. It is important to note that this contact tracing across all of those different settings can have a compounding effect. Let's use the example of a positive student in a classroom. There may or may not be close contacts there. But that same child, then another contact tracing report done on the bus. That same child, another contact tracing report must be

done in the cafeteria and again in athletics. The point of the matter is, it has a compounding effect. You have to add the close contacts in every area that that individual may have travelled. Next slide. Some information on contact tracing across a few of these areas. In the classroom, unvaccinated students within three feet of a positive case for a cumulative of 15 minutes or more, over a 24 hour time period the case was infectious will be quarantined, regardless if masks were worn. The way our classrooms are currently set up, our students are seated more than three feet apart. Oftentimes, the contact tracing in a classroom is typically fairly small. For staff, the guidelines are different. For an unvaccinated staff member that's within six feet of a positive case for a cumulative of 15 minutes or more over a 24 hour period during a time that case was infectious, that staff member will be quarantined, regardless if masks were worn. Again, we have had to change some of the things that we know well about school in order to minimize contact tracing. Our staff, most often our unvaccinated staff, are careful to be at least 6 feet away from students when possible. Finally, meals, or cafeterias have a slightly different set of guidelines. In that case, it is not the three foot rule. Again, it is six feet because they are unmasked, so we use the 6 foot radius. We are finding that within our cafeteria because we're allowed to be three feet in order to get all of our lunches and not having students need to eat in gymnasiums and hallways, we're finding that our cafeterias are a place where there are higher numbers of students being identified as close contact and subject to quarantine. The rule for the bus is also three feet, but again the students are in close proximity. In terms of athletics, I'll take a moment to explain this. If there is one case on a team that is present while infectious, all the unvaccinated players and coaches or staff, are required to pause for 10 days from that last exposure. Vaccinated players and coaches may continue play and team activities. Those students that are not subject to the contact tracing can continue in school. However, if there are two or more players or coaches who test positive during a ten day period, the entire team's activities must be paused from the last day of exposure, and all unvaccinated players and coaches are also required to quarantine from their last day of exposure. This scenario has happened here in Akron. The last bit of information on this slide, is if the school district shifts to a full virtual learning model because of the number of COVID-19 cases in the building or district, all sports associated with the school are required to stop during the duration of the virtual learning period. Next slide. Taking a look at our data, and what you can see on this first screen are positive cases and quarantine numbers at the elementary school. The chart on the left, and I recognize that it's small, shows the dates that we've been present in school. They're shrunk to share that information. Thus far, over the first 11 days of school, and some of these numbers have actually changed today, we've had 6 positive cases in the elementary school. You can see those are in blue. The very large orange bar represents the quarantine through close contact, that's 42 students. I have a note there. Because there were two cases in the same room, that resulted in 21 elementary students, that entire classroom being subject to a quarantine order. Next slide. This is the screen of the middle school. To date, there are 2 positive cases in the middle school, resulting in 12 students being required to quarantine. Again, these quarantines are most often the result of either the lunchroom, the bus, or extracurricular. There may be a case of in the classroom, but that's typically a smaller number. Next slide. Our high school has seen the most dramatic number of cases. In particular, if you look at the bar graph on the left, you can see essentially from 9/15/21 through 9/21/21, how exponentially these numbers have risen. I'm going to take a little bit of time to further explain this data. As of today, there are now 17 positive cases in the high school. The bar graph doesn't quite add up, the blue doesn't quite add up to 17. I believe it adds up to 15, that's because 2 more cases came in when I finished creating this graph midafternoon. The number of students required to quarantine is 55, but I must make a note that number has also increased exponentially today. I have a note here that because there were two cases in the same extracurricular program, that program resulted in 26 quarantine orders just from that program. I have a final note here on the bottom right that the data on the graph does not include 13 high school classes and 154 students in them, in which there were two or more cases. I made a note about the extracurricular programs. It was one of our athletic programs. That athletic program resulted in 26 quarantine orders. I had a conversation with the commissioner of health today. They are aware of Akron numbers because they are reported to them. We were informed we now have 13 high school classrooms, many of them study halls, 4 of them in fact are study halls that can hold 40, 45, or more students. We use the cafeteria or the auditorium. We've been instructed by the department of health that those classrooms with multiple cases, those students are now subject to quarantine orders. That is not represented in the graph. We're talking an additional 154 students. Next slide. Over the first 12 days of school, here's a caveat, today is the 13th day. The slide is about the first 12 days, up until yesterday. We had a total of 24 positive cases in the district. As of today, we are up to 27 positive cases, student cases. We know of 2 positive staff cases, and we know of 3 additional staff members that are currently symptomatic and are awaiting their test results. That's why I have 2-5. We have 2 confirmed, it could go as high as 5 when they get their test results. As of yesterday, there were 108 quarantine

