



Monday, September 13, 2021
REGULAR MEETING Agenda | Electronic Meeting VIA Zoom; see "IMPORTANT MESSAGE(S) REGARDING THIS MEETING"

YCS Board of Education Meeting | Meeting will be held electronically via Zoom in accordance with DHHS Emergency Order and PA 254 of 2020 (COVID-19)
1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230 | 6:30 p.m.

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

A. Roll Call of Board of Education Members

2. IMPORTANT MESSAGE(S) REGARDING THIS ELECTRONIC MEETING

A. Electronic Meeting (via Zoom) In Accordance with DHHS Emergency Order and PA 254 of 2020; COVID-19

B. Electronic Meeting Guidelines

3. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

A. Pledge of Allegiance

4. ACCEPTANCE OF AGENDA

A. Acceptance of Agenda

5. PRESENTATION

A. Germany Ballintyn Education Foundation

6. PUBLIC COMMENTS #1: Electronic Participation

A. Guidelines for Public Comment

7. CONSENT AGENDA

A. Consent Agenda

8. PUBLIC COMMENTS #2: Electronic Participation


A. Guidelines for Public Comment

9. BOARD/SUPERINTENDENT COMMENTS

A. Board/Superintendent Comments

10. ADJOURNMENT OF MEETING

A. Adjournment of Meeting



The Germany Ballintyn Scholars Program
Brief for YCS Board of Education
September 13, 2021

- Provides **transformative supplemental STEM** education
- Targets **under-represented first-generation** college aspirants
- **Starts in 4th grade**, continuing through high school, college and career
- **Student-centered STEM education and experiences** that enhance students' academic, social and emotional growth
- **College matriculation** enabling professional employment

Enables End-to End Opportunities

- **Enable early** to build foundational STEM and literacy skills starting in 4th grade
- **Stay the Course** by staying with students from 4th grade through college
- **Involve Families and Communities** to enable broad support for students to succeed
- **Link to Opportunities** with goals of college and subsequent professional job

Starts With 2-Year Pilot

The vision for the pilot is to welcome a new cohort of 4th graders (20 from Ypsilanti Community Schools) who will participate in a two-year STEM-based pilot program with the intention of extending the program throughout middle school, high school and into college. The pilot will feature an after-school program during the school-year and a summer immersion experience. Once the pilot is completed, the intention is to implement a permanent program.

The intention is to work with University of Michigan School of Education on a cross-sectional study of program over time

Elementary School

- ✓ Team & Community Building
- ✓ STEM Foundation Focused
- ✓ Social/Emotional Learning
- ✓ Financial Literacy
- ✓ Experiential Learning

- ✓ After-school programming
- ✓ Summer camps at U-M

Middle School

- ✓ Team & Community Building
- ✓ STEM Foundation Focused
- ✓ Social/Emotional Learning
- ✓ Financial Literacy
- ✓ Experiential Learning

- ✓ Public Speaking
- ✓ Written Communications
- ✓ Engineering Design
- ✓ Begin College Prep: ACT and SAT early testing
- ✓ Travel Domestically

- ✓ After-school programming
- ✓ Summer camps at U-M

High School

- ✓ Team & Community Building
- ✓ STEM Foundation Focused
- ✓ Social/Emotional Learning
- ✓ Financial Literacy
- ✓ Experiential Learning

- ✓ Public Speaking
- ✓ Written Communications
- ✓ Engineering Design
- ✓ College Prep: ACT and SAT early testing
- ✓ Travel internationally

- ✓ College Access: Strategy, Essays, Applications
- ✓ Supplemental AP Classes
- ✓ Job Shadowing/Internships
- ✓ Resume building

- ✓ After-school programming
- ✓ Summer camps at U-M

College

- ✓ Team & Community Building
- ✓ Social/Emotional Learning
- ✓ Financial Literacy

- ✓ Academic tutoring
- ✓ Individual Mentoring
- ✓ Study Abroad
- ✓ Resume Building
- ✓ Written Communication: Cover letters/Resumes
- ✓ Interview Coaching
- ✓ Internships/Fellowships

Professional

- ✓ Network to professional jobs
- ✓ Pay it Forward

- First Summer/Fall months
 - Select students
 - Orient students and families
 - Deliver after-school program
 - Launch cross-sectional study
- Winter months
 - Assess program
 - Make adjustments
 - Deliver after-school program
 - Plan summer program
- Spring months
 - Deliver after-school program
 - Assess program
 - Finalize summer program
 - Plan fall programming
- Summer months
 - Deliver summer program
 - Assess summer program
 - Finalize fall programming

6th-8th Grades

- After-school program...monthly STEM workshops throughout the school year
- Guest speakers and panels (STEM professionals and U-M alumni)
- Early SAT and ACT Testing...enables access to accelerated programs
- Summer residential experiences at U-M
- Field trips: Designed to teach travel/social skills. Students apply for and receive passports. Toronto Science Center, U-M's Biological Station (Northern Michigan); U-M's Camp Davis (Wyoming), Corporations (Blue Origin, JPL with possible trips to Mexico or Canada)
- Opportunities for family involvement as desired

- Monthly programming throughout the school year
 - STEM Workshops and Supplemental AP Class Access
 - College Prep (e.g. SAT/ACT Prep, Essay writing, College Applications)
 - Social, emotional and cultural opportunities
- Summer residential experiences
 - On-campus residential engineering experiences
 - Internship and job shadowing opportunities
 - Research opportunities at Michigan Engineering
 - International travel
- Opportunities for family engagement
 - Workshops on academic and financial college preparation

Thank you!

What Questions Might You Have?

SPECIAL MEETING Agenda | Electronic Meeting VIA Zoom; see "IMPORTANT MESSAGE(S) REGARDING THIS MEETING" (Monday, August 16, 2021)

Generated by Julie Haines on Tuesday, August 17, 2021

Members present

Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich

Meeting called to order at 6:33 PM

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

Action: A. Roll Call of Board of Education Members

2. IMPORTANT MESSAGE(S) REGARDING THIS ELECTRONIC MEETING

Information: A. Electronic Meeting (via Zoom) In Accordance with DHHS Emergency Order and PA 254 of 2020; COVID-19 **IMPORTANT MESSAGE: This meeting of the Ypsilanti Community Schools Board of Education will proceed electronically in accordance with DHHS Emergency Order and PA 254 of 2020.**

If participants do not have technology access, please contact our Director of Technology Solomon Zheng for accommodation: techdirector@ycschools.us.

Public viewers please use the following link to watch the live stream: <https://www.facebook.com/ypsilantcommunityschools>
-or join directly on Zoom-
<https://us02web.zoom.us/j/83401100127>

The public can register their attendance at the following link. If they would like to ask a question or make a public comment to the Board, there is a place for that, as well:

- Live form: http://bit.ly/YCS_BOE_Comments
- Call in to speak during public comments time: **734-221-1204**

As public comments come in, they will be collected in the order received in the following spreadsheet. Board and Cabinet are the only ones with access:

- Formatted Public Comments: https://bit.ly/YCS_BOE_FormattedComments
- Sheet Collecting Attendance and Comments: http://bit.ly/YCS_BOE_PublicCommentsCollected

Information: B. Electronic Meeting Guidelines

ELECTRONIC MEETING GUIDELINES: Because electronic meetings are new to the Ypsilanti Community Schools Board of Education, it is appropriate to outline those procedures which may vary from typical meeting procedures.

#1: Board members will be asked to state their name when making motions and seconds for the benefit of the audience.

#2: All votes are urged to be taken by roll call for clarity.

#3: The Chair will strive to recognize Board members by name before they speak. In the event this does not happen, trustees are encouraged to announce their own name or may be reminded to do so.

#4: Audience members will be muted until recognized by the Chair during public comment(s).

#5: People who speak during public comment time will be asked to state their name and topic before speaking.

