

**LOCAL EDUCATION AGENCY (LEA) NAME:** Paul Public Charter Schools

**BOARD CHAIR NAME:** Erin Albright

**SUBMISSION DATE:** June 6, 2022

**SUBJECT:** Virtual Program Amendment Request

## **SCHOOL BACKGROUND AND PROPOSAL SUMMARY**

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**Campus name(s):** Paul PCS

**Year(s) opened:** 2000

**Grades served:** 6-12

**Year the school will undergo its next charter review or renewal:** 2025

**Proposal summary:** The leadership of Paul PCS is seeking approval to amend its charter to include the option/flexibility for students to engage in virtual schooling on the weekly half-day. Staff will be in the building on the half day to accommodate students whose family prefers for them to be onsite for all five school days.

**Year the school plans to implement the proposed changes:** SY22-23

**When did the school's board approve the proposed changes?** The Board of Paul PCS approved the proposed changes during the May 2022 meeting. **See excerpt from board meeting on May 24, 2022 below:**

*In an effort to ensure the post- pandemic academic progress, mental and emotional wellness of students, the leadership of Paul PCS has proposed a virtual Friday option for SY22-23. OSSE requires 1080 seat hours and 180 days of instruction each school year. While Paul currently meets the 1080 required hours on site, Paul will utilize the virtual amendment authorized by PCSB to support schools in reaching the 180-day requirement.*

*Paul currently has a 1:30pm dismissal weekly on Thursday (considered a half day), and would like to shift that schedule to Friday, while also giving scholars and staff the option to log into class virtually on this day only. Families may opt for in- person attendance, where scholars will still participate in virtual instruction but in a classroom setting, monitored by a staff member. Each Friday will be used for in depth work to support data analysis, learning recovery, dual enrollment, enrichment, and SAT support.*

*Dr. Wright proposed the board consider a charter amendment through the Public Charter School Board allowing Paul to have a partial day of instruction virtually, on each Friday of the school year. Ms. Hendrix moved to amend the charter to include virtual days in the calendar year, within the necessary considerations adhering to PCSB and OSSE regulations. Ms. Sallay seconded the motion, and after a full board vote, the motion was approved unanimously.*

## VIRTUAL PROGRAM

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### 1. Describe the school's proposed virtual program. How does this educational approach differ from the model the school articulated in its charter application and agreement?

The Paul PCS Virtual Half Day program (acronym- VF- Virtual Friday) consists of three core components. The overarching focus of VF programming is to provide a heightened level of differentiated and programmatic variance to strengthen students' ability to master grade-level content, address individual learning acceleration and recovery needs, provide diverse socio-emotional wellness opportunities, and ensure teachers have the requisite time and space to analyze student data and plan for instruction. There are three components of the Paul PCS VF program:

**Component 1:** Deepening student learning through the provision of individualized, accelerated learning experiences. During VFs, students will be assigned to small groups based upon their most pervasive academic and social needs. Small group types (synchronous) include:

- *Interventions- To address learning gaps and foundational skills*
- *Extension Activities- To enrich and anchor grade-level learning*
- *SAT, AP and/or Dual Credit Groups- To increase focus and preparation for postsecondary readiness assessments and courses*
- *Counseling Groups- To address the behavioral and psychological needs of students*
- *Specialized Clubs- To enhance the gifts and talents of Paul's children and provide opportunities to extend learning through non-core content areas*

Asynchronous learning opportunities will include:

- *Extension/Practice of Skills- For students whose formative data from the week shows that they need additional opportunities to secure new learning*
- *Grade or Credit Recovery- To ensure students are able to improve work performance and complete missing assignments in a timely manner*

Component 2: Re-envisioning learning experiences that provide enrichment and contribute to overall student wellness. This includes:

- *Enhanced Homeroom- The focus during this block includes SEL lessons, engagement in data analysis, and reinforcing behavioral and conduct expectations*
- *Town Hall Meetings- Monthly grade level meetings that focus on SEL topics, student and staff celebrations, incentives, upcoming events, grade-level data trends, etc.*
- *Whole School /Grade Level Excursions (at least 1x Advisory)- Opportunities for students to engage in external learning experiences through participating in*

*field trips, college trips/tours, and community service*

**Component 3:** Increase professional development & collaboration time for staff to ensure all are prepared to address the comprehensive needs of our students and their families. This includes:

- *Increased Collaborative Planning Time- The increase in variance relative to student and familial needs necessitates an increase in time and focus on data analysis and planning*
- *Focused Professional Development- Content team, staff meeting and planning time focused on refining instruction and wellness support*
- *Familial Engagement and Outreach- Concentrated, weekly efforts to stay connected with the broader needs of our students' families to ensure the proper wraparound services and home support*

## **2. What is the rationale for offering a virtual program?**

The leadership of Paul PCS is requesting the flexibility to engage students virtually during the weekly “half-day” to minimize the transition time of both students and staff and to create the space for greater differentiation, individualization of intervention and enrichment opportunities for students. Paul PCS successfully made the transition to the virtual space at the onset of the pandemic and since that time has found that engaging students in the virtual space allows the nimbleness to group students into smaller pods for the purpose of focusing on their unique needs.

## **3. How will the school ensure its proposed virtual program aligns with the school's mission? *If the school proposes a revised mission statement, skip this question and instead complete the [Mission Amendment Application](#).***

The mission of Paul is to educate our scholars and develop in them the capacity to be responsible citizens, independent thinkers and leaders. There is alignment between the mission of Paul and the VF program in that the full intent of the program is to ensure the organization is exhausting all means and methods to meet the individual educational needs of its students. The complexity of accomplishing this mission has increased exponentially as students' learning loss and recovery needs have become more challenging post-pandemic. Additionally, there is a great need to provide a more flexible, and “*society-aligned*” employment experience for staff post pandemic. “*Society-aligned*” meaning reflective of what is available for similarly experienced and compensated individuals across industries.

Paul PCS's VF program also aligns to the mission in that students will be expected to adhere to the *Paul PCS Expectations for Virtual Learning* which include attendance, mandatory presence on camera, submission of assigned work in accordance with deadlines, organization of individual web based spaces and engagement in personal

progress monitoring for self assignment to support groups when necessary. The skills are synonymous with what is required of “...independent thinkers and leaders.”

**4. How will the school ensure the proposed virtual program will positively contribute to the school successfully meeting its charter goals? How will the school track outcomes among its virtually educated students?** *If the school proposes new charter goals for the virtual program, please also complete the [Charter Goals Amendment Application](#).*

Currently, Paul PCS has adopted the PMF metrics for its goals. The VF program will positively contribute to the organization meeting its charter goals because it allows for intervention that will result in the accelerated closure of academic gaps, increases the time focused on postsecondary assessment preparation, supports course success for students who are dually enrolled, allows for “in the moment” skill remediation and recovery, and bolsters students’ joyful engagement in school through wellness and incentive programming. All of these benefits will ultimately support the organization in meeting its goals.

Success of the VF program will be tracked through the monitoring of attendance, completion of synchronous and asynchronous assignments, and growth in the academic and socio-emotional areas that are targeted for each student group.

**5. What evidence demonstrates the proposed virtual program will be successful?**

Paul PCS made the successful transition to full time virtual instruction at the onset of the pandemic. With little notice, Pauls PCS was able to distribute devices to every student, lift a one-to-one device servicing program, address student and staff needs for internet connectivity and transition the curriculum and instructional delivery models to a virtual setting.

Student data collected through the administration of the MAP assessment and the organization’s internal interim assessment program, showed that students continued to make progress on learning goals and objectives while in the virtual learning space. Additionally, Paul PCS maintained attendance rates well above 92% for the duration of virtual programming.

**6. How will the school ensure the quality of the proposed virtual program will be the same as the quality of the existing programming? How will the school ensure it maintains quality across all campuses and programs over time?**

Paul PCS has established and will implement routines and practices for lesson plan submission and review, conduct virtual instructional rounds and frequently gather student data. Information collected from these sources will be analyzed regularly and course corrections will be implemented to ensure the progress of students and quality of programming across both campuses.