orders. You may have seen this evening's news where that has been reported. Next slide. Now take into consideration what I've shared previously, that if there are 2 or more cases in an area, ECDOH requirement is that an entire classroom and all its students in it, are subject to quarantine. As I've mentioned, there are 113 classrooms in the high school, or 154 students that are now about to be impacted by this. I already mentioned the one elementary classroom. I was also informed, due to multiple cases on a single school bus, 46 students on that bus will be subject to a quarantine order. Late this afternoon, I was in consultation with ECDOH regarding our situation. We were notified that we need to further quarantine all of those students on this slide that I'm referring to, as well as the students that are already in quarantine. We are now approaching a number that is a little bit hard to quantify because in some cases, the kids may already be quarantined, but we suspect that it could be well over 175 students impacted, if not closer to 200 in our high school. The county has recommended to us, we're mandated to quarantine, but they also recommended that the high school pivot to a virtual learning format. They have indicated that our district is likely an area of transmission, where all of last year we didn't have any confirmed transmissions within the school. The county has said that there is ample evidence to indicate that there is transmission happening at a rapid rate within our high school. When you consider some of the numbers I shared with you, we are approaching approximately 40-50% of our high school being subject to quarantine orders. Frankly, we cannot provide an adequate or high quality instructional program to the many students that are with us and those that are home asynchronous. I've had numerous conversations with parents, in which they want to know how they're going to support the children that are not here with us in person. We have a plan in place to do that, but certainly not at this level. Not when you're talking 40-50% of the entire high school. In order to meet learning needs, in order to have the students not be further behind, and the opportunity to work and acquire new learning through their teachers, the county has recommended, and I'm sharing with the board this evening, that their strong recommendation is that we transition our high school to a virtual model to allow for further cleaning and disinfection of the building and to stop the viral spread of the Delta Variant. We simply can't afford our students to go home and be provided with asynchronous material without the daily instruction. I have a letter from the Department of Health that we received this afternoon, indicating the evidence of the viral spread that I mentioned. In this letter, that I can read a portion to the board, their recommendation is that the Akron Central School District has 29 new reported cases of COVID-19 since school has resumed. The High School has reported 17 cases of COVID-19 in the last 10 days. The cases have affected multiple classrooms across the high school. There's evidence of COVID-19 transmission in the school setting. There's evidence of COVID-19 in the extracurricular programming offered by the school. Finally, point 6, there are several pending COVID-19 test results of symptomatic people in addition to the figures provided above. The above factors can lead to further COVID-19 cases in the school. In order to reduce the risk of additional cases and transmission, The Erie County Department of Health is recommending a closure to reduce the infection of the schools. Before I go on to additional slides, does the board have questions on any of that information?

Bob - Quick question about the quarantining of students in the classrooms. Do we go by Erie County Department of Health or NYS Department of Health?

Pat - We are required to go by, the County has jurisdiction.

Bob - Ok. Thank you.

Heather - Can you just tell us what dates we will be in the virtual model?

