

MINUTES OF DERBY BOARD OF EDUCATION – COMMITTEE OF THE WHOLE MEETING ON APRIL 7, 2020

Called to order at 6:30

Opening ceremonies:

Pledge of Allegiance

Roll call:

All Board members were present.

III. Student council representative report represented by Caitlyn and Arianna spoke on behalf of the student council.

IV. Paraeducator Appreciation Day

Dr. Conway: I just wanted to take this opportunity to thank all paras for their incredible work. Two weeks ago we reached out for paras who would be available to assist students and families during this time and need. And the unbelievable the overwhelming 99 percent of our paras without question, without asking anything in terms to step up and help a family or kid, no questions asked. It was very pretty telling to get immediate response from them as individual, collectively, as a family. I just couldn't have been more proud to be working with them and for them working with our kids and their families. So it's pretty special to see them do an amazing job behind the scenes supporting our kids and their families.

Thank you to every single one of you.

Mr. Gildea: Thank you for that. We appreciate you being out there.

V. Information/results from parent & student surveys.

Alliance Schools receiving laptop donations from the State of Connecticut.

Scholastic books will be donating books for our Pre-K to 8th graders over the next three weeks while practicing social distancing.

One for every high school student.

Janine Netto: Motion that the Board of Education approve of the laptops for Derby and Scholastic Books for students K through 8.

Mr. Gildea: Motion be made by Ms. Netto.

All those in favor? I.

Motion carried. Thanks, doc.

Mr. Gildea: Information from Parent/Student Survey

Dr. Conway: CT Partnership which is funded by Dadalio (phonetic) Foundation contributed a hundred million dollars and moving on from their partnership proposal, laptops for each student. So we've handed an application by Friday. We're expected to be not only laptops, but also for students in high

school will receive a new laptop, but also scholastic books for all students pre-K through 8. We expect those to come over the next six to eight weeks. We have a plan that has to be submitted to the State, a distribution plan for scholastic books as well as the laptops. We're doing it while practicing social distancing. So over the next three weeks, we expect the books. Over the next six to eight weeks, the laptops.

Mr. Gildea: How many laptops?

Dr. Conway: One for every high school student.

Mr. Gildea: Okay. Any questions? Madam secretary.

Ms. Netto: Motion that the Board of Education approve the laptops and scholastic books through student K through 8.

Mr. Gildea: Motion made by Ms. Netto. Is there a second? Second by Mr. Kurtyka. Motion is made and seconded. Are there any other discussions about the books or laptops? Okay. All those in favor?

Everyone said yes.

Motion carried.

V. Information/results from parent & student surveys

Dr. Conway: All of our distance learning platform sites, surveys were made but for teachers/parents, for students. A check in on how the distance learning was going from a parent's perspective with their children. And we looked at several different questions. It's how they WiFi. The amount of time the child had spent on the computer for the distance learning from the parents' perspective have been. Here, you're looking at 74 percent, just right. One percent too much and 5.4 percent too little. The count of the amount of teacher communications we have received, again 85 percent just right, 1.9 too much and 12.4 too little. If you read the comments even with those that say too little and if you read the comments, some of them are – in looking at all the comments and points to follow-up on, we understand the too much or too little as well. A count of the amount of time myself, teacher has been assessable. Again, 93.3 percent claimed just right, six percent too much and 6.1 percent too little. And account of the amount of distance learning my child has been assigned, has been again 73 percent just right, 4.8 percent too little and 21 percent too much. So that was from the parent's perspective. We plan on sending a second parent's survey out the end of this week.

We'll do the survey by school.

Ms. Hyder: How often would you plan to do a survey?

Dr. Conway: I'm going to do a new one at the end of this week. So they'll be asked more information, beginning after vacation.

The spreadsheet that the assignment does. Starting earlier today, out of the spreadsheet, and putting them in different tabs by the grades. For K – 5 I'll get the same results for the questions for K-5. For Middle School, 6-8 will be on a separate sheet and separate recorded results. And 9 – 12. Those are items that the principals' practice to and the surveys being taken. Look at the results. They're only in

the spreadsheet and then you have to go back and look at the data separately. That's all the information that's available to the principals as the surveys are being taken from an excel spreadsheet.

Mr. Gildea: Any other questions on the parents' survey? Okay, doc.

Dr. Conway: In the spreadsheet you can see exactly what school that para's from in light of that particular comment. That's what makes it much more valuable in terms of the information being applied.