#6: If there is a closed session in a meeting, it will take place in a separate Zoom session. The regular meeting will remain open until the Board returns from closed session.

#7: Board members must avoid using email, texting, instant messaging and other electronic forms to communicate with each other or with members of the public during the meeting.

3. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

4. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

... MOVE THAT the Board of Education accept the agenda, as presented.

Motion by Maria Goodrich, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich

5. PUBLIC COMMENTS #1: Electronic Participation

Information: A. Guidelines for Public Comment

Public Comment Protocol

Pursuant to Board of Education Policy 0167.3

- *The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.
- *Please limit statements to three (3) minutes duration.
- *Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.
- *Remarks shall be made in a respectful and professional manner.

Virtual Public Comment Information:

The public can register their attendance at the following link. If they would like to ask a question or make a public comment to the Board, there is a place for that, as well:

- Live form: http://bit.ly/YCS_BOE_Comments
- They can also call in to speak during public comments time at **734-221-1204**

As public comments come in, they will be collected in the order received in the following spreadsheet. Board and Cabinet are the only ones with access:

- Formatted Public Comments: https://bit.ly/YCS_BOE_FormattedComments
- Sheet Collecting Attendance and Comments: http://bit.ly/YCS_BOE_PublicCommentsCollected

No public comments.

6. CONSENT AGENDA

Action (Consent), Minutes, Report: A. Consent Agenda

Seeking Board approval of the presented meeting minutes and personnel matters; see attachments below.

Resolution: ... MOVE THAT the Board of Education approve the: 1) August 2, 2021, Regular Meeting Minutes 2) Personnel matters as per the presented list dated 8/9/21; New Hires and Resignations.

... MOVE THAT the Board of Education approve the:

- 1) August 2, 2021, [Regular Meeting Minutes](#)
- 2) Personnel matters as per the presented list dated 8/9/21; New Hires and Resignations.

Motion by Maria Goodrich, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich

7. REQUEST FOR CLOSED SESSION

Action: A. Closed Session- Pursuant to Sections 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute

... MOVE THAT the Board of Education go into closed session pursuant Section 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute.

Motion by Gillian Ream Gainsley, second by Maria Goodrich.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Meredith Schindler, Yvonne Fields, Maria Goodrich

Moved into closed session at 6:40 p.m.

Vice President Lee joined the meeting at 6:52 p.m.

8. REQUEST TO RETURN TO OPEN SESSION

Action: A. Approval to return to Open Session

... MOVE THAT the Board of Education return to Open Session

Motion by Maria Goodrich, second by Meredith Schindler.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich

Came out of closed session at 6:52 p.m.

9. ACTION ITEM: Business and Finance

Action: A. Approval of Resolution Authorizing the Sale of the property located at 800 Railroad Street, Ypsilanti, MI 48197.

The District Administration recommends that the Board of Education approve the resolution of the sale of the property located at 800 Railroad Street, Ypsilanti, MI 48197.

[Click here](#) to view the resolution.

...MOVE THAT the board of education approve the Resolution Authorizing the Sale of the property located at 800 Railroad Street, Ypsilanti, MI 48197.

Motion by Maria Goodrich, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich

10. ACTION ITEM: Human Resource

Action: A. Approval of Administrative Contract

With the opening of the principal position at A.C.C.E. school, the District Administration recommends the approval of Dr. Chelsea Harris-Hugan.

Click [here](#) to view Dr. Chelsea Harris-Hugan's resume.

... MOVE THAT the Board of Education approve the administrative contract of Dr. Chelsea Harris-Hugan.

Motion by Sharon Lee, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich

11. PUBLIC COMMENTS #2: Electronic Participation

Information: A. Guidelines for Public Comment

Public Comment Protocol

Pursuant to Board of Education Policy 0167.3

*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

Virtual Public Comment Information:

The public can register their attendance at the following link. If they would like to ask a question or make a public comment to the Board, there is a place for that, as well:

- Live form: http://bit.ly/YCS_BOE_Comments
- They can also call in to speak during public comments time at **734-221-1204**

As public comments come in, they will be collected in the order received in the following spreadsheet. Board and Cabinet are the only ones with access:

- Formatted Public Comments: https://bit.ly/YCS_BOE_FormattedComments
- Sheet Collecting Attendance and Comments: http://bit.ly/YCS_BOE_PublicCommentsCollected

No public comments.

13. STRATEGIC PLANNING/MONITORING/EVALUATING: Mary Kerwin, Facilitator | Senior Consultant, Michigan Association of School Boards (MASB)

Discussion, Presentation: A. Phases in Strategic Planning

Mary Kerwin: What we found is a true sense of pride in anyone affiliated with the district, whether an alum, whether an elected official who happens to have constituents in the district, whether we have children, whether we are staff members, everyone has a real sense of pride. And what we found when we would go through the process and, as you can see from looking over the notes the last thing we do is look at the mission statement in line with everything that they've given to us in terms of what is special about the district, what are opportunities for improvement, tell us about the ideal educators, tell us about ideal staff, what do we want for our young learners, what we want for our graduates. At the end, what they identified as missing in the mission statement is that sense of joy and during the course of this very meeting when we had two trustees, Trustee Goodrich who spoke just before the meeting about the very celebrations we've had of the Grizzly Learning Camp activities and experienced that sense of joy and when Trustee Gainsley spoke about the new administrative hire, it was with that same sense of joy, a sense of celebration and that piece is something that at the current time our stakeholders are saying we can't feel that in the mission statement. So that was that was a true learning point. We have one more group involving the students when we go through the same process - ESSRS, we know that mental health has come up quite a bit so when we have our stakeholder session with our students, we really want to talk about what would be the most beneficial aspect of ESSRS and if it is mental health, what would work best for them. Because we have ideas about what we think it would be but it would be most important, I think, to hear from the students themselves and then for them to look at the mission statement and how that works. What we found from the second group of stakeholders that I wanted to have a chance to talk with you about today was that some of the language in the mission statement was identified as oppressive and that was the term skill set. It set off our first group of stakeholders who prefer just using skills, this is something they identified on their own and our second stakeholders talked about skill set sounded oppressive to them. I wanted to give you a little bit of background on mission statements in general in the state of Michigan. This really came from the Chamber of Commerce. The Chamber of Commerce was intent on school districts running more like the business. And when the School Improvement Act, even the name of it came from the Chamber of Commerce, the business piece saying you really need to have a mission statement, you really need to do it. You know, a bubble up mission statement needs to have these components and some of those pieces still anchor us in mission statements. Deb Macon and I who look at mission statements all the time and work with districts on strategic planning can recognize some stale language and some of that stale language has to do with this term. I'm going to talk to you a little bit about something else that we find in there as well. If we are interested in skill sets we could, and this is generally done, actually put in some of the skill sets we want. Do we want a positive attitude, do we want self-motivation, do we want, the ability to multitask, do we want people who can perform under pressure? If those are some of the pieces of skill sets, then maybe those could be identified specifically in the mission statement. But they said specifically on the term skill sets even shortened to skills that there was some concern about that. The second piece is just attitude. It says attitude, but it doesn't express what kind of attitude we're talking about. So some of the stakeholders identified this is it a positive attitude? What are we looking for? Third is the absence of that sense of joy and then something we identify and we know that accreditors are going to look for is a sense of rigor. And currently do we have that rigor in the mission statement? One place where that might be remedied, is using the term learners instead of students. When we think of all the people involved in Ypsilanti Community schools, whether they are staff or whether they are coming on to volunteer, whether they are adults, whether they are early learners, no matter where they are, anyone who comes on our campus, on any day, on any hour, our expectation is learning happens that all of us learn. That's the purpose of our professional development. That's the purpose of our team approach. All of those things happen, our mindfulness, that we're learning all the time and that might be something to look at. I mentioning all this because the natural progression after we hear from our next group of stakeholders, the students, is to take this back to the district school improvement team (it can have any title), the COGNIA group (it can have any title), but it fits what's required under the law. This comes back to the district school improvement team and