Pat - Absolutely, I can. What we would propose to do, Mrs. Cayea, is allow our teachers an opportunity and our high school students an opportunity to return to school tomorrow to have a regular day of instruction, recognizing that it does present some risk for further spread. However, we don't want to go so fast that we compromise any virtual learning that we can afford to them. In this case, students will come in for a regular day of instruction. They've had the opportunity to meet with their teachers to get a sense of some of the learning expectations moving forward in a virtual format, to gather all of their instructional materials, making sure they have their Chromebooks and their chargers, and related items. On Friday this week, we would again, the elementary and middle school will not be impacted by this. On Friday of this week I follow a superintendent conference day at the high school only. That would allow our high school teachers an opportunity to further develop all of their virtual lessons, to set up their various Google classrooms. Again, it's very early in the year. Some of these things take time to create. So a day of preparation and planning on this Friday, we would then pivot to a temporary virtual learning format at the high school on 9/27/21 for 10 days, as recommended

by the county, and return to school on 10/4/21 for in-person learning. During that time we would be doing, as I said, the deep cleaning and disinfection of the high school. Allowing for some physical distancing of students to further mitigate the spread of virus. We would also need to carefully monitor our elementary and middle school to see if there are any changes there, if any necessary preventative measures need to be in place. We would also use that time to examine some of our current practices. Those would include if there's a way to further socially distance students in the cafeteria and study halls? One of the things that I failed to mention, 4 of those 13 classrooms are study halls. While I did mention that study halls could be 40 children or more, there are also multi-grade levels. You can have children freshmen through seniors in the same study hall. That's where you get the impact that this has across the district. When I say 114 students across 13 classrooms, you also have to factor in the kids that are already in quarantine, plus the busses. That's where we get close to that 200 level. But Cayea, to your immediate question, the first day of virtual would be Monday, 9/27/21, with an anticipated return of 10/4/21. We recognize that that is homecoming week. I had some preliminary conversations with the high school principal. We would transition homecoming to the week of 10/18-10/22/21. Friday the 22nd is our last home football game, so we feel that we can still provide all of the traditional homecoming programming to the kids and still have our homecoming game if we are to go with that week for homecoming.

Bob - How does this affect athletics in the high school?

Pat - As I shared in the previous slide, if a building or district is fully virtual, all interscholastic sports are on pause until they resume. We would need to work with our athletic director and the league to reschedule as many games as we possibly could.

Bob - Thank you.

Pat - What I will do now, is I will go into additional slides and additional information, and I will pause obviously at the end for more questions. Next slide, please. We have this situation, unprecedented, and again, I will remind the board and the community that is watching, throughout the year and a half with this pandemic, we have never seen numbers at this rate. I don't have the exact data in front of me, but we have never had this many positive cases and this many students in quarantine, ever. Not even close. We did go virtual last year, and frankly, that was because we had so many staff members in quarantine. With vaccinations, we are not seeing that. We do have two to five staff, but the delta variant is certainly hitting students at a much faster and higher rate than we have seen in the past. So what are we doing? We've asked for and I'm grateful for the many of our parents that are completing the daily health monitoring at home. We are doing it before entering campus. We need to encourage, and in my communication, people need to stay home when they are symptomatic. It is fall, there's a lot of seasonal allergies. Anecdotal reports are many of the kids and some of the staff even said I just thought it was my allergies acting up, only to find out they had actually contracted the virus. We're asking people if they're experiencing symptoms, to get those symptoms checked out. It could be seasonal allergies. It could be something that your doctor could note and provide you with a note to return to school. If not, get a PCR test to verify that you're not positive. We are continuing to employ all of our mitigating measures. Again, our HVAC system, as the board is well aware, has been improved, our air moving handling units are new, the filters are new. We're engaging in additional cleaning and disinfecting of all areas where we've been notified of positive cases. Our social distancing is working well in the classroom. The contact tracing is really getting us in the cafeteria, the bus, and extracurriculars. Routine hand washing. We have the use of masks. The children have been great about wearing their masks, really no complaints. We have hand sanitizer readily available throughout the campus. We are, as I've mentioned, exploring ways to increase social distancing in the cafeteria. It will require some rescheduling and potentially moving people into gymnasiums for their meals. Next slide. Support for students. This is the entire classroom scenario, or in this case, the entire high school scenario, where we have our teachers provide synchronous instruction using some of the platforms you're familiar with. See Saw is elementary, Google Classroom and Schoology are the more common at the secondary level, as well as other platforms that the children are familiar with. Things like IXL and other software-based platforms in order to teach them. When we have individuals, or smaller groups of students that are subject to quarantine, as is the case at the elementary level and at the middle school level, those teachers intend to provide those students with asynchronous materials and instructions and instructional packets, See Saw, Google Classroom, Schoology, as well as other platforms identified by the teacher. In addition to that, teachers, teachers assistants, student support, will contact the students on a regular basis to support them and identify any needs the students may have during their period of quarantine. We have our 9th period available to us. We developed some