Ms. Netto: I just want to know what the expectation is when we get these surveys?

Dr. Conway: Look at the majority of that 51 people what are they saying? And then you can pull the comments from the information as well. There are several teacher surveys' up here. The first one was the type of technology and support for technology the teachers would need. We have about four different surveys for teachers and district wide, surveys by school. The first one to understand what teachers need in support and technology. Again, if the information comes back in large percentages that the work is too little or too much, we can make those adjustments as well.

Mr. Gildea: Any other questions on the parent survey? Do the teacher survey now?

Teacher surveys

Dr. Conway: We have several teachers surveys up here. The first one was the type of technology and support and technology that teachers would need.

Mr. Gildea: Doc, I'm not sure everybody is seeing it.

Dr. Conway: Okay. We have four different surveys for teachers. First is the technology survey to understand what teachers need for support.

The second one, based upon technology survey, we then offer Professional Development that teachers' requested in the platform that teachers requested. We also have survey are here. The response to the questions and comments that were included, which are all available on the web page, but it was a well-thought out and planned Professional Development based directly on what teachers were asking for support and turned around very quickly. We had a second survey that's gone out since then as well.

Third survey asking teachers I can't say enough what they're doing, but it was – they were asking me April break, they would agree to be available via email for students who are reaching out for support, to submit and resubmit assignments, make up an assignment. And that we would simply take the – we would select what the majority of the staff said they would agree to. Second pinpoint, four percent of our staff need to be available. So that will now be all across the district will be putting up notification in their school for their students that they need support during that break to contact them directly through email. And we say directly through email because it's easier for a teacher to receive it that way than through Google classrooms. The teachers prefer to receive it directly through email.

The only survey going on right now for additional Professional Development based upon what we came out with the academic improvement for the meeting, not just looking at technology, but looking at other areas, working with family and students virtually. We have those results that are coming in now. This is live on the website but I'm showing you quickly. So once the results are in, we'll be developing special

development to support teachers once they come back from vacation, that they're specifically talking about which is different from the technology.

Mr. Gildea: The sub-committee we certainly put a lot of positive feedback, Professional Development would be possible support that as well.

Dr. Conway: We're turning things around quickly. We're putting out surveys to get the feedback and in trying to get support staff and the students and parents based upon that feedback.

Mr. Gildea: Any questions from the Board on the teachers' survey?

Ms. Hyder: Well, I guess the teachers appreciate the support and the time overall. One thing I often notice, having more of that and more of the same for the next level of work and need more practice and more time to continue to learn. Those teachers do provide the professional development would like to learn. That's our conversation that we had last week, Dr. Conway, how it's so great to have teachers help each other what they know.

Dr. Conway: The next phase of that plan is definitely as you just stated.

Students survey

Mr. Gildea: Any questions on the surveys? Do you want to do the students feedback?

Dr. Conway: Sure. The level of work, the amount and assessibility to teachers, my work if something gets right. Eighty five percent being just right, four percent being too much and one percent being too little. You heard from our student reps today as well. The majority of our teachers are being responsive to our students and it's on here on the surveys as well.

Mr. Gildea: Less education, want more work. Any questions on the student survey?

Mr. Foley: I was just wondering how many students would be bothered?

Dr. Conway: Last count was 653 Dan.

Mr. Foley: Okay. Thank you.

Ms. Hyder: I think the benefit of having the program is to really help where those areas are.

Ms. Aimee: I appreciate these surveys. I really do. I think we have to take it, for lack of a better word, with a grain of salt. Because every single kid, these surveys are being done based on the situation sitting in your home. They're all coming at it from a different perspective and a different point of view. It might feel overwhelming to some because you've never had to look at this before. So you're going to click a different button. So I don't know that going back in time to make these adjustments is where we want to be right now but we really need to get through. Clear assessments. I just want us all that mindset when looking at this.

Mr. Gildea: Thank you. Any other discussion on the student survey? Okay.

VI. Prom & Graduation Alternatives

Dr. Conway: Mr. Pascale and Mr. Coplin have worked together with the students and families on this over the time to call each family. Spreadsheet of feedback, phone calls as well. Student rep whether graduation or prom can be held. They are continuing to work as a group going forward with traditional, like kindergarten can be held over a group period of time, even if Even in the summer or fall.