frequently what's done is that team then looks at some of these possibilities. We can put up a series of descriptors and see what they choose to plug into the mission statement to see whether this is a better fit so all of this will come back before the district school improvement team who will look at the mission statement and the goals of the district and see if we are fitting in what we say we do. You all know from civics, way back when, that the purpose of any local unit of government is health, safety, and welfare and the purpose of any school district is teaching and learning. That's what we do. The idea of a mission statement for our Community schools is that it fits. That it really captures what we are about. Beyond teaching and learning, what are those aspirations and that's what the stateholders identified is something they would like to see in there. When I sent you the notes, I also talked about the opportunity after receiving it, the Board has the opportunity to tweak it and then also carry it up to where we want to go in terms of the vision statement, so if you find some pieces that the mission statement isn't necessarily capturing that you would like to see, you have that opportunity and ought to set a time to have that visioning session so that this can be paired together - the vision of the district, the mission statement and the model of the district that should all rest together happily going forward. Dr. Hawkins, it might be a good idea for most district school improvement teams in accordance with law, it's common to have a board member serve on that team and you appoint all members of committees. You can certainly ask board members to let you know if they're interested serving on the district improvement team and whether they would be available on this particular date as we go forward with this, but it would be up to you to actually make that appointment and then board members as I've mentioned before, specifically in sitting on that team, it's very important that you do a lot of listening, because we know that the weight of what a trustee says can sometimes be overpowering for our groups. That we want to make sure that we're listening and observing but not pressing too hard because it tends to impact. So those are some things first on mission statement, how we got where we are, on where we want to go next. So it will be important to go ahead and set a date for the district improvement team to come together after our next session with the students and we can do this, and still be on the road to the November accreditation team coming out. That's where we are now. Does everybody have a good grasp after reading the reports and reading the stakeholder information on the journey? Does anyone have any questions or comments?

Trustee Gainsley: I think you addressed this, but are we able to participate in the student meeting or listen in? I wouldn't want to participate, but I really think that student voices are probably the most important piece here so I'm really glad that that's part of the process.

Mary Kerwin: Absolutely. We were fortunate to have Maria and she did act appropriately, she was quiet and SMILEY. It's very nice to have your presence in the room, we just have to again make sure that we're careful. Superintendent has been wonderful. She welcomes everyone. She makes everyone feel special but again very quiet throughout because we have to be very cautious about how we weigh in. I think it's very worthwhile. I think particularly on the focus session that too would have been a very good one because these were zoomers who could not come in person, a smaller focus group but gave a lot of important input and I do have the thrill in the excitement of hearing from them, I know you were too. So anyone who's able to join us via zoom or anything else are more than welcome. So any more questions from the board on that process and where we're going how we're heading? Okay. So we know we've been on the road to accreditation for a long time, and we can see in what's going to come up during the monitoring session that the hopeful date for that is in November. So we can go ahead and get ready for everything. I think we are in good stead to do that, so I wanted to talk about a couple other things before we go on to monitoring and then for also the self-assessment. Did you all get a chance to look at the PowerPoint called COGNIA engagement review, you may have already seen it? But I did forward copies for you to see. The reason I shared it with you and I put it in my notes is because you can see how prominently the mission statement is featured in the PowerPoint and everything that the district is doing is based on that mission statement. So, as we update it and tweak it and make it very relevant to our Community, that's going to be a big bonus, we really want to see that happen. It is in here and then along with that, in the same wonderful PowerPoint, the big picture goals are mentioned and grounded. I also suggested that you go ahead and look at some of the COGNIA pieces, particularly those on culture and climate that changes in strategic planning that have to do with whole child and when you look at the COGNIA pieces, this culture and climate piece, which as you've seen much of the professional development has been working on has to do with whole child and our approach to whole child. This includes how that's done. It is a rubric which are very familiar with, because MASB uses a rubric evaluation, the significant change on this one is the Left column is the gold standard, the strongest column, and then it goes to the right, but these are excellent tools that again prepare very well for the strategic plan so this and the COGNIA engagement review both set the roadmap for strategic planning. They have to rest first on a current updated mission statement, so we have to do that first. Okay there are the pieces I wanted to talk about.

We'd like to go on to the monitoring session unless there's more questions.

President Hawkins: The information that you laid out was really, really helpful in kind of helping us to see the progression, the steps, and what to anticipate next. I just appreciate the facilitation. I appreciate you and Deb Macon as a powerful duo, as a team, you've been working with us for so long, so you know as well. You know, we have two new trustees and I feel like they've been brought into the fold nicely. I just appreciate the clarity and the progression of this process and I don't have any questions necessarily right now. I'm just making notes as you're writing, but I don't have any questions, but I just want to thank both of you for being here and for sticking with YCS and for your stellar leadership throughout this process.

Mary Kerwin: It's a complete pleasure for us. During this current meeting, Deb Macon was texting me and did make a comment so, Deb, I'm wondering if you would share what you said regarding this group during the meeting.

Deb Macon: Thank you. I sent Mary a note and this is a big deal. The way each of you personally acknowledge and regard one another, let's just say that I don't get to see this often when you acknowledge each individual's title, when you introduce one another and speak of each other as trustee and doctor and President, you are honoring each other personally at a very deep level. This means a lot. It speaks to your commitment to character, not only in the district. All of the action starts here, because the word I used was the word model. That is the only word I could use. It's not that you did it. You model it because by your presence here you are setting the standard for the entire district.

Mary Kerwin: It's been pure joy. When the stakeholders talk about joy, I am telling you that when deb and I come into the district offices, when we see all the books in the boardroom, when we have an opportunity to speak with you, when we even watch you, for us it is pure joy so back at you. We are happy to be here and enjoy every minute of it and you, and it is true, I always say you guys are doing it right, you are really dedicated to doing it right and it makes a big difference, it makes a difference for those in central office, it makes a difference for staff and your stakeholders recognize it so I'm just really pleased.

Discussion, Presentation: B. Board Self Evaluation/Superintendent Progress Monitoring

Mary Kerwin: If you are ready now, we could go on into the monitoring session. I think it's really important to do the monitoring session because it's our job, however, what I have noticed is that some boards and some districts have kind of taken a little break from it, because we haven't had the weight of having to give the tests that were statistically significant. They didn't fit in to the superintendent's evaluation, so all of those pieces went out. But this district has continued to do monitoring and I think it's important for us because it's our job, it's our accountability piece, but again the accreditors are coming and they'll need to be able to

see that you take that role very, very seriously. That you not only monitor the progression of those goals through your superintendent but that you also monitor your own selves as a governance team. I did some just some open ended questions on areas that tend to be covered at this time of year. The first one is HR so have you all received the Google Doc which addresses some of those issues? I don't want to go over things that are necessarily unaddressed. So the first section is on HR and some of them asked are we staffed appropriately at this point? Do we have any concerns about those who may not return? Are there some spaces that will need to be filled in? Will the current health situation in Washtenaw county impact our ability to staff well at this point? So we are open to all questions.