ways of tutoring students. Again, these are more of the singletons or small groups for tutoring. We have the current 9th period, but we've also created a model for after school hours. These after school hours may be a teacher or other staff members that are identified by the building principal. What they will do is they will work with the kids to clarify assignments, answer questions, reinforce learning concepts that were covered during their time in quarantine. How this will happen is the classroom teacher or the student support team will communicate those opportunities, time and schedule, to parents and to students who are remote learning. Parents can also contact our guidance office and will provide remote instruction for those individuals or small groups using Google Meet. Most of our children are very familiar with this. They've used that platform, that model in the past. I'd like to pause again for additional questions from the board.

Jim - Mr. McCabe, before there are additional questions from the board, it's my understanding that a number of the community members are raising their hand, and I know they have questions. Again, we don't have an opportunity for public comment or question and answer tonight. If you have specific questions, please contact Mr. McCabe and building administrators tomorrow. I understand this is a lot of information and a lot of news that raises significant questions.

Pat - Thank you, Mr. Grant. From the screen view that I have, to those community members, I apologize, I cannot see in the Zoom meeting, all the hands raised. I did not see them. For those community members that do have questions, I have a brief informational letter that I will be sharing. This presentation has a link to the letter. Again, I would just caution everyone that this is an evolving situation and the data is always subject to change. In addition, I know our high school principal has been working on a letter that has a lot more additional information. Finally, we intend to have the kids in class tomorrow for the opportunity to transition and classroom teachers driving information directly to students. Friday, we are using a superintendent's conference day for additional planning and additional communication to the families. As I said at the onset of my comments to the board and to the community that is here with us tonight, we are working as quickly and fastly as we can to respond to those questions and those emails. There is a high volume of them right now, we are not ignoring them, but we are managing our developing situation at the same time trying to put plans in place. Quite honestly, sometimes the emails and phone calls, the volume of them can be difficult to keep up with, but we will respond. I just ask for your patience.

Jim - One of the quarantines is from a bus. What are you considering or what are you looking at to mitigate any future situations?

Pat - The busses are certainly the hardest area to control. Again, the kids have been fantastic. We know exactly where children are seated with both the bus and the cafeteria. We rely sometimes on video because we don't want to inappropriately contact trace a child. Sometimes we use a bus video to verify who was next to the positive case. We don't have enough bus drivers or enough time to do multiple runs at this time. We do have a significant number of parents choosing to transport, and I know that those parents that are doing that are dealing with traffic jams during arrival and pickup, but that does certainly help mitigate the spread. I can't say Mr. Grant and members of the board whether or not the county and I guess this could be a question, will the county change any of these quarantine guidelines or contact tracing requirements based on the district? I don't know. I have certainly asked the county when we look at things like large areas for study halls, cafeterias, or auditoriums, can that be factored into the equation? We look at our instructional periods, they're only 40 minutes or 41 minutes duration, can that be factored into the equation? At this point, they're not willing to consider those suggestions.

Heather - Do you know if the recently affected students in quarantine have been notified by the county or how soon the county is notifying families?

Pat - Mrs. Cayea's question, in case you couldn't hear it, was am I aware as to whether or not the county has notified families that are subject to quarantine due to close contact or how that process is happening? Mrs. Cayea, speaking to the county today, I know that they are behind and they are struggling to manage the number of close contacts. Akron is at this point, a bit of an anomaly. We have higher positive cases than some of our neighboring districts, and they told me that they prioritized Akron because of the evidence of school-based spread. Often what is happening, in order to get the information to families as quickly as possible, our school nurses and administrators have been doing some of the calling because we know it can be 24-48 hours for the county to do it. I don't get notified, Mrs. Cayea, if the county has called the families, so it's difficult to know how quickly they're getting back to them. I have to give a lot of credit to our