Prom – graduation alternatives were discussed and the senior class of 2020 would like to hold a graduation in July. Mr. Pasquale and Mr. Coplin surveyed the senior class.

Mr. Gildea: Any questions?

VII. Student participation & attendance

Dr. Conway: Each week we look at ways we can improve, in addition to be resolved. Multiple staff members are assigned to call, to reach students each day to try another barrier, why they might not be logging on? Why they're in attendance but not doing their work. So that's happening behind the scenes to increase these percentages and to be able to find out, where a student and families, where do they need help? It might be, right now, it seems like a barrier to getting them to do the work, but I think most important is that their safety and health and their well-being and then once we can connect with that, you know, the academic will come. These will results the end of Friday.

Mr. Gildea: Last week if it's the last week?

Dr. Conway: Last week.

Mr. Gildea: So the key students are hard to get or some at least. So if you hold three classes that are engaged, where they are considered?

Dr. Conway: If you go to all these three classes, and you've engaged in what the teacher's are saying, either some or all. So there's four categories that they maintain in the spreadsheet or they're participating in all of their assignments to that class. They're doing some work, they're doing little work or they're doing no work. The four areas that they maintain. So and that's 52 percent of the 70 percent that is engaged in all or some of their work.

Mr. Gildea: Okay. If I do this right, 86 percent of participating in at least three classrooms.

Dr. Conway: A lot of it going on with the families right now, but a lot of it is just to make sure people are okay. But it is helping, again, the overall checking in and the attendance as well.

Mr. Gildea: The level of reaching out to families is greater at the elementary school.

Dr. Conway: It's interesting across the board. The high school is ninth grade.

Mr. Gildea: Okay. Can you cover that more specifically?

Ms. Harris: Thank you. Lorraine's Academy, 50 percent attendance and only 40 percent engaged. Can we do something else to help with those students to get back online? Is there something else we can do, social worker or something?

Dr. Conway: We can certainly look into additional resources that are needed. There's – there are phone calls being made each day to these families as well. For a family with three kids in it, provided that they're struggling with to survive right now in this crises with other variables in their families that are, not as a result of COVID19, but certainly don't make those situations, as struggling with, so we can certainly welcome in addition to what's already being done should be done or trying not to get staff out of the home.

Ms. Harris: What are we doing for our students that need speech students, speech pathologists or OT or PT help? Do we have anything in place for those students?

Dr. Conway: Yes, we do. The speech and language had continued.

Ms. Harris: I'm good. Thank you, Mr. Chair.

Mr. Gildea: Mr. Foley.

Mr. Foley: Doctor answered my question. I was just wondering what we're doing for the students that are participating as well. He addressed that.

Mr. Gildea: Okay. Any questions?

Ms. Hyder: I'm just trying to understand, what's the purpose of collecting attendance versus engagement. Because if they are clicking off here and then a large number of kids don't engage. So what's the purpose of checking off attendance if they are not going to engage in that work?

Dr. Conway: The kids know how to log in. It's really motivating them to do the work. Can actually do a little work and they're in attendance. They have access to whatever else is happening.

Ms. Hyder: Are we still reporting the attendance rates through dates?

Dr. Conway: No. We will have that later this week. We're leaning towards any attendance recorded after March 12th, would not be utilized. As of today, we don't have that flexibility yet. We hope this week by Thursday that we'll have more information from the State for reporting of attendance.

Mr. Gildea: Will you continue to do this at the end of the week?

Dr. Conway: Sure.

Mr. Gildea: Any other questions? Okay.

VII. Staffing Analysis by the Department

Mr. Gildea: So the next topic, really quick background. Executive orders, Board of Education to pay all employers in the school system regardless of position. So we had talked to make sure they are engaged.

Dr. Conway: We have a spreadsheet from each school. So we'll jump into one here from teachers teaching different positions apply to the teacher and what their role is to help support addition for a new plan. What type of Professional Development they're participating with as well. And we're looking at more ways moving forward as we get further into this in terms of being able to support, engaging by the student.

Mr. Gildea: Combination of reaching out to parents. Some of that may be Professional Development.

Dr. Conway: I understand. It is a work in progress. We had two different meetings today on how we can possibly talk to the end of training and support the families and kids. It is a work in progress. The week after vacation, Professional Development to supporting students and teachers.

Mr. Gildea: Any questions?

Mr. Kurtyka: Mr. Chairman?

