BOARD COMMUNICATIONS – DECEMBER 04, 2020

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.
S-1 Robert G. Nelson Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Santino Danisi, Interim Chief Financial Officer
AS-1 Kim Kelstrom School Services Weekly Update Report for November 20, 2020

COMMUNICATIONS – Nikki Henry, Chief Information Officer
C-1 Nikki Henry Board Communication Protocol

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer
SL-1 Brian Beck Independent Contractor Services Agreement with Amanda Nicolson, LLC
SL-2 Dr. Sean Virnig Independent Contractor Services Agreement with Collaborative Learning Solutions
SL-3 Jeremy Ward Winter Session Credit Recovery Program 2020
SL-4 Brian Beck Ratification of Application for California Department of Education – Special Education Division Alternative Dispute Resolution COVID-19 Grant
The purpose of this communication is to inform the Board of notable calendar items:

- Held Principal interviews
- Met with Executive Cabinet
- Participated in weekly call with Fresno County Superintendents
- Met with CSEA leadership
- Participated in call with the Council of the Great City Schools' Superintendents
- Held small group meetings with Trustees to discuss Measure M Investment Priorities
- Attended promotion ceremony for Colonel Hall
- Attended CSBA Annual Education Conference
- Attended Fresno Compact Meeting
- Attended Fresno K16 Collaborative Executive Steering Committee Meeting
From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kim Kelstrom, Executive Officer  
Cabinet Approval: 

Regarding: School Services Weekly Update Report for November 20, 2020

The purpose of this communication is to provide the Board a copy of School Services of California’s (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for November 20, 2020 is attached and includes the following articles:

• State Revenues Strong despite Headwinds – November 18, 2020
• What Does California’s Alarming COVID-19 Surge Mean for Schools? – November 17, 2020
• California Youth Sports on Pause as Newsom Halts Plan to Restart Play – November 16, 2020

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D. 
Date: 12/04/2020
DATE: November 20, 2020
TO: Robert G. Nelson
Superintendent
AT: Fresno Unified School District
FROM: Your SSC Governmental Relations Team
RE: SSC’s Sacramento Weekly Update

LAO Releases Fiscal Outlook Report

On Wednesday, the Legislative Analyst’s Office (LAO), the Legislature’s nonpartisan fiscal and policy advisor, released its annual fiscal outlook report, which includes an analysis on the Proposition 98 forecast ahead of the release of Governor Gavin Newsom’s 2021–22 State Budget Proposal in January.

The LAO estimates that, due to the dramatic recovery in “Big Three” taxes above the 2020–21 Enacted State Budget levels, the 2019–20 and 2020–21 Proposition 98 minimum guarantees could grow by $1.6 billion and $13.1 billion, respectively, when compared with the 2020–21 Enacted State Budget. Growth at this rate would result in a 2020–21 minimum guarantee that eclipses the historic all-time high in education funding. After adjusting for program costs and a newly required reserve deposit (because of estimated year-over-year growth with the updated figures), the LAO estimates $13.7 billion in one-time settle up payments would be required under Proposition 98.

Given the good fiscal environment, the LAO offers policymakers two key considerations for how to spend the projected surplus. The first consideration is that the Legislature pay down all of the budget deferrals and cover the cost of an estimated cost-of-living-adjustment (COLA) in 2021–22, which is estimated to be 1.14%. This would leave the Legislature with $4.2 billion for new commitments. Secondly, the LAO notes that pension costs are projected to grow quite significantly in 2022–23. California State Teachers’ Retirement System and California Public Employees’ Retirement System employer rates are projected to grow more than 2% and nearly 4%, respectively. The related cost increases range from $1.3 billion to $1.7 billion, which would likely exceed the COLA.

The LAO also addresses the district reserve cap, which according to the forecast, may be triggered going into the 2022–23 year. Assuming that the state continues to collect revenues at the pace forecasted by the LAO, the consequence is that deposits will be made into the Proposition 98 reserves, which will likely exceed the trigger threshold of 3% of total Proposition 98 spending in 2021–22. This historic event would cause most school districts to limit their unassigned plus assigned General Fund reserves to no more than 10% of their annual expenditures.
We will have to wait until January, when the Newsom Administration releases its State Budget Proposal and revenues estimates, to see whether the Department of Finance estimates align with the LAO.