school nurse who has been working over the weekend, late into the evening, trying to get in contact with families as quickly as possible. Are there any further questions on that information? Hearing none, I am going to move on to other aspects of my report. Just to clarify, and I know I covered a lot of information, there are 27 positive cases in the district to date. 17 of those are in the high school, and I failed to mention earlier this year our JV Girls Soccer team was placed on pause. Our Varsity Boys Soccer team was placed on pause. Our JV Football team was placed on pause. Other information for the board to share. Overnight trips. Last Wednesday I extended a meeting of the Akron Music Parents, also called AMP. We discussed the logistics and some of the inherent risk of a proposed trip to Florida in light of the challenges presented by the pandemic. During that meeting, new information was revealed related to transportation, accommodations, dining, and the itinerary that followed should the music department take students to Florida in the spring. Team members were assigned to follow up on those areas, gather additional information and details. A great deal of the discussion focused on the potential risk of cancellation due to increased infection rates in Florida, and possible financial loss for any individual student should they be unable to attend for COVID-19 related reasons. By the end of that meeting, the team agreed that it was important to provide some additional information to parents and ask parents to complete a survey so we can have a clearer understanding of what the participation rate would be. The survey, it was my understanding, is going out this week, it will end next week, and then AMP will take the time to review the results of the survey and determine what the next steps will be. I can update the board, I know we have the AMP president on the board, and we can update you as to what parents' feelings were and any additional information we gathered. There was a proposed trip by our foreign language department to go to New York City, as the board is aware. Including some New York State School Board Conference in New York was recently cancelled as in-person meeting and switched to virtual. We're looking into that. Mr. Polkowski, did you have a question?

Jim - His question is, how does the high school pause affect special ed students and Harkness students?

Pat - Thank you, Mr. Polkowski for the question. As it relates to students who are attending BOCES programming, I am going to be in contact with BOCES tomorrow. My feeling is that because those students are most likely, and I will verify that they are not close contact, they are also most likely not in any of these impacted classrooms that I'm referring to. In other words, because they attended the BOCES program, they wouldn't be subject to any quarantine order or likely exposed, therefore, they should still be able to participate and we should still be able to provide their transportation to attend those programs. I am going to work with Mr. Dimitroff tomorrow, we had a preliminary discussion on that today. Our intent would be to continue to transport those students because they should not be impacted. Does that satisfy your question? Ok. And again, I apologize again for some of the technical difficulties. In regards to the elementary open house, as had been gone into great detail this evening, over the past several days the elementary experienced 7 confirmed cases of COVID-19 and has seen far more students placed in quarantine in accordance with the department of health requirement. The decision to postpone the open house has been made again, with an abundance of caution in keeping with our commitment to do all that we can to maintain in-person learning at the elementary level. I apologize to parents for the short notice and inconvenience. The thought of bringing close to 1000 families into the elementary school during this period we're seeing, more and more cases here in our district, just didn't appear logical or prudent given our current situation. Mr. Esposito and Mrs. Kos are working with their staff on a date to offer that open house in the future. We'll make a determination as to whether or not we'll be in person or virtual, but we know that it's a valuable opportunity for families to meet the teacher. We're looking to do that as quickly as possible. The final thing for my report this evening, just an update on our employee testing requirements. We have communicated with employees how to access free COVID-19 testing for those individuals who are required to show proof of a negative weekly COVID-19 test. They're required to show that by 10am each Friday morning, so that they are cleared to report to work the following Monday. This coming Friday is the 1st day. We understand that this is new. We are going to work with our employees to help them navigate this situation. It's no fault of their own that they are subject to this and the district intends to support them wherever possible. We have continued to explore opportunities to offer COVID-19 to meet this mandate in school. We're working with an outside party. There are many logistical things as well as legal things, to take into consideration that we are continuing to work on that as a potential option for our employees. The final thing is screening and proximal testing. We have information that we are prepared to share with the community. We are still just waiting on some confirmation from ECDOH. That concludes the information update that I have for this evening. If there are questions from the board, I'll be happy to take additional questions. I apologize, I cannot see everyone's screen.