**7. Describe the instructional day in the proposed virtual program.<sup>6</sup> Please attach a sample schedule .**

Time Frame	Instructional Block
8:00-8:30	Homeroom (attendance) <ul style="list-style-type: none"> <li>● SEL Lessons</li> <li>● Weekly data analysis</li> <li>● CREW/Team Building</li> </ul>
8:30-11:00	Small Group Instruction <ul style="list-style-type: none"> <li>● Intervention</li> <li>● IEP goal intensive</li> <li>● Wida standards intensive</li> <li>● Counseling groups</li> <li>● SAT/AP/DE support</li> <li>● Extension enrichment</li> </ul>
11:00-12:00	Asynchronous Learning <ul style="list-style-type: none"> <li>● Read/Math 180 virtual modules</li> <li>● Grade recovery/missing work completion</li> <li>● PSAT/SAT Prep</li> <li>● Individual intervention on assigned platforms</li> <li>● Extension of skills by course</li> </ul>
12:00-12:30	Lunch
12:30-1:00	Asynchronous Learning Cont... <ul style="list-style-type: none"> <li>● Read/Math 180 virtual modules</li> <li>● Grade recovery/missing work completion</li> <li>● PSAT/SAT Prep</li> </ul>

<sup>6</sup> The instructional day must be at least six hours long, including time for lunch, recess, and breaks.

Time Frame	Instructional Block
	<ul style="list-style-type: none"> <li>● Individual intervention on assigned platforms</li> <li>● Extension of skills by course</li> </ul>
1:00-1:30	Grade Level Town Hall (attendance) <ul style="list-style-type: none"> <li>● Student and staff celebration</li> <li>● Incentives</li> <li>● Upcoming events</li> <li>● Grade-level data trends</li> </ul>

**a. Each instructional day must be divided into learning modules. How many modules will the proposed virtual program offer per day?**

Paul PCS is requesting permission to provide the option for students to attend school virtually on the weekly half-day. The half-day will be divided into four distinct sections/modules:

1. Homeroom
2. Small group, synchronous instruction
3. Asynchronous instruction
4. Grade level town hall

**b. How long will each module be?**

Please see the above schedule

**c. Which module(s) will be synchronous?<sup>7</sup> Which modules will be asynchronous?**

Please see the above schedule

**8. What curricular choices—including resources, assessments, standards, and instructional strategies—will the proposed virtual program use?<sup>8</sup>**

**a. Identify the virtual platform(s) the school will adopt and provide a rationale for the selection.**

Paul PCS uses the Google Suite, which includes the full version of Google Classroom, for assignment distribution, classwork work and course organization and student work collection. Paul will continue the use of this platform because it is used during

<sup>7</sup> At least one module per day must be synchronous for every student.

<sup>8</sup> Virtual programs must maintain the same standards as in-person programs for content standards (including physical education) and assessments (administered in-person).

the full school week. Paul PCS uses Zoom for video conferencing as it is the platform that was adopted and used throughout the pandemic. The organization has found that Zoom offers the most flexibility and security for its video conferencing needs.

Additional platforms that will support the small group and asynchronous modules include:

- Read 180
- Math 180
- Khan Academy
- Achieve 3000
- Zearn Math
- IXL
- System 44
- Houghton Mifflin online resource suite (for science and social studies)

**b. Identify the new curricular choices the school will adopt and provide a rationale for the curricular shift.**

Paul PCS will not implement any major curriculum shifts, nor will there be any major adoptions. There is current exploration, with the intent to adopt, of online SAT and PSAT preparation platforms.

**c. Describe the long-range plan for curriculum implementation and professional development. How will the school ensure implementation fidelity?**

Not applicable as there are no major curricular shifts or adoptions. Please see above.

**9. How many students does the school plan to educate virtually? Are there any eligibility requirements a student must meet to participate in the virtual program? If so, describe them below.**

Paul PCS plans to engage the entire student population in the half-day VF program. If a family prefers for their child/children to be onsite, staff will be in place to welcome the students and provide them with support to fully engage in their virtual classes.

**10. Describe the curricular resources, devices, internet service, and technical support the school will provide students and families.<sup>9</sup>**

Paul PCS is a one-to-one device school. All students are issued a personal device for use at the beginning of the school year. The organization conducts an annual survey

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<sup>9</sup> Virtual programs must provide free internet access and devices to participating students.

to assess internet connectivity and provides support to families with identified issues. Because this is the third year that the organization has relied heavily on the use of technology, students, staff and families are aware of and use the technology ticketing system to receive the necessary support to ensure devices are functioning and/or replaced. Additionally there is staff support in place to help students and families access and utilize all platforms.

## **11. Describe the expectations the school will set for parents/guardians of participating students. What training and resources will the school offer?**

Paul PCS expects parents to support their child's/children's success during VF programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for Virtual Fridays. Paul PCS also ensures that tech support is readily available to support both students and families, and that teachers and leaders are accessible to answer questions they may have.