Dr. Zachery-Ross: Absolutely, thank you, Mary. One thing we noticed this year versus last year was the increase again of teachers and staff members moving across the state. As we know, when we were full blown left last year in COVID, people did not move. So you're noticing that you're approving more resignations and transitions of people, even though the numbers are high, we have seen now there's more movement than last year. The one thing that I just want to thank our Sue McCarty, as well as our talent management committee, we've been having virtual job fairs and they have been very, very successful. So although we've had attrition, they've been doing a wonderful job at the job fairs being strategic and so I want to compliment them on that. Some of the job fairs you see, like, for example the one through MDE is all day and they're just sitting and waiting. There's too much work to be done so they've been really intentional about having it from 12 to 2 and from 5 to 6 in the evening and that has been successful, because as soon as they're finished, Miss McCarty can do the follow up, check their credentials and then do the offers. So they're doing a wonderful job. One of the things that she noted on our document is special education, math, and science continue to be difficult to fill and we've known that yet we've seen that here, more recently, that a lot of our folks are being recruited and pulled to other districts. The other challenge has been we've added the virtual option, and we know that, once we put out that we're going to be wearing masks and the daily schedule, we've had more people, especially parents of students who received special services request online instruction next year and enroll into Ypsi connected. So Miss McCarty has done a wonderful job working with Kier Ingraham to move staff to that online option, because we know, in that case we need staff who've been trained, who have had experience with the online to be able to really pivot as quickly as possible and they're filling taking those spots and filling those with our new staff. One thing I do want to say in that is the relationship we have with EMU has been so very helpful in this regard. We're seeing now that we have a relationship as you guys know a couple years ago we weren't receiving some of the student teachers. Now that we have student teachers, they have a relationship with the students. Some of them are working summer school. We have new teacher training coming up and they're like "wait, I'm working summer school because I was student teacher and then I went to summer school and now I'm coming to new teacher orientation." That has been a tremendous blessing to our district in terms of the relationship that the students have with a new teacher. They've been a part of our culture the whole year because of Eastern's robust program and many of them now live in our Community, so we have benefited by that and I just am thankful to all of our administrators and to Miss McCarthy and the talent management team for being diligent all year which puts us at a better situation right now.

Mary Kerwin: So it is not unusual in those three core areas to get a little stealing going on from other districts, because everybody needs math, everybody needs special needs instructors, all of those pieces that makes sense. It was something that I did not write down that we normally do in this part because you've eliminated this issue before but it's something the board needs to be aware of because it's a State requirement. If you have any staff members who have been deemed less than effective, a plan must be in place in order to remedy that. Do you have our plans in place, or do you have any that needs plans?

Dr. Zachery-Ross: There are plans in place. We have very few this year with the past year and a half. There was a pretty high standard to rate someone at minimally effective, especially as the state standardized assessment had been taken off so that was that 40% that would have gone into their evaluation. Yet even if a person needs support, those persons are on IDPs.

Mary Kerwin: Okay, and those will be followed up with?

Dr. Zachery-Ross: Yes, and they not only if a person has IDP, they must be in our mentorship program even if they're beyond the year.

Trustee Fields: I was just curious about as far as HR, how high is our retention rate? Do we rate that? Do we have like a percentage to know what our retention rate is for teachers?

Dr. Zachery-Ross: Yes, that report, however, is typically given at the end of September, October, because we're still interviewing. I know for sure there's a principal's interviewing right now, as we are in this meeting, so that is a part of the report that you will receive from HR I believe it's the end of September or beginning of October.

Trustee Fields: Okay, great yeah I just was just really curious, especially with the kind of year that we've been having with the COVID and everything like that I'm just curious how many teachers, a lot of people have been kind of like not wanting to go back in school and, depending on what their districts are doing and different things so you're losing a lot of teachers, so I was just curious about what we're looking at as far as where our rate is at, what our retention rate is this year.

Mary Kerwin: let's move on to money. Talks specifically about availability of grants. Dr. Hawkins was intent on making sure that we can hear stakeholder input about ESSRS, but we know that ESSRS can be partnered with some of the variable grants that we have available. Some stakeholders mentioned certain areas of interest, we want to make sure that those funds can be multiplied by using both of those. Would you like to speak into any of those areas?

Dr. Zachery-Ross: Definitely, there was one main one I didn't add so I'm going to put that first because I did not type it and it's on all of our documentation, so I think I just took it for granted. We know we've heard so much positive about the grizzly learning camps and parents have really appreciated the individuality, the innovation, and the project-based learning approach. And we're going to have after school opportunities we're calling it grizzly learning enrichment. We know that the research told us in the blueprint and in the EAB research that high doses tutoring was going to be necessary and providing opportunity to provide that after care or before care. So we will be having in our building the GLE we called it Grizzly Learning Enrichment opportunities, where teachers again are able to look at things that they're interested in (high interest that are aligned with standards) and then students can have that opportunity so that's one portion. Another is something that we started as a pilot at the middle school with our fame grant through U of M and that started off with PBIF, but then Dr. Polly Gibson transitioned to, as that grant was closing, saying we need compassionate resilience training. In that training, they talk about compassion fatigue, how to be a caregiver for both parents and for teachers and all our staff, so the training, these circles are going to be held for six to seven weeks that a person can participate, and they will be held in each building. Each of our buildings, for the staff, as well as for the teachers and part of connecting those grants together will help allow for compensation for those teachers, most are social workers. I went to the one today for parents and it was district wide social workers who volunteer, but they do get a compensation, they'll be doing those six to seven weeks of training and they're going to offer these circles to both our parents and to their own staff within their building and then lastly we have a program called panorama and panorama is able to provide surveys to students, that was a part of the requirement. How do we know how students are doing? So surveys for students aligning the data, discipline data, data for attendance, being able to have some warning signals and social workers and building networks would utilize that and then continuing to work with our 31A social workers to develop plans to strengthen our Resiliency Center. So far those are the things that

have been looked at in terms of how do we match our grant.

Mary Kerwin: The interest of stakeholders in all of those things, it's not only research based but it's a desire of your community itself because they identified that both in the focus group and then our large sessions as well, so I think that's very responsive. That's great.

Dr. Zachery-Ross: Mary, thank you for bringing that part because when we came back and that was one of the delays our trustees heard us say we want to wait on bell times because we heard from them, it wasn't just to offer them enrichment, yet they also said I want transportation home and that was one of the things I took back. The transportation department had not planned that and the stakeholders are saying this is what is necessary so that was a change as a result of what we heard from our stakeholders.

Mary Kerwin: The Board has directed for years the grant funding connected to goals that we can see results that it isn't just last minute spend a bunch of money, and I think that the district's very responsive now to make sure that anything that's offered is research based and that it is effective and, in this case that it's something that the Community Members want, need, and can grow from and those components are in place so that's great.

Well it's professional development time and Dr. Lopez has done such a great job on all of the COGNIA stuff that I'm sharing with you and everything else, and has been a big help. His fingers fly across keyboards so when he takes notes, I know that it's comprehensive in the note taking but I'm wondering if you could talk a little bit about not only the new teacher Institute, which is exciting, but what else has been offered this week in YCS.

Dr. Zachery-Ross: We called it boot camp on purpose and because there's a lot packed in and we talked about, "is it a retreat?" It is not a retreat. We're not sitting, literally is a lot packed in and last week when we met with administrators and we started with them, because you can't lead from behind. They had the HMH ELA curriculum. They went back over they looked at the HMH curriculum and what's happening. They then said okay that's targeted, but then let's go to MICIP because we've talked about our District Improvement Plan, where we know that we've been trying to make people familiar with the new Michigan Continuous Improvement plan which Trustee Goodrich, Dr. Hawkins, and Vice President Lee participated in the development of and so they looked at that big district plan, created building plans and then looked at what is my personal goal as an administrator. How will I provide feedback? How will I monitor this? What questions do I have to really understand it, and then they had follow-up training with Carolyn McKanders from thinking collaboratively. She does our adaptive schools and cognitive coaching training and we did an advanced training, we already have attended advanced trainings, but we wanted even more advanced feedback and inquiry, because this year, more than ever we're going to need to provide that feedback and inquiries. So she did that in the morning and in the afternoon I provided a training on the book *Onward* by Alina Aguilar and it's about resilience and it gives tools and we'll be doing that, throughout the year. We have the book and the workbook. Then the second day, in the afternoon, we talked about the book *Hitting Pause* and so we talked about the importance of having pauses at the beginning of the meeting, the middle of the meeting to reflect, and at the end of the meeting to ensure we follow through and take action. So that was the first week and then Dr. Lopez will talk about the additional training that's happening, and you know we have a full year plan.