Mr. Gildea: Mr. Kurtyka.

Mr. Kurtyka: Dr. Conway, what's the situation with our SSO? Do we pay them, not pay them?

Dr. Conway: We are paying them. So while they have filed for unemployment, we thought we were going to be able to pay the amount. Per Governor Malloy, we will be paying them. They will be offering support for our distribution plan.

Mr. Kurtyka: Thank you.

Mr. Gildea: Any questions?

Ms. Hyder: It's just that they coordinate end of the year activities. So what does that look like if they're coordinating end of the year activities?

Dr. Conway: Well, we do plan to conduct as many end of year activities as we can in a different way. We also, at this particular point, we need to plan end of year activities, if they were going to happen. And we're not going back in the middle of May and then have a month to do it, while we're also trying to reengage students. So there's a Plan A, B and C that I want in place, not knowing what decisions are going to be made when they were just coming Thursday or after that.

Ms. Hyder: Thank you. And in terms of making the phone calls. How often are these phone calls being made? I know out of my house we received two phone calls total in about three and a half weeks and email. So I'm just not sure how regularly these phone calls are being made?

Dr. Conway: For those who are not engaged, every day.

Mr. Gildea: Any questions?

Next one is the basis for our very first meeting

Dr. Conway: We continue to ask them everyday. It's off of our website on Google. Continue to involve in the next week.

X Grading Guidelines and Discussion

Mr. Gildea: Okay. We need a motion.

Dr. Conway: Motion to approve the Grading Policy.

Ms. Netto: Motion to support Grading Policy by district and school.

Mr. Gildea: Motion to accept the motion? Is there a second? Mr. Kurtyka.

Mr. Kurtyka: Second.

Mr. Gildea: Motion made and seconded. Doc.

Dr. Conway: This was a policy for a couple of weeks now. And it started about reading lots of research on the Universities. They went back and forth saying their concerns, how to adjust it. Engage, at high school level as well as in colleges. It comes from so many different areas that to consider. We are still waiting from colleges and universities on how certain variations and grading what they are to be treated. So we're simply dealing with four to three year. Three weeks ago when we first started working on it. The students that completed work prior to March 12th. Whether they completed it before March 12th or handed it in after March 12th. If it was handed in after March 12th, they wouldn't be penalized if it was submitted after the 12th or sometime before the 12th, that work will all be graded and a grade will be given the students up to March 12th. Any work completed March 13th to the end of the quarter, which is next Friday, would be graded separately from the work prior to March 12th. If that grade positively impact the March 12th grade, then it would be included in their final marking period grade. If that grade negatively impacted, it would not be included in their marking period grade they would get their grades as of March 12th. So the highest of the two grades.

In conversations today, it was an idea that I absolutely if we could consider, with the improvement team at the high school, it won't impact the high school students but another thought came to my attention today that I want to consider as well. I don't have the exact percentage, all the participation a part of their points in the grading system, all check points and overall grades for that marking period not everyone got. And I would like to also consider in this is participation. Because we're asking students today to participate in a way that you never had to participate before, just as we're asking teachers to participate in a way they've never had to before and it's not easy for everybody. It's really a new way to participate, participating remotely. Like we've heard from our school representatives tonight, some not the majority, but some having do the work without the assistance with a teacher there every day. And so there's even that variation of support that exist that we're going through this, these past four weeks. Any participation should also be considered if it's not already considered in the teacher's grading policy, especially for these last four weeks. That again, do something with a number of different variables, many of the students and they're still finding a way to participate. And it's not easy. And it's something different that they never had to do before.

Before they had to come into a building and they were wrapped around with support. Today, they're still finding ways to participate in significant ways. Some they don't want to be, I get that. But there are no right ways to do it. I'd like to consider also.

Mr. Gildea: How would you weigh in that state the position, the participation, how would you weigh that in there?

Dr. Conway: Okay. Participation and consideration, the overall marking period grades.

Mr. Gildea: Any questions from the Board?

Dr. Conway: The marking period, the work completed between March 13th and to the end of the marking period.

Mr. Gildea: Any questions from the Board?

Ms. Hyder: Questions on scholarships and transcripts?

Dr. Conway: We are working hard at that. We did a couple things keep working on. They're working on that policy now to get out to all districts. Accepting from superintendents from statewide to be collected. And they won't be coming out with more direction. They're waiting for that information. Have that to report to all superintendents for some guidance. Here's something to think about, impact accepting scholarships.