Student expectations are as follows:

### **Virtual Uniform Expectations**

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.

### **Virtual Attendance Expectations**

Students attending school virtually (on VF days) are expected to log in to their classes 3 minutes prior to the start of the instructional block. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class/module in a day will receive a consequence that may include virtual detention at the end of the school day.

## Student Conduct Expectations on Virtual Fridays

**Virtual Friday M.E.R.I.T Matrix:**

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
Online	<p>Stay fully engaged during the lesson.</p> <p>Actively listen and participate</p> <p>Be on time</p>	<p>Show academic integrity by using appropriate sites and following copyright laws</p> <p>Own YOUR academic success</p>	<p>Follow virtual classroom norms</p> <p>Be prepared for class</p> <p>Handle equipment with care</p>	<p>Communicate issues and concerns ie; academic, cyber-bullying and technical issues</p> <p>Ensure you are checking your student emails throughout the day for communication from your teachers and or Admin.</p>	<p>Do research using multiple appropriate and reliable sources</p>

**12. Describe how the school will support students' social and emotional growth.<sup>10</sup>  
Will the proposed virtual program provide regular opportunities for student-to-student interaction?**

Paul PCS will support students' social and emotional growth through the extension wellness programming that is conducted during in-person days. This includes the delivery of SEL lessons each week during homeroom, team building activities, the use of breakout rooms to foster student-to-student collaboration, topic focused counseling groups and individual sessions and weekly town hall celebrations.

**13. How will the school ensure all students—including students with disabilities,<sup>11</sup> English learners,<sup>12</sup> economically disadvantaged and at-risk students, and students above or below grade level—can access and benefit from the virtual program?**

The current plan for instructional modules on VF includes ensuring students receive accommodations and modifications as outlined in their IEP and/or as required in accordance with EL levels. All identified EL and SPED teachers will be assigned to

<sup>10</sup> Virtual programs must refer students for mental/behavioral health support when warranted.

<sup>11</sup> If a student's Individualized Education Program (IEP) requires in-person service delivery, the virtual program shall provide in-person services. Virtual programs shall also ensure timely evaluations and referrals for students suspected of having a disability.

<sup>12</sup> The virtual program shall fully comply with English learner requirements.

facilitate or co-teach during small group modules and the required asynchronous work will be differentiated and modified according to student needs.

Additionally, the design of the program is such that there is a focus on remediation and skill building, in addition to enrichment, acceleration and post secondary preparation.

**14. How did the school engage its internal community in developing the proposed virtual program? Include evidence demonstrating staff and family support for the proposed changes.**

Paul PCS launched VF planning in April of 2022. Staff was invited to join the “think-tank” for how to best leverage this time to serve the identified needs of all students. Families are in the process of responding to a survey (responses due June 15th) that raise any concerns about VF programming. To date, the organization has garnered strong support across all stakeholder groups for this shift.

Please see the documentation in the folder linked [here](#). Artifacts show, in great detail, the planning and engagement processes that have been utilized and detail some of the work that is still underway.



## 2022-2023 Academic Calendar

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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| <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #00AEEF; margin-right: 5px;"></span> School Closed for Staff and Students</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #FF00FF; margin-right: 5px;"></span> PD for all staff (School Closed for Students)</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #800080; margin-right: 5px;"></span> First Day of Advisory</li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #FF8C00; margin-right: 5px;"></span> New Staff Orientation</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #90EE90; margin-right: 5px;"></span> Student Led Conferences (1:30pm- 5pm)</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #FFD700; margin-right: 5px;"></span> End of Advisory (3:45pm dismissal)</li> </ul> |
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**Total Days in SY2022-2023: 180**

First Day of School: Aug 22, 2022  
Last Day of School: June 15, 2023

Days in Advisory 1: 46      Days in Advisory 3: 42  
Days in Advisory 2: 46      Days in Advisory 4: 46

**Instructional Hours**

Monday- Thursday 8:15AM- 3:45PM  
Friday (Half Day): 8:15AM- 1:30PM for students  
Friday: 8:15AM- 4:30PM for staff

Hour Count (On site) based on 150 days, without Virtual Fridays:  
8:15am- 3:45pm (M-Th) = 1125 hours

Hour Count including 30 virtual Fridays:  
8:15pm- 1:30pm (F) = 157.5 virtual hours (4- hour virtual sessions)

Total Hour Count (180 days): 1,282.5

**Board of Trustees**  
**Meeting Minutes**  
**May 24, 2022**  
*Meeting conducted via Zoom*

**Members Present:**

Erin Albright  
Andrea Deadwyler  
Kemba Hendrix  
Christina Jones  
Roxana Mondragon- Motta  
Jeff Nellhaus  
Terri Sallay  
Pamela Taylor  
Jennifer Ubiera  
Sterling Ward  
Shamera Wilkins

**Admin Present:**

Tracy Wright, *Chief Executive Officer*  
Charlotte Spann, *Executive Director of Schools*  
Will Henderson, *Executive Director of Operations*  
Monya Bundy, *Executive Operations Coordinator*

**Opening**

Ms. Albright called the meeting to order at 6:03pm.

**Approval of Board Meeting Minutes**

Ms. Albright asked for a motion to approve the April 2022 meeting minutes. Mr. Nellhaus moved to approve the minutes, and Ms. Ubiera seconded the motion. The motion was then approved unanimously.

**Virtual Amendment**

In an effort to ensure the post- pandemic mental and emotional wellness of staff and students, the leadership of Paul PCS has proposed a virtual Friday option for SY22-23. OSSE requires 1080 seat hours and 180 days of instruction each school year. While Paul currently meets the 1080 required hours on site, Paul will utilize the virtual amendment authorized by PCSB to support schools in reaching the 180-day requirement.

Paul currently has a 1:30pm dismissal weekly on Thursday (considered a half day), and would like to shift that schedule to Friday, while also giving scholars and staff the option to log into class virtually on these days only. Families may opt for in- person attendance, where scholars will still participate in virtual instruction but in a classroom setting, monitored by a staff member. Each Friday will be used for in depth work to support data analysis, learning recovery, dual enrollment, enrichment, and SAT support.

To support our 84% of students who receive free and reduced lunch, Mr. Henderson and his team are planning to send students home with food on Thursday afternoons and utilizing delivery and pick up options as implemented during the pandemic. These processes will be reevaluated quarterly and adjusted as necessary.

Dr. Wright proposed the board consider a charter amendment through the Public Charter School Board allowing Paul to have a partial day of instruction virtually, on each Friday of the school year. Ms. Hendrix moved to amend the charter to include virtual days in the calendar year, within the necessary considerations adhering to PCSB and OSSE regulations. Ms. Sallay seconded the motion, and after a full board vote, the motion was approved unanimously.

### **Strategic Plan Review**

Dr. Wright reviewed the framing for the strategic planning work and its impact on the direction of the school for the next three years. Consultant Julia Linfors explained DeliverEd's approach to develop the draft of the strategic plan, to include capacity reviews, full day writing sessions, and priority delegation.

To address priorities approved by the Board in the Spring, Priority Leads and Executive Team members have developed a narrative of success for each priority, and corresponding metrics which will be monitored by the Board (primarily the School Performance and Finance Committees). Detailed strategies will be monitored and assessed regularly by Priority Leads to ensure the movement of the work in alignment with the infrastructure of the organization and the measure of success noted in the narrative.

Board Members were asked to provide feedback on the plan prior to the June meeting, when the public-facing Strategic Plan is set to be voted upon.

### **FY23 Budget Vote**

The following shifts have been made to the budget proposal since the April Board Meeting:

- + \$130,000 Pandemic Supplemental Funding: Announced in May by DC Council.
  - There are several initiatives that we will anticipate in the evolution of our strategic plan, so we are investing half of these funds in yet unidentified strategic initiatives that will serve our evolving needs in the coming year. The remaining funds will serve to increase our net income.
- + \$83,503.00 Carl D. Perkins Grant was awarded to Paul in May and will be offset by additional elective FTE that will serve to diversify college & career readiness in our HS students.
- Updates to salaries and benefits based on reconciliation after first round of offer letters were disseminated were largely offset by other variances and miscellaneous adjustments.

After the floor was opened for questions, Mr. Ward motioned for the board to approve the updated budget as presented. Ms. Taylor seconded the motion, and the budget was approved unanimously.

**Closing**

Ms. Albright will continue update the Board with details about the Annual Retreat/ June Board Meeting, which will be held on June 14, 2022.

There being no further business to address, Ms. Albright adjourned the meeting at 7:28pm.