Dr. Lopez: This week, starting tomorrow from eight to four for the next three days, we will be offering our boot camp for new teachers. It is aimed at really going slow to go fast, by building the capacity of our teachers through really looking at three components, and that is, we tied it directly to the MICIP work and the COGNIA, and so, in essence, it's about processes, it is about whole child and it's about equity. The work has been built upon that. The components that we will offer that our superintendent will begin today is the YCS story so that people could understand the whole prospect of resiliency is all about, and as we move forward that the week, we will have Sarah Scott talk about blueprint, so that they can understand the process. The stories builds and there's so many pauses. So we have a starting pause to really capture the learning and their thoughts then the mid pauses throughout with every activity. One of the parts of the district and the vision is mindfulness. So one of the biggest thing that we have done is we built the whole mindfulness through our activity, so we're not only just saying "here's what mindfully is," we're demonstrating. So mindful activities that we have incorporated may include art, like, for example, now that you understand the vision, we want you to draw make it visual. Mindfulness would be for the next 20 minutes, you're going to go with a selected partner and go for a walk in the Community. And then go for a walk and discuss this topic and then come back. So it's really about connecting in the present and moving people in that direction so. You can see it for yourself. The next three days are going to be amazing. The institute for the fall, the 24th, 25th, and 26 is going to be very tight. It's a good year. I think we have been going strategically slow to go fast, because what we've been trying to do is embed our learning to date. We wanted to continue to embed everything that's going on. We wanted to have the Institute for the principals. The result is that I will be training and working with teachers and preparing them in how to use pausing and how to look at the norms and really understand our norms, how our norms really can be utilized in the classroom for practices. We'll end the week with restorative practices in the morning and make sure it comes to a cohesive opportunity of enjoyment and they will continue their mentoring sessions throughout the year.

Dr. Zachery-Ross: The other thing that you'll see throughout and why we keep pressing on HMH, our English Language Arts curriculum, is that we heard from our teachers. We started and it was really exciting. We were getting into the information. We knew what kind of maps we need to use, what kind of anchor charts and then the pandemic hit right in the middle, right when we were delving in and so we've heard that and we're retooling and going back and saying okay, here's where we left off and we're going to continue to build that capacity because we were really at the cusp when we went to the pandemic and many didn't have the chance to finish their training so I do want to address that English Language Arts piece.

Dr. Lopez: Our ELA teachers met throughout the summer, they were working and they unwrapped all the priorities from young fives all the way to 12th grade in ELA. They also did an amazing job looking at the entire curriculum, the pacing and for every module they conducted a cultural audit using the Goldie Mohammed structure and they literally identify all the materials, all the other readings selections and what is the story about, who was excluded and they made recommendations and we could expand our anchor books in this area. Or maybe we need to consider the Native American experience in this particular war or what ever the content was. But it was the most comprehensive work that they did this year over the summer. It was a lot of work and I was very impressed with what the teachers were able to do in this district.

Dr. Hawkins: As we're going through each section and you're noticing that the board doesn't have a lot of comments and I just want to say how that speaks volumes to the stellar communication of our leadership in YCS. We have been brought along through this process every step of the way so for us, this kind of just feels like a refresh because we already have been so informed, they are so amazing at communicating with us and involving us to every step of the process, so I just wanted to note for people who may be listening in and wondering like "Why does the board not have many questions?", I just want to say that we really have an amazing team here at YCS and they have communicated with us from day one, and brought us along. It's not been perfect, but no district is perfect, but I can tell you that everything that is being said is actually being done, and we see it, we live it, we breathe it because it comes to us as a board, so there aren't many questions that the Board has because we feel like we have space to ask questions, to digest information. We don't have big data dumps like we've had in years past, and so it has just been a really refreshing and remarkable way to enter into for the new board members and for those of us who are have been here for a while to be able to just really take care of our responsibilities as board members and do it with such integrity and to do it in such a way that feels like we

are honoring the work of this district. But it's, not just because of us. We are here, we know we are oversight responsibilities, but it really speaks volumes to the team here at YCS so I just wanted to take a minute to say that in case people who are not privy to how much information we get and how well the district communicates with us as a board. Our silence is not that we're kind of rubber stamping or we're just oblivious or not paying attention. It is really because this speaks volumes to the hard work and the dedication of this team and how well they communicate with us as a leadership body.

Mary Kerwin: Student growth and achievement: that's in the COGNIA piece and again it was laid out for you. Health: the stats are remarkably good, no deaths is a good thing. The numbers are broken down in terms of months, every two week period and so on. They have graphs and everything else, along with the recommendations, so the recommendations include those from the Michigan health department, those from federal and then also from the county. So they liken it to the seatbelt and the helmet. Dr. Zachery-Ross, what concerns do you have, at this point as we get close to the start of school when it comes to what the district has in place in terms of safeguarding the health of those who are on our campuses?

Dr. Zachery-Ross: I'd like to first start off that we feel very secure about making a recommendation for universal mask wearing. We've been at that significant level and holding steady there, so when we compare that data to the data where we were starting last year we're very similar and at that point we wore masks and our students have been wearing masks all year. Even in the summer time, they are accustomed to know how to have mask breaks if they need them. They are self-directed in terms of knowing how to talk to their teacher about it and all the staff has been amazing about how to support them, how to support students who maybe have health challenges, and that's one reason why we have the online option. The concern that I have and I've been working to mitigate this issue as well with Michigan Medicine is the fact that if people are vaccinated and I'm talking about staff or students, if you're a close contact, this new presentation that we received from the health department talks says they can come to school, come to work if they avail themselves to testing twice a week. We wondered how in the world will we do that. We know that some of our neighboring districts have gone to the ISD and picked up the free kits, yet we don't have the nursing staff to do that. I have contacted Michigan Medicine and they are happy to work with us. They have said they will rotate within our seven schools, not the early learning centers but our seven other schools and be available rotating from Tuesday and Thursday for those who are willing it's not mandatory. Yet we know if a person wants to get testing, you call CVS, it might not be available that day, you might have to go another day. You'd have to leave work, even if it was a student. They've said anyone can come in for those tests like if they were a parent of that family or another sibling or if they went to another school. The challenge they're having and it's what we're hearing across the board with any job is they're having a shortage of people available. They have two so far, they were hoping to have four or six. So we're working with Michigan Medicine because I know although this plan looks wonderful, you have to have the staffing for it. So one of the piece today, I was talking to the intermediate school district, the state is giving HRAs, they're like health resource assistants to each district. There will be a minimum of 12 in our county and they will be able to assist with scheduling these tests, they should be medical personnel and the funds for that is coming from the state to the intermediate school district to the local. They haven't resolved that, however I have already advocated to have more than one because that is a concern for me. We do want teachers, staff members at work. We do want students at school yet because of the unknown with the delta and Lambda, we have to have that opportunity if we're going to allow people who are close contacts to come to work or attend school, we will want to have that opportunity for testing but it will be a challenge to have testing twice a week, and this recommendation will be a bit challenging for our staff.

Trustee Fields: my question is about the testing. I know at one time they were given them out the self-testing for covid and I was told that our district was supposed to be giving them out to our families. Is that the case?

Dr. Zachery-Ross: We can't pass them out. The health department does. We gave them all of our events, people can contact the health department and they'll find locations where they can pick them up. They are free for Ypsi families. I know there are two places in our county that you can get them free. They come 25 in a pack and they are available to families. Yes, they are available as one as one source. They are the at home tests. The ones that Michigan Medicine does are the PCR tests. There is just a different level of assuredness with the PCR tests and part of the recommendations in the health department is that they are PCR tests so that's the reason why we're trying to assist our families and staff in that way.

Vice President Lee: with the testing, are the recommendations still the same regarding close contact and the mask at school? Will it still be required to do the same process?