Mr. Gildea: Okay. Any other questions from the Board? Mr. Marcucio.

Mr. Marcucio: Doc, is there any way to track the work done grades?

Dr. Conway: We track that daily. We know exactly on a daily basis say the work by period.

Mr. Marcucio: What was the point of the whole of them being in the program from March 12th?

Dr. Conway: It can only negatively impact their grades because of the different variables, because why a student might not be able right now participate. It's difficult sometimes to get a hold of a parent or a student to engage remotely. So when you think of other ways, reaching out to friends. Reaching out to people that have little or no contact with them. All of those things are happening. Trying to contact daily. And even if you do, when we do and then we hear some of the stories that families are struggling with where the academic piece is not a priority one on that. And they may have been a great hard-working student just three weeks ago and in this struggle right now, they just are not able to participate.

Mr. Gildea: I want to assume that it doesn't penalize and adequately awards the people who put the effort in and do the work without penalizing them. But in some ways is you know the fact that they didn't engage inside out, you know, is taking into account and their grades did impacted because the people who did put the effort in and the people who did the work, you know. I do think that the 38 percent. I do think that you're going to have a great impact.

Mr. Marcucio: Tracking the percentage by March 12th?

Dr. Conway: The teacher was able, but the teachers did come up with the policy. The school improvement team up at the high school multiple calls, Mr. Pasquale. Looks like the teachers, all teachers, take grading very, very seriously. And we just wanted to make sure that we hear everything here, whether it's the high school or college level. It's one that comes to clear. This is not perfect.

Mr. Marcucio: I understand that. What do we do in fourth quarter then?

Dr. Conway: We'll have more information on Thursday. We'll be back on the table, and again, I say Thursday, because that's the day we're going to be able to do have something this past week for the fourth marking period. But right now, all districts are waiting what they are going to do for fourth marking period in terms of the final grade. Let me put it that way. So if the fourth marking period grade and then you have your final grade. So those two things have to be considered what we have to do with the information. Take steps to survey staff on things like final exams and those things. So we're dealing with a plan for that, but we're waiting for some more information at the same time.

Mr. Gildea: Excellent. Any other questions?

Okay. A motion has been made and seconded. Ms. Netto, I think Doc wanted to layer in a piece that takes participation into account. Would you mend your motion to add that piece in?

Ms. Netto: Sure. Motion that the Board of Education grading policy along with "Participation".

Mr. Gildea: Motion amended. Second.

Mr. Kurtyka: Seconded by Mr. George Kurtyka.

Mr. Gildea: No further discussion. All those in favor?

Board Members: Yes for all Board members.

Mr. Gildea: Oppose? Motion carried.

XI. Budget Adoption

Mr. Gildea: Start with Mr. Izzo.

Mr. Izzo: Like Mr. Gildea said, the numbers have not changed really much from the last meeting. Special Ed cost next year. Dr. Conway, you can go to --

Ms. Netto: Motion to adopt the budget.

Mr. Gildea: Yeah, motion to adopt the 2020 to 2021.

Ms. Netto: The Board of Education to adopt the 2020 and 2021 budget entered.

Mr. Gildea: Motion has been made, is there a second?

Ms. Harris: Second, Laura.

Mr. Gildea: Is that you, Ms. Harris?

Ms. Harris: Yes.

Mr. Gildea: Second by Ms. Harris. Thank you. Mark.

Mr. Izzo: Hi, how are you? Doc, can you turn to page five please. So basically, what we're looking at, down at the bottom number rolls up, five percent increase over last year's budget. If you take that out, 5.0 percent. Special ed for next year. Down to 34. It showers down to the person, the individuals, four percent change the bill to the excel. I really don't have anything to add unless there is a question for me.

Page eight or nine. Increase.

Mr. Gildea: We established 350,000 if I'm not mistaken that's furlough days added back in and putting the salary increase in, correct?

Mr. Izzo: That's correct, that's the furlough and staff, 350,000. And right, there's no furlough day in here. 483 days we've worked in years past. 3.3 million in special education costs – increase for staff contracts. And .75 central office executive assistant on an add needed basis. Phone contract is up two percent.

Mr. Gildea: My last question if I could, for each student it might be more. There's a gap. Special education cost in Derby, what's the net?