**Governor Pulls Emergency Brake on Reopening**

At his press briefing on Monday, November 16, 2020, Governor Gavin Newsom announced that the state is applying an “emergency brake” to the “Blueprint for a Safer Economy” framework due to a significant surge in COVID-19 cases. Specifically, this means that the California Department of Public Health (CDPH) has made the following changes to the state’s reopening framework:

- Tier assignments may occur any day of the week and may occur more than once a week when the CDPH determines that the most recent reliable data indicates that immediate action is needed to address COVID-19 transmission in a county

- Counties may be moved back more than one tier if the CDPH determines that the data supports more intensive intervention
  - Key considerations will include the rate of increase in new cases and/or test positivity, more recent data as noted below, public health capacity, and other epidemiological factors

- Counties will be required to implement any sector changes the day following the tier announcement

As a result of these modifications, 41 counties (94% of the state’s population) now reside in the purple tier of the framework, which is the most restrictive tier in the state’s COVID-19 monitoring system. To put that into perspective, only 13 counties were in the purple tier last week, meaning 28 more counties have moved back into the most restrictive tier because of these changes.

While the modifications do not affect the school reopening guidance that was last updated by the CDPH in August, it does create timing issues for those local educational agencies that had begun the implementation of their reopening plans when their county was in the red tier and will indefinitely delay the return of in-person instruction for many schools across the state that are now back to square one with the sudden return to the purple tier.

**Thanksgiving Break**

Due to the Thanksgiving holiday, we will not be providing the Sacramento Weekly Update next week unless there is breaking news; we will return to our regular production schedule the week ending December 4.

We at School Services of California Inc. wish you a Happy Thanksgiving!

*Leilani Aguinaldo*
State Revenues Strong despite Headwinds

By Patti F. Herrera, EdD, and John Gray
School Services of California Inc.’s Fiscal Report
November 18, 2020

In its November 2020 Finance Bulletin, the Department of Finance (DOF) reports that even against the headwinds brought about by the global health pandemic, state revenues continue to outperform earlier projections while the California economy remains stable.

Job gains in the U.S. continue to pick up after unemployment skyrocketed earlier this spring. In October 2020, national unemployment was 6.9% compared to its peak of 14.7% in April. The improved employment picture has been accompanied by a better picture of the overall economy. The U.S. economy experienced a significant rebound in the third quarter of this year with gross domestic product (GDP)—while still below pre-pandemic levels—increased by over 33% on an annualized basis. California’s share of the national GDP measures at just under 15%. The housing market continues to be a bright spot in the economy with single family housing activity leading the sector.

As for revenues, the DOF reports that, year-to-date, the state has accrued $11.3 billion more in revenue than what was assumed in the 2020 Budget Act. Each of the “big three” taxes are outperforming expectations with personal income tax (PIT) receipts generating nearly $8.8 billion more than expected. October 2020 revenues were $2 billion more than monthly projections. PIT receipts alone generate two-thirds of state General Fund revenues. Sales tax and corporation tax revenues also beat monthly expectations by $423 million and $245 million, respectively, and continue to outpace budget estimates on a year-to-date basis by $2.06 billion and $574 million, respectively.

This is certainly welcomed news for State Budget and Proposition 98 hawks. Since education funding is likely to be determined by Test 1 in 2021–22 and the near future, Proposition 98 receives just over 38% of every new state dollar. With state revenues $11.3 billion above what was used to size the 2020–21 State Budget and the Proposition 98 minimum guarantee, the current-year guarantee stands to increase by about $4.3 billion compared to the Enacted Budget level of $70.9 billion. While this is certainly good news, we caution that the state continues to operate an education budget deficit as spending authority is higher than the minimum guarantee, so the better-than-expected revenues simply narrow the deficit’s margin going into the budget year.