Dr. Zachery-Ross: so in the PowerPoint there are two tracks. If the district chose not to have universal masking, it means there are six feet difference in close contact. If the district has universal masking, it is three feet. It takes it down to three feet so there's less people that will be impacted. In addition, I should say this is again recommended, we're not mandating. I know some districts are requiring testing and requiring certain things. We're saying we recommend it. If they choose not to be tested twice a week, then they do need to quarantine at home, so they would miss school or work for the 10 days. That's why we're pressing so hard to have the opportunity, if they choose. Lastly the reporting still needs to be done. That's one of the requirements. Districts have the choice about masking and is strongly recommended, however, we must keep the dashboard current. When we hear of a case we still call Ruth Kraut at that at the Washtenaw County Health Department, we talk to them about, do we have data that says this person is vaccinated? They'll confirm. If they're going through the testing regiment or if they're staying home. We have to report that to the health department.

Mary Kerwin: What about ventilation?

Dr. Zachery-Ross: We were very fortunate. Thank you to our Community, thank you to the board for the sinking fund. We were able to do every building, the HVAC system, so we've been very fortunate.

Mary Kerwin: Will there be protocols in place for cleaning and disinfecting like we normally do?

Dr. Zachery-Ross: I want to remind the board and community that we do have the 360 sprayers and that is something that goes over and it gets under desks. Custodians can wipe but that 360 machine is different because it goes into particles, goes around the seats, and so that's why it's so important that we have that 360 machine and the cleaner that goes with it. We do have those supplies on hand.

Trustee Fields: My question, you said for the testing they're recommending the PCR testing but yet the health department gives out those kits so which one is it?

Dr. Zachery-Ross: Yes, the self-testing kits help with notification but it's just not as reliable as the PCR tests. So they recommend the PCR test but again with every case we'll be talking to Ruth Kraut because I don't know if somebody has to take the self-test to the health department if it's positive or negative. I'm not a medical professional at all but what I will say is, if you look at their PowerPoint to schools you'll see that. It will say. If they got a positive, then go get a PCR test. I think they tried to address that in the presentation there by saying, if you did a self-test first and there was a positive or, if you have any symptoms, to go to that next step and so we're trying not to do the double testing if possible. We want to ensure that we have a safe learning environment and the one positive piece of all of it is we had 1100 students in school all summer and we've been updating the dashboard and we haven't been talking about cases. So it was a third of our population and that's what gives me confidence when we talk about let's look at the data, I'm looking and like they're here every day and their teachers, I just want to applaud our staff members all of our

staff, bus drivers, custodians, everybody has worked collectively on this and that's what it's going to take this year. It's going to have to be a collective effort for us to continue to stay in school, and we do remind the teachers and all of our staff, we have to remember that we're going to need to prepare in case we do have to pivot because if you looked at that county in Georgia today the entire county just closed down for the next 10 days and so that is also real, even though it's not our reality and we've been very fortunate, we can't keep our nose in the sand. We have to look up and notice what happened because of community spread. The schools are reflection of the Community and right now our community's pretty steady. We don't know what will happen when we get college students back, even though some of those colleges are requiring vaccination. We don't know what will happen because we are a university town.

Trustee Schindler: I just would like to say that this district has navigated the pandemic better than any I've seen so I think that Dr. Zachery-Ross' judgment on how she spends her time is spot on. Thank you. You're doing great.

Trustee Fields: I just wanted to say, I appreciate the weekly follow up that she gives us. I think that been so helpful for me. Honestly, when I look at that and she's given us some follow up, even if we don't have a meeting coming up, she's letting us know what's going on in the district and what's going on, what we should be mindful of. I have found that very helpful, especially with this being my first year, so I do really appreciate that.

Trustee Gainsley: I was really glad to see you doing a little bit of a media tour, because I feel like this district deserves recognition for how well things have been handled and I particularly appreciate the ways that we have really focused on the needs of our parents and students in every step of the way, whether it was making that in person option available from the very start and having that small percentage of students have the ability to go to school. The grizzly camp and now I'm really excited about the after school experiences. I think that's going to just make life easier for a lot of our parents and students and I think that another big big accomplishment this year was getting that three-year contract and getting some things lined up ahead and getting the calendar. I know as a parent having that calendar out for three years is a big change and it's really exciting, so I think that with some of these more stable pieces in place, I know that it's still going to be a really weird year and everything is not fully where we would like it to be in terms of the pandemic, but I think that the more that we can projects stability as Dr. Zachery-Ross has said and I think the more that we can build systems to be able to communicate with families earlier and earlier. I really took away from the focus group comments, where somebody said, we have so many amazing things going for us in our district, and if we could just get that communication piece right, we absolutely unstoppable. I really see us moving in the right direction in terms of growing the stability, growing trust both with our families and with our staff and so thank you for your work.

Dr. Hawkins: thank you to this community, in particular because when you watch the news feed there is so much dissent and discord and confusion and misinformation and it has put communities and school districts at odds with each other and this Community, it has been so refreshing that we have the trust which is critical, trust in this Community about this district, our leadership to make the best decisions for our students and our families, and if we make a mistake if we don't get something right we go back and we make it right, and so I have just appreciate that I live in this Community. I love Ypsilanti. I love this Community. I love the parents. I love the students. I love Ypsilanti because we have a community, who is really trusting of the decisions that we're making and it's not easy. We're not living in easy time. The pandemic, I feel like it's almost deja vu like we were at this place last year, a year ago but it just feel so comforting that we have the trust because we're not sitting in board meetings for hours and hours with folks yelling at us about don't do this, and instead do that, and I think that just speaks volumes to the steady work and the consistent communication and we've got some work to do still. I just think we also got to celebrate how well we also have done with the communication and the trust that we've built with our Community, particularly with our parents, and so I just wanted to say thank you to them.

Mary Kerwin: With the self-assessment, I wanted to do it a little bit differently this time and start in the comments from the last assessment and this is directed to you as a team, but particularly to our newest trustees who on the last assessment we talked about what do we do well, and what could we do better. There was a candid discussion about feeling disconnected via zoom and what I've learned since I have done many little assessments with neighboring districts in this county and Deb Macon has also used my mini assessment in two other counties and what we have found as a through line is that some of the new team members who took seats in January and have been on zoom ever since have too experienced this disconnection which we normally wouldn't have we because when we're together we learn from each other, we have a good feeling about each other and so it has become I'm raising it with you as a concern and would like to talk about ways, perhaps to mitigate it or to remedy it, but first, if I could hear from our new trustees since we wrote that are you feeling a better sense of being a member of a team, or are you longing for something that you don't have because we're not having real life meetings. It's zoom because we're going to be zooming. The city is zooming so this board will be zooming so I just wanted to hear from the new trustees because what I'm finding is some of the sitting trustees are like, "oh no I don't notice anything different or this is how it was." where's the new ones truly are, as I said I've done two other ones, Deb Macon has done to other ones and we're seeing this straight pattern so would either have the new trustees share with us your thoughts on where you are this time in terms of team.

Trustee Fields: I ditto what you said, as far as a disconnect. I don't feel that connection because we're not in person. That's just me personally. Zoom is great but I don't feel that connection.

Trustee Goodrich: This is the thing that I brought up with you previously. It's challenging and I think that's just the reality we have to deal with. The incidental contacts that happen when you meet in person, you get the opportunity to have one on one conversations that require a lot more effort when we're in this environment, and I take ownership of not having carved out enough time to reach out to individual board members to try to build that now that I'm sitting on the board. I take ownership of not having done enough to remedy that for myself. I do greatly appreciate all the time that Dr. Hawkins has kindly given me to help me talk through and work through some of the challenges of being a first-time board member and she's always been very generous with your time anytime I've reached out. This is the reality we're in and I take some ownership of the need to do more reaching out to other members of the board to do my part to help achieve the team building I feel I need at this point.