Jim - I believe there are no additional questions for Mr. McCabe. Again, I know this is a dynamic situation and the community is very interested. We ask that you continue to communicate in great detail as this moves forward. Item #4 on our agenda is Meeting Minutes. Our recommended action is that the Akron Central School Board of Education accept the minutes of August 11, 2021 Regular Business Meeting and September 8, 2021 Workshop Business Meeting as submitted by District Clerk, Roxanne Rebmann, consent items #5A & 5B.

Bob - Moved.

Debbie - Second.

Jim - Any questions or comments on those minutes?

Roxanne - Motion carried.

Jim - Thank you, Mrs. Rebmann. Item #5 Instructional Appointment. Allyson Knapp, School Psychologist. Our recommendation is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the appointment of Allyson Knapp to a full-time (1.0 FTE) regular probationary position as a School Psychologist in the tenure area of School Psychologist. This probationary service shall begin October 25, 2021 and end on October 24, 2025, unless extended in accordance with the law. This expiration date is tentative and conditional only. The tenure date will be October 25, 2025 subject to satisfactory performance. The appointee holds a permanent certificate in the School Psychologist area. Salary for the school year 2021-2022 will be in accordance with the District/AFA Collective Bargaining Agreement prorated at Schedule II, Step 7.

Bob - Moved.

Debbie - Second.

Jim - Any questions or comments?

Roxanne - Motion carried.

Jim - Thank you. Item #6 Instructional Appointment. This is an individual motion. Cailin Regan, Teacher Assistant. Our recommendation is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the appointment of Cailin Regan to a full-time (1.0 FTE) regular probationary position as a Teacher Assistant in the tenure area of Teacher Assistant. This probationary service shall begin September 9, 2021 and end on September 8, 2025, unless extended in accordance with the law. This expiration date is tentative and conditional only. The tenure date will be September 9, 2025 subject to satisfactory performance. The appointee holds an Emergency COVID-19 certificate in the Childhood Education (Grades 1-6) area. Salary for the school year 2021-2022 will be in accordance with the District/AFA Collective Bargaining Agreement prorated at 62% of Schedule II, Step 1.

Debbie - Moved.

Jody - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - Thank you. I see that Cailin Regan is on tonight's Zoom meeting. I'd like to congratulate her and welcome to Akron. Item #7 Personnel Instructional. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve instructional items, consent #8A-8E.

Bob - Moved.

Debbie - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - Thank you. Item #8 Personnel Non-Instructional. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve non-instructional items, consent #9A-9E.

Heather - Moved.

Bob - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - Thank you. Item #10 District Items. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve district items 10A-10B.

Debbie - Moved.

Heather - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - Our next item, Special Education. Our recommended action is that the Akron Central School Board of Education, upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve special education items, consent #11A & 11B.

Debbie - Moved.

Heather - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - School Board Correspondence. Thursday, Sep 30, 2021 is the ECASB Legislative Team Meeting at Erie 1 BOCES at 6:30-8:30pm. Mr. Polkowski, will you be attending?

Erik - I will and I sent an email to the board requesting (inaudible)

Jim - You're breaking up, you'll have to repeat that at another time. Thursday, Oct 7, 2021 the ECASB annual dinner at Salvatore's at 5:30pm. See Mrs. Rebmann for registration by September 23, 2021. Thursday, Oct 14, 2021 is the Erie 1 BOCES speed boarding event at 6:30pm. See Mrs. Rebmann to register. Thursday, October 21, 2021 is the legislative meeting at Erie 1 BOCES from 6:30-8:30pm. Upcoming dates. Wednesday, October 6, 2021 is our Board of Education Workshop Business Meeting. Monday, October 11, 2021 is Indigenous People's Day. There is no school. Executive Session. We do have a need to go into Executive Session this evening. Open that item so I can comment on the reason for that. To discuss the employment history of a particular employee. May we have a motion please.

Bob - Moved.

Debbie - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - We are in executive session at 8:24pm. We do not plan to conduct any business after executive session, so this will end the public portion of our meeting. I wish to thank everyone from the community that attended. Again, apologize for the technical difficulties that we had this evening.