Mr. Izzo: That suggests, that's a great question. And if you want to go to, Dr. Conway can go to the other, last page, slide 12. I'm going to take you through it a little bit. But by chart, but it does point out that if you look at total of special education cost and the student count, you know, how we actually take 37 as of October 1st of this year, but we were at 41 start of the year. And then we were down to 37 quickly at the beginning of the year. At the beginning we had 41. And then some kids dropped, you know moved, whatever happen, we got down to 37. But overall for special education costs last year was 3.1, in that area. This year, we're looking at 3.3 million. Who is in the private and who's in the rec? Rec's are cheaper, privates are you know, more expensive. So it should be down, no.

Mr. Gildea: If you do the math, increase. At the end of the day, our budget is increasing for two things, furlough. That's all we're asking for.

Mr. Izzo: You're looking at it correctly. If you go through the detail, the record, everything is going up. That's why, you know, basically everything got a couple of things, go up two percent. But yeah, basically those are your drivers. Those are the things that are drivers, certified drivers and special education. Those are the two things that five could get that.

Mr. Gildea: Anything other questions, folks?

Mr. Izzo: If you can go back to slide 1220? Mr. Foley, I'm sorry.

Mr. Foley: I was just wondering, are we getting any reinvestments from the bus company?

Mr. Izzo: As far as this year's contract?

Mr. Foley: Yes.

Mr. Izzo: Yes, right now. What salaries, what whatever. I'm not convinced that's the right number at this time.

Dr. Conway: Federal stimulus package.

Ms. Hyder: I'm getting some feedback from communities that there are some families who are not accessing the lunch program, the grab and go. And I was wondering, I know in the school districts, they're actually having the bus company utilize some of their transportation budget from bus stop to bus stop at a scheduled time and drop off meals at bus stops. And it's on a set schedule. I was wondering if would be a consideration, using a portion of what we might be saving from transportation budget to copy the needs of some of our families who don't have the ability to cross town or to walk a mile or two miles to the school to grab and go and instead, to have to drive the package to the bus stop where kids can readily walk. And if we're paying for a bus anyway or a couple of buses anyway, I'm wondering if that can be an option to better serve families who just can't get across town or walk to the schools to grab their lunches?

Dr. Conway: We did look at that and as I talked with Joe over in Ansonia, one district. We don't know if other districts are using it, but certainly they are. And it's been effective for them. My only concern about that initially was and they have been happened to them, where it was prior to the Governor's communication on social distancing, but one of the issues that I had to turn with up front. Each bus stop

will pick up 40 to 50 kids at each bus stop. So it was a concern for me in terms of creating a situation in congregating, whether it be the kids or the kids and the adults who walk to the bus stop to get their lunches. The only thing we can't consider this week is the opportunity to add additional spots as opposed to going back to the buses.

And what we're struggling with right now is our food service staff. Look outside of food service to help distribute was to make the lunches even, we had about eight available. So we need four for each location. We were trying not to bring everybody in at the same time. And two, we have people to fill in immediately. Some districts over the past week, got this two days a week or three days a week for distribution or have stopped completely because of staff getting sick. We do have staff that have been exposed to two families in our quarantine, so it reduces the number of food service staff that are available today. But we are looking at that, Tara.

Ms. Hyder: Is there a way to utilize some of the secretarial staff or the nursing staff who may not have the same helper or scheduled or full-time session to support that?

Dr. Conway: We are looking at other staff to be available to help us. That's exactly the intention of that.

Mr. Gildea: Any other questions from the Board?

Mr. Marcucio: Yes, Mr. Chair, I have one more. Mark, would you explain the secretary's/clerical percentage went up?

Mr. Izzo: Yes. Hold on. I have the notes right here.

Mr. Marcucio: It was on page three.

Mr. Izzo: Yeah, so basically what happened was on that one is it's a two-parter. There in fact that being where we added, that .75, executive assistant. Let's say the accountant financial issues, account payable person. They help out on special occasions.

Mr. Kurtyka: Question for Mark. So for the last two years we've had a flat budget, correct?

Mr. Izzo: Yes, sir.

Mr. Kurtyka: All right. So if we weren't funded according to my calculations, was between 1.7 and 2.4 percent. So if the City gave us the 1.7 and 2.4 percent over the spread in the years, we would be equal on this third year. It wouldn't actually go up that much, correct?

Mr. Izzo: Yeah, the only thing that goes up I have that.