Mary Kerwin: I would talk about intentional contact maybe something like a strategy where our sitting trustees would make the time to call or set up a time to have a conversation with our new trustees and by conversation I mean just kind of getting to know you kind of thing. How is everything working out for you? Tell me a little bit about... so that we can do that get to know that we would have done if we were sitting together in a room, or we were having breaks together or we're doing something that we could make these intentional reach outs. We could zoom together, whatever would work but sitting trustees, what do you think about that, to make a carve out for you to have a conversation with each of the new trustees and just human to human in trying to celebrate that we have this opportunity together? Your thoughts on that.

Trustee Schindler: Thank you. I'd be happy to reach out. I'm really glad we're meeting this way by zoom. I think that it's the right choice for safety, but one on one or groups of two or three maybe meet for coffee or something.

Mary Kerwin: I think that it's been prudent to continue on zoom, however, this is a real thing and it's my suggestion that every sitting trustee make an opportunity. It doesn't have to be necessarily in real life, but it has to not be we only meet for zoom meetings and otherwise we don't. Dr. Hawkins does a wonderful job with each of you trustees in spending time and the amount of

communication that she does is something that we recognize every single year, at the end of the year meeting but my suggestion is that those who've been sitting on the board for more than a year reach out and set a time to have conversations about getting to know you things and let's see if we can't build some of that camaraderie that would have been just a natural.

The other thing that we normally do have that we are together for is the November meeting where we do the formal evaluation of the superintendent, we do another self-assessment, and we do the pre-organizational meeting. It would be ideal if we could, at that point meet in November, depending upon how things go. It's a special meeting. It's just for those items. It's not a business meeting but what are your thoughts on that idea? We have lots of time. It's August. We would meet in November and do those three things at least, we would be together in large spaces, but we'd have that ability. New trustees, I know that you were in our zoom for our last pre-organizational meeting but that's where we go around and say, who has an interest in. At that time you weren't permitted to come into the zoom meeting, but you heard it, and then we had follow up through President Hawkins on how you were interested. But it's helpful at that pre-organizational meeting to hear about people's intentions or interests or qualities in holding an officer ship in the following year, which would be about two months away.

This board moved the December meeting up to November, because at that time we were receiving the assessment data which is all we need. Usually, at the end of the year, what we're waiting on is for the state to get back assessment data which fits into the formal evaluation of the superintendent. We already have all the other data. So even this year, we know that we can drop in all the things that we've been talking about. The piece that's missing is assessment data and as you can see the assessments will be given early in the school year so we're going to want to wait a little bit and see what comes in after that. They chose to move it to November, because December got too busy.

Trustee Schindler: If we did it masked, especially if the public could participate virtually that probably would be pretty safe. But just in my own personal life I'm doing the best I can and unless it's absolutely essential not meeting in person. I would follow the will of the board, because I think we could do it safely but I think it might be too soon to really make that decision because we have small children in our lives, we have elderly parents, and we have grandparents on the board. And I think until little kids can get vaccinated and the data on delta is still coming in, I think it may be too soon to decide.

Mary Kerwin: So you have that thought for a while. We'll be back together before then via zoom but think about that.

Vice President Lee: I wouldn't mind because the ISD is pretty big. Those rooms are pretty big there and we can space out far enough apart and I think we can be pretty safe.

Dr. Hawkins: I think we have time to be able to decide. I think, ideally, the board like many other people are really craving and wanting those connections. I certainly want to say I'm definitely concerned about what will happen once we get colder weather and we are not able to be outside and we're indoors and we know that the virus does behave differently indoors versus having the ability to be outdoors, so I think we could play it by ear. I love your suggestion to try to come together and do it in a safe way and I think it would just be wise for us to keep watching the numbers seeing how things settle as kids come back to school, as the university students are to come back and then, once we're indoors I think we'll have a lot more information to inform a decision on being able to gather safely.

Mary Kerwin: The self-assessment - The Board uses a two way communication process with the superintendent whereby neither the board, nor the superintendent is surprised at meetings so, how do you rate.

All fours

The board ensures that a systematic program is maintained by the staff to orient newly elected or appointed board members to their duties and responsibilities, as well as to acquaint them with board policies and operating procedures.

All fours

The Board operates according to written policies that are updated on a regular basis.

All fours

When policies adopted both board and staff adhere to it.

All fours

The board acts as a policy making and governance body, the superintendent is held responsible for administration and evaluation of school programs.

All fours

Before making a decision on any matter, other than the superintendent's contract, the board allows the superintendent ample opportunity to develop staff recommendations for actions.

All fours

The board does not respond to emotional pressure and does not write instant policy. It provides the superintendent with an opportunity to develop policy proposals.

All fours

The Board understands and uses rules of order to conduct its meetings.

All fours

Board members arrive at meetings prepared to contribute to discussions and to not waste valuable meeting time requesting information that has been provided.

All fours

Board members are representatives of the entire Community, not just a special interest groups in are committed to public school welfare.

All fours

When citizens and special interest group recommendations are considered, the board explains its position and the reasons which may prevent it from implementing all recommendations.

All fours

The Board and superintendent work well together in a spirit of mutual confidence, the board respects the daily executive responsibility of the superintendent and the superintendent respects the governance responsibility of the board. How would you rate that?

All fours

In cooperation with the superintendent, the Board has received a set of criteria and goals which are monitor for progress during the course of the year. A fairness and diligence are used by the board in the superintendent evaluation process.

All fours

Official actions of board members concern the welfare of the school system only. No board member uses her office for patronage, personal profit, or advance.

All fours

Only the entire board can decide a course of action. Board members are careful to speak publicly on issues only as individuals.

All fours

Major responsibilities of the Board include establishing priorities and ensuring smart goals are in place so that the priorities are clear and tracked.

All fours

What do you think the board does particularly well?

Trustee Goodrich: We conduct our meetings with mutual respect for one another okay.

Vice President Lee: We monitor the funds pretty well making sure they are going in the right place.

Trustee Fields: I think we have a good sense of communication. When there's something happening, there is either an email or a text. We communicate the information well.

Trustee Schindler: I think we keep equity and justice for all of our students and for our families and our teachers and administration at the forefront of our thought processes. And I think that we're willing to learn from each other and from the Community about how to continue to grow in network. When you talk about the whole child, I think that there's been a real growth in this district over the years that I've been on the board. There's a lot of mindfulness about what it means to be a student at YCS and how to see and celebrate students in their identity and really support them.

Dr. Hawkins: I would just add to that that this board is incredibly engaged. I would also say that we listen well and that we have given each other grace.

Trustee Gainsley: I really appreciate that this board is unflinching in our commitment to diversity, equity, and inclusion, particularly when those values are under fire in a lot of places. It's never a question. This board is 100% behind advancing those efforts in our school district, and I also appreciate that we've been willing to listen to science and change things when they needed to change, and be mindful of hearing health officials and doing what needs to be done.

Mary Kerwin: Things we could do better, as a board.

Dr. Hawkins: One thing that I would say, maybe as a recommendation is tricky because we are still in the thick of this pandemic, but I think, taking advantage of opportunities as our schedules will allow to be engaged at outside events within the district. For example, PTO meetings and attending those just to connect with the schools because I think that's the hardest piece with us not being able to be face to face is that we can't just drop into the schools and join a PTO meeting, but thinking about just different opportunities to engage in that way again as our schedules permit. We are all on zoom. We all have zoom fatigue. So I think we just all give each other lots of grace and hopefully this year we'll figure out creative ways to be able to just engage in that way. I certainly miss seeing students and hearing from parents as often as I used to. So just being more intentional and carving out time to see how I might be able to enter into those spaces even if it's virtual, I think, is something that will be helpful to me and maybe helpful to the board as our schedules permits to be able to do something like that.