The Legislative Analyst’s Office released its annual Fiscal Outlook that includes an in-depth forecast of Proposition 98. The report provides better context for the raw state revenues included in the DOF’s bulletin.
Note: Because of the changes to the state’s reopening guidance, over 94% of the population now resides in a county that is in the most restrictive reopening tier in the state.

What Does California’s Alarming COVID-19 Surge Mean for Schools?

By Howard Blume and Laura Newberry  
*Los Angeles Times*  
November 17, 2020

An alarming rise in new coronavirus cases has prompted major reopening rollbacks that also will stall efforts to reopen campuses throughout Southern California and most of the state — and affect the education of millions of students.

What happens at individual school districts and even schools will vary from county to county as officials grapple with complicated rules, evolving and expensive safety procedures, and infection rates in the communities they serve.

On Monday the number of counties in the strictest tier, purple, more than tripled to 41, including all counties in Southern California.

Here is a look at the various scenarios that will affect the vast majority of California’s more than 6 million students.

**How does the surge affect whether campuses can reopen?**

Campuses cannot reopen for in-person classes while a county is in the purple tier — the worst rating, signifying widespread transmission. A campus can only reopen for full services, with safety measures in place, 14 days after health conditions in a county have improved enough to enter the next tier, red.

On Monday, as counties rolled back into the purple tier, new school reopenings were halted.

Magnolia School District, for instance, which serves K-6 students in West Anaheim and Stanton, had planned to reopen campuses to all students this week. But last week the school board pushed the opening date until after winter break — and now even that timing is a question mark.

“One hand it’s disappointing because we know a lot of our students do need to be in school,” Supt. Frank Donovan said. “But on the other hand, we have to be very cautious, or this could become rampant.”

About 25% of Magnolia students are homeless, and many families are living in motels or other cramped spaces — putting students and their families at a higher risk than in many areas of Orange County.

**How does the reopening situation vary in Southern California counties?**

Los Angeles, San Bernardino and Imperial counties never left the purple tier, so they have not been able to reopen fully at any time since campuses closed statewide in March.

Orange, San Diego, Ventura and Riverside counties had entered the red tier or better, and many schools districts had begun to reopen in phases and with hybrid classes — which combine in-person and distance learning. Riverside was the first to backslide, weeks ago. Then last week, San Diego fell to purple and on Monday it was Orange and Ventura.
What happens to campuses that reopened before a county dropped back to the purple tier?
Schools that opened while a county was in the red tier or better, can remain open. However, campuses that had not yet reopened before their county became purple must remain closed until their county is once again out of the worst tier.

Before San Diego County dropped back into the purple tier, 35 of 42 school districts had reopened to some or all students for in-person learning, said Music Watson, a spokesperson for the county’s office of education.

“For those schools that were planning to reopen... we understand how disappointing it is for many families and employees, who have been working diligently to create and implement plans to safely reopen our campuses,” Watson said.

Are schools entirely shut down for in-person services?
Your school may be shut down for various reasons, but it isn’t via state mandate.

Even when a county is in purple, elementary schools can still apply for waivers. In L.A. County, the waivers — if granted — can apply to students in transitional kindergarten through second grade. Other counties grant waivers through sixth grade.

Schools and school districts can still bring back students with special needs in small groups that are kept separate from other groups. Under state rules, the number of these students receiving instruction or other services on campus can add up to 25% of a school’s enrollment at any given time.

Will the rules for special-needs students with in-person classes in L.A. County change as a result of rising infection rates?
No, according to county public health Director Barbara Ferrer.

“That program is working really well,” Ferrer said Monday.

What if a school had started to reopen before its county fell back to the purple tier?
In this situation, a school might have brought ninth- and 10th-graders to campus but not yet 11th- and 12th-graders before the county fell into purple. Such schools might be able to continue with their staggered re-openings — providing they receive approval from the county health officer, according to officials in Orange and San Diego counties.

Presumably such a practice also would apply to other counties, although each county can adopt stricter policies than the state.

My school is hardly serving any students. Why is that?
When a particular school is serving few students, it could be that officials think that there is too much COVID-19 in the community or that safety measures are not yet in place or not affordable. Or districts could still be working through workplace-safety rules and other processes with their employee unions.

My school seems to be operating almost normally — and my county is in the purple tier. Why is that?
It could be that your school is following all safety protocols. If classes are staggered, the 25% rule can cover a lot of students — especially when combined with an elementary waiver, legal child-care services and athletic conditioning.
The L.A. County Health Department has committed to visiting every campus — with an eye to help rather than to punish. Suspected violations can be reported to (888) 700-9995.

When will high school sports resume?
The state has allowed physically distanced conditioning since the start of school, but districts set their own timetable. The hope has been that, for example, more traditional football practice could begin in mid-December and football games in January. This seems unlikely based on remarks Monday by Gov. Gavin Newsom, who suggested further delays are likely without providing details.

Note: The state’s guidance for restarting youth sports has been shelved due to the surge in statewide COVID-19 cases.

California Youth Sports on Pause as Newsom Halts Plan To Restart Play

By James Patrick
The Sacramento Bee
November 16, 2020

Gov. Gavin Newsom said Monday there was a plan in place to restart youth sports, but he halted the reboot as coronavirus numbers spike in California. The announcement came shortly after the state moved all of the counties in the Sacramento region into the purple tier of the state’s COVID-19 reopening guidelines.

With Newsom cracking down in an effort to squelch the spike in coronavirus, youth sports programs are left to sit on the sidelines. In his Monday news conference, Newsom pointed out he was an athlete himself, playing baseball at Santa Clara University.

“(I have) a lot of friends with kids very, very active in clubs ports that have been very frustrated by this entire experience,” Newsom said. “It’s incredibly important that we do our physical activities safely.”

Newsom said a club baseball team traveled to Arizona to play in a tournament. Some players, coaches and parents became sick with the coronavirus during the trip, he said.

California Health and Human Services Secretary Mark Ghaly said the time is not right to allow youth sports to play games. The state added more than 8,800

“The timing right now with case rates going up very quickly, timing is everything with this. We want to make sure as we move forward with something as important as youth sports, we do it with eyes in front of us and hoping we set it up for success,” Ghaly said.

Newsom said Monday he had a plan in place to restart youth sports, but he shelved the ideas as the state’s infection numbers spiked.

“We have the guidelines, we built the parameters and put a lot of work into this,” he said.
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Nikki Henry, Chief Information Officer
Cabinet Approval: 

Regarding: Board Communication Protocol

The purpose of this communication is to provide the Board a reminder of the board communication protocol as requested. At this time, the board is notified of a crisis when the situation involves imminent danger, an arrest, or a death. The board is notified by the Chief Information Officer, Executive Officer of Communications, or the Public Information Officer as soon as is practical and initial information is gathered. Notification will be sent through phone call, text message or email and the board is welcome to let the Communications office know of their preferred notification method if they have not already.

Other information is communicated to the board or individual board members on a case-by-case basis as we see the potential for major constituent interest or a high-level of media interest. Some examples include COVID related updates, culturally destructive situations, etc.

The Communications Office also works closely with the Superintendent’s Office and the Board Office to communicate any invitations for press conferences, events, town halls, and other media or public opportunities for the board to engage as applicable.

Attached is a visual that has been shared with the board and can be referred to regarding our board communication protocols.

If you have any questions, please feel free contact Chief Information Officer, Nikki Henry, at 250-1488.

Approved by Superintendent
Robert G. Nelson Ed.D. _______________ Date: 12/04/2020
This checklist outlines basic support provided by the Communications Office. Additional supports may be provided based on the severity of the incident.

<table>
<thead>
<tr>
<th>CRISIS</th>
<th>ACTION</th>
<th>Notify Sup/ Instructional Sup/ Dept. Supporters</th>
<th>Script School Messenger</th>
<th>Contact Board Members</th>
<th>Create Talking Points for Fielding Parent Phone Calls</th>
<th>Generate Talking Points for Staff</th>
<th>Craft Talking Points for Communicating with Students</th>
<th>Create Letter for Home</th>
</tr>
</thead>
</table>
| **Imminent Danger**  
| **Arrests**  
Staff members arrested for inappropriate behavior with a minor, domestic assaults, or disorderly conduct.  
Students who committed crimes and are arrested on campus for posting threats, thefts, or assaults | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] |
| **Death**  
Of student or staff member by violence, suicide, automobile, train or long-term illness/health condition | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] |
| **Lockdown**  
When there is police activity in the neighborhood near a school site (subpoena being served, police pursuits, standoffs, suspicious individuals) | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] |
| **Hospital/ Health**  
Student/staff taken to hospital for health issue (i.e. broken bone, asthma, illness, 5150) | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] | ![ ] |
| **Student Fight**  
| **Staff Member Injured**  

Fresno Unified School District
Fresno Unified School District  
Board Communication

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Brian Beck, Assistant Superintendent  
Cabinet Approval:  

Regarding: Independent Contractor Services Agreement with Amanda Nicolson, LLC

The purpose of this communication is to provide the Board information regarding a request to approve the Independent Contractor Services Agreement with Amanda Nicolson, LLC. The contractor agrees to provide Board Certified Behavioral Analyst services, including observations, Behavior Intervention Plan development, coaching and professional learning. The focus will be to support site staff in the Intensive Behavior programs in the implementation of evidence-based practices to ensure positive student academic and social emotional outcomes.

Services include in-home and site based intensive behavioral services, Functional Behavior Assessments requested by parents for Independent Educational Evaluation, including testing, evaluation, observation, feedback, reports, and attendance of Individualized Education Program meetings for special education students.

This Independent Contractor Services Agreement with Amanda Nicolson, LLC supersedes the previously Board approved contract with Swan Consulting. In July 2020, Swan Consulting founders, which include Dr. Amanda Nicolson dissolved their partnership.

Dr. Nicolson has led and supervised services and supports for Fresno Unified School District’s Autism programs and met the needs of students with the most significant behaviors for many years. Approval of the contract with Amanda Nicholson, LLC will ensure a continuity of services and supports to staff and students.

The proposed contract with Amanda Nicholson, LLC commences on December 10, 2020 and ends June 30, 2021. The contract amount is $85,000 with no additional fiscal impact to the district.

If you have any questions or require additional information, please contact Brian Beck, Assistant Superintendent, Special Education and Health Services at 457-3226.

Approved by Superintendent  
Robert G. Nelson Ed.D.  
Date: 12/04/2020
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sean Virnig, Ph.D., Executive Director

Regarding: Independent Contractor Services Agreement with Collaborative Learning Solutions

The purpose of this communication is to provide the Board with an overview regarding the contract with Collaborative Learning Solutions (CLS) to plan and implement improvement efforts in addressing significant disproportionality of our students with Emotional Disturbance in Multi-Ethnicities and White categories. Such efforts include consultation and technical assistance services as follows:

- **Introduction:** The District will host a three-hour overview which is intended to provide the Leadership and Stakeholder Teams with foundational information concerning California’s framework for addressing Significant Disproportionality, the requirements for the Local Education Agency (LEA), the deeper “why” behind these improvement efforts and the root cause strategy options. By the end of the season, the team will have developed a strategy for collecting and analyzing data for the Root Causes Analysis.

- **Root Cause Data Collection:** This will vary based on indicator and strategy selections by the District, then CLS will generate reports and conduct the disaggregated data analysis at the direction of the District.

- **Root Cause Data Analysis:** Stakeholder teams will work with a trained facilitator to analyze the data and determine the root cause of Significant Disproportionality. The team will also engage in identifying ideas and strategies for improvement.

- **Plan Development:** CLS will provide the District with assistance in writing and editing a compliant Comprehensive Coordinated Early Intervening Services (CCEIS) plan due December 15, 2020. This support will be provided by a trained State Performance Plan Technical Assistant Project Facilitator.

- **Plan Implementation:** This level of support is not specified in this contract and it will vary based on the identified needs and strategies of the District at the latter stages of the process.

- **Monitoring:** This support includes quarterly meetings with the Stakeholder Team to monitor progress on the implementation of the CCEIS plan and ensure compliance with the California Department of Education reporting requirements. These sessions may be provided in person or via virtual platform.

The contract commenced on July 01, 2020 and ends June 30, 2021. The contract totals $45,000.

If you have any questions or require additional information, please contact Dr. Virnig at 457-3227.

Approved by Superintendent
Robert G. Nelson Ed.D.  Date: 12/04/2020
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Executive Officer
Cabinet Approval:

Regarding: Winter Session Credit Recovery Program 2020

The purpose of this communication is to provide the Board information regarding preparations for the Extended Learning Winter Session Credit Recovery Program. The purpose of the Extended Learning Winter Session Credit Recovery Program is to provide opportunities for high school students to recover credits needed for graduation and/or to meet A-G requirements. All instruction will be in a distance learning format utilizing the Edgenuity platform and Microsoft Teams. The Extended Learning Winter Session Credit Recovery Program will provide students with an opportunity to recover credits for one semester course.

The Extended Learning Winter Session Credit Recovery Program will run for a period of ten days beginning on December 21, 2020 and ending on January 07, 2021. District holidays will be observed as per the district calendar and there will be a non-instructional day on December 31, 2020. The program will be available at all comprehensive high schools and three alternative education schools: Cambridge, Dewolf, and JE Young.

The Extended Learning Winter Session Credit Recovery Program will provide high school students with the opportunity to complete unfinished coursework in Edgenuity from the 2020 Distance Learning Summer Program and/or additional credit needs from prior semesters. Additionally, students will have the opportunity to recover credit from courses taken during the fall semester of 2020 in which they did earn credits from receiving a passing grade.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7565

Approved by Superintendent
Robert G. Nelson Ed.D. Date: 12/04/2020
From the Office of the Superintendent  Date: December 04, 2020
To the Members of the Board of Education  Phone Number: 457-3226
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval:  

Regarding: Ratification of Application for California Department of Education – Special Education Division Alternative Dispute Resolution COVID-19 Grant

The purpose of this communication is to provide the Board information on the District’s application to the California Department of Education (CDE) for the Alternative Dispute Resolution (ADR) COVID-19 grant.

For the past five years, CDE has monitored grants funded through Part B of the Individuals with Disabilities Act (IDEA) to support Special Education Local Plan Areas (SELPAs) in developing ADR processes that resolve potential conflicts at a local level and avoid time-consuming, costly, and relationship-damaging state and due process complaints. The District has received $14,000-$21,000 annually for the past four years for ADR.

In anticipation of the increased number of local disputes expected related to the COVID-19 pandemic and special education distance learning, the Budget Act of 2020 appropriated additional funding to support SELPAs’ ADR efforts through the ADR COVID-19 Grant. The District is expected to receive approximately $79,686 to enhance and augment its ADR process through September 01, 2022. Additionally, the District has $14,601 available as part of its receipt from its initial ADR grant to utilize this year. If the grant funds are not expended within the requisite timelines, they will be forfeited.

The District has utilized the initial ADR grant funding for professional development on facilitating Individual Education Program (IEP) team meetings and to attend SELPA ADR Conferences. With the increased funding provided by the ADR COVID-19 Grant, the District will be able to enhance and improve its current ADR process. The potential options being considered for use of the funding include:

- Professional development related to the IDEA, conflict resolution, collaboration, communication, IEP facilitation, and/or mediating conflict and difficult situations.
- Contracting with an outside agency to provide IEP facilitators for situations where a neutral third party may be effective and/or to provide additional training.
- Funding a part-time position to support the ADR process, including communication with parents and staff to gather information needed to resolve concerns and improve relationships. A dedicated position will ensure focused and prompt support for parents and site staff.

Overall, the District’s objective is to build the capacity of staff and collaborate with families to resolve conflicts at the lowest level and reduce formal complaints.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.