Mr. Kurtyka: Listen, we got zero percent for two years. You give us 1.7 over the two years, the increase wouldn't be as bad as it is now.

Mr. Izzo: Right. George, you're exactly right. I didn't get a chance to get it done and share it with everybody.

Mr. Kurtyka: When you go meet with the tax board, have a meeting with the tax board, you have to hear them every time, this is it. This is why? This is what you're people are going to say, oh my God, oh geez. Listen, if this happened and this happened it would have been two percent this year, went like that.

Mr. Izzo: These are rough numbers, right. A three percent increase. We didn't get it. The second year, we kept growing and we ask for 555,000, no we didn't get it. So now we're asking for the full operating budget, no furlough days like last year if you get to where we needed to be. So now we're asking for a million. Here we are now asking for a million dollars. But we got zero for the last two years. It would have been an increase guess what, we want a million dollars.

Mr. Kurtyka: One of the points that we should do is say, this is it. You got the extra bids over the last two years it wouldn't have been much.

Mr. Izzo: I agree. I have a chart, again, I didn't have time to finish it up for tonight, but I will definitely have it available when we do go to the City.

Mr. Kurtyka: Thank you.

Mr. Gildea: I definitely agree with you, Mr. Kurtyka. I mean, you know what's going to happen. Right now they're going to try to guess what we're going to get and try to live accordingly. We try to be reasonable in the last years and the work with that is zero.

Any other questions for the Board?

Ms. Hyder: Mr. Gildea.

Mr. Gildea: Ms. Hyder.

Ms. Hyder: I would like for the Board to consider pay addition of two assistant high school coaches. Consistency, safety, we have assistant coaches for the high school program. So that's something that I'd like for the Board to consider in their budget.

Mr. Gildea: Say that to the parks and rec meeting. We can do that separately or we can make a motion. If we can make a secondary motion.

Ms. Hyder: I'd like to make a motion to add two assistant high school coaches to the current budget for the two programs that only that have one head coach for purposes of safety and consistency of the programs.

Mr. Gildea: Can I ask which sports those are, please?

Mr. Hyder: So softball and co-ed cross-country.

Ms. Netto: I second it.

Mr. Gildea: Second, Ms. Netto. Any discussion folks?

Mr. Marcucio: It should be dependent upon the number of people that are signed up for the program.

Mr. Gildea: It puts money in the budget to allow us to have a discussion next year. So we're just putting this on the budget.

Mr. Foley: Before I vote on it, I would like to have input from the athletic director.

Mr. Gildea: So two member for the athletic committee. I would prefer probably Ken could convey or anybody on the committee could convey with the athletic director would know about that.

Mr. Marcucio: The cross-country one. Softball, I think we all agree on that.

Ms. Netto: Cross-country would have one of the highest amount of students on it. That would be the only sport that does not have an assistant and in the times that we're in and the amount of kids are on cross-country, if we're doing for all others, then we can't just leave one sport to one coach.

Mr. Marcucio: There's one for safety. One coach for the JV. One coach for the varsity game. So now you're doing a third coach or a fourth coach.

Ms. Netto: Well, I think that's why we have a motion so we can just take a vote.

Ms. Hyder: Mr. Marcucio, just a clarification when we had the sub-committee meeting. It wasn't about having the JV coach. It was about having an assistant coach. So it's not necessarily saying now you have a JV program.

Mr. Marcucio: Softball coach, saying himself or herself. That's just as much a safety issue and it's a safety issue you're talking about.

Ms. Hyder: But it's now – we could also look at we only have one paid coach for those programs. So technically speaking, the rest are volunteer. We are one man standing on both of those programs and that's our current situation.

Mr. Marcucio: I've coached for 25 years.

Ms. Hyder: I know you have been.

Mr. Gildea: Okay, folks. Here's what I'm going to say. Give everybody a chance to weigh in and then we can vote on the secondary motion. Again, listen folks, this puts money in the budget. This is for the first round.

Mr. Marcucio: You still have to coach in the interim.

Mr. Gildea: Correct. I knew that.

Mr. Marcucio: The Board has to make a decision.

Mr. Gildea: I believe this puts money in the budget for us to move the budget forward to the tax board. We're going to have to make some adjustments. So this step allows us to put money in the budget for those positions.

Mr. Marcucio: Don't you have to create the position first before you put it in the budget?

Dr. Conway: The assistant coach in softball is actually in the contract. The only