Trustee Goodrich: I've been doing a lot of MASB training and it's been enlightening to speak with board members at other districts and it's made me appreciate our board great deal. But one of the recent trainings I did was about was the CBA focusing on feedback and I do think we might have some opportunities in the ways that we more broadly do public engagement as a board, and I think that if we have the opportunity to hear from a broader swath of the Community, I think that would be amazing and it's very challenging right now.

Trustee Fields: I ditto President Hawkins with the PTO and in general the Community as well because we pretty much represent the Community as far as YCS. I said that to say that I ran into a gentleman who works for the district, but he was concerned about some events that they have and they have never had any board representation at this event. He said that they feel a little discouraged, because they never really get any support from the board members as far as attending certain things that they would think the board should be present at so I think like President Hawkins said that maybe we can get better as time permits or even as COVID permits, of being a little bit more present in the Community as far as what kind of events they may be having within YCS.

Mary Kerwin: We did call for a calendar for all the different events that the board might want to attend. And I wanted to ask, Dr. Hawkins have committee zoom meetings been re established yet?

Dr. Hawkins: Members are really engaged in the subcommittee work and any other liaison role that they're playing to represent the Board and the district. That has been going really well. We have a placeholder monthly for those report from board member. Thank you, Mary and Deb for being here. We appreciate your facilitation. It sounds like after the student piece that will be taken back to the school improvement team and then we'll be able to craft, tweak our mission statement leading into our visioning statement work that is the board work.

12. BOARD/SUPERINTENDENT COMMENTS

Dr. Zachery-Ross: Perry's exhibit is still up until tomorrow, so if you get a chance to go, the work from the grizzled learning camp is in the hallways. There's a showcase on Wednesday for the Middle school at the high school at 11 o'clock am. They'll showcase what they've been doing at the grizzly learning camp, the project-based learning. As you heard new teachers' orientation is the 17th, 18th, and 19th if you want to come by we will be an administration building all day in PD room for that training. Our teachers return on the 24th. The students return on the 30th and we're really excited about this year to come. Although there will be unpredictability what we do know is that our students, our coming our staff is ready and we're going to have a great year, so I just appreciate all of your support and the way you have connected, even during this time. Thank goodness that our board has such collegiality, and I just want to tell you how much I appreciation you, so thank you.

Vice President Lee: FEMA is at the middle school. They're here because of helping people that was impacted from the flood and lost the power and loss food or whatever you lost. They're here until Thursday of this week. I am told, if you receive the bridge card, you cannot get help but if you do not receive the bridge card, they will help you with food and with money. They will give you the bridge card for the food and I am told a family of three or is receiving about \$600 for food. And I'm not sure about cash because a lot of people don't want to get the cash because they have to give a social security number. Why they don't want to give up their social security number I'm not sure. I'm not going into that but you can get relief, if you lost food and items in the flood and loss of power that just happened. I'm told they close at 7pm. I'm not sure if that's correct or not so just get up there as soon as possible.

Trustee Goodrich: I'm really grateful to attend all the various grizzly learning camp celebrations, the YCS gallery of great news at Perry, the projects at Estabrook, the previous YCS grizzly learning camp showcase and then with the upcoming one and I just want to extend my congratulations on all the creativity and inquiry and passion that was on display in those events on part of both our students and the teachers and I really appreciate all the time and hard work that went into making this summer learning opportunity possible. I also wanted to express my appreciation to the district for the opportunity to take part in CBA classes during the MASB Summer Institute. I was able to take part in CBA 251 strategic planning and CBA 263 focus on feedback. I'm really happy to discuss or share notes with any other board members who might be interested and finally apologies that I wasn't able to zoom into our last meeting but I'm super grateful that the district is maintaining the Facebook live broadcast of these meetings, and that was really useful to be able to review the video asynchronously and I hope, whenever we do get to come back and person that we're able to continue to support that opportunity for our community to connect with our work.

14. ADJOURNMENT OF MEETING
Meeting was adjourned at 8:59 p.m.

Board of Education

Name	Location	Position
New Hire		
Auerbach, Sarah	Ford	Kindergarten
Barre, Sofia	Beatty	Associate Teacher
Benke, Lauren	Estabrook	Paraprofessional
Blevins, Christopher	Perry	Science
Borntrager, Luca	High School	ELA
Brandon, Sean	YIES/Perry	Media Spec
Browe, Heather	Holmes	Media Spec
Butler, Shamyra	Beatty	Family Support
Chinitz, Kayla	High School	ELA
Dames, Kyla	Erickson	Social Worker - Spec Ed
Dekyi, Tenzin	Erickson	2nd Grade
Delia, Caterina	Ford	Kindergarten
Durance, Jessica	Erickson	3rd Grade
Evans, Carolyn	High School	Math
Ferguson, Trumaine	High School	Technology/Computer Science
Flores, Charles	Estabrook	5th Grade
Flores, Maria	Ford	ELL Paraprofessional
Fringer, Chloe'	Erickson	4th Grade
Garrett, Michael	ACCE	Social Studies
Golick, Cynthia	ACCE	Spanish .5 FTE
Gompper, Maya	Erickson	1st Grade
Grinage, Alec	High School	Band
Hall, Steven	YCHS	Behavior Interventionist
Heid, Shea	Ford	ELL Immersion
Helser, Christian	High School	Art
Hwang, Yung	High School	Social Worker - Spec Ed
Jacobs, Carol	High School	Math
Kissel, Erin	Erickson	3rd Grade
Koczara, Lani	YC2S	2/3 Grade teacher
Larios, Jacqueline	Middle School	Spanish
Lipman, Miriam	Holmes	Science
Mann, Teresa	Holmes	2nd Grade
Masterson, Lisa	District	Nurse
Moore, Kevin	Erickson	5th Grade
Moores, Robert	Ford	1st Grade
Mynarcik, Nicolas	Middle School	Social Studies
Pilath, Margaret	YIES	Spec Ed - ASD CI
Prepsky, Suzannah	Perry	1st Grade
Ramsey, Stephanie	Erickson	5th Grade
Richards, Kristen	Estabrook	3rd Grade
Smith, Joshua	Middle School	Paraprofessional

Note this list is subject to change. If there are any changes, an updated version will be shared before the board meeting.

Board of Education

Stovall, Joshua	Middle School	Media Spec
Vereen, LaKeisha	ACCE	Behavior Interventionist
Weaver, Alyssa	Erickson	Science
Resignations		
Alexander, Shavell	High School	Social Worker - Spec Ed
Anderson, Trasha	Beatty	Associate Teacher
Baetens, Catie	Estabrook	Reading Interventionist
Broemer, Debra	Middle School	Health
Brooks, Janet	District	Food Service
Brown, Katherine	Beatty	Family Support Spec
Caldwell, DeAndre	ACCE	Behavior Intervention Support
Chrzaszcz, Ashley	Estabrook	4th Grade
Dixon, Julia	YIES	5th Grade
Gering, Sarah	Holmes	2nd Grade
Gokhale, Michaela	Ford	Kindergarten
Israel, Arielle	High School	Social Worker - Spec Ed
Jones, Andre	District	Paraprofessional
Levingston, Shemika	Perry	Lead Preschool Teacher
Mayes, Michael	High School	Social Studies
Merry, Andrea	Estabrook	31a Teacher
Morrison, Scott	ACCE	Social Studies
Odumodu, Jwann	District	Paraprofessional
Pelino, Carlene	High School	ELA
Pompey, Diane	Erickson	5th Grade
Ramey, Jennifer	YIES	K-12 Instructional Coach
Rice, Teris	Perry	Paraprofessional
Saucedo, Bonita	ACCE	Art
Stageman, Samantha	Perry	1st Grade
Stevens, David	Perry	Paraprofessional
Tuxbury-Elliott, Chelsey	YC2S	K-12 Instructional Coach
Vachon, Helen	Estabrook	Paraprofessional
Vincent, Pam	ACCE	ELA

9/8/2021

Note this list is subject to change. If there are any changes, an updated version will be shared before the board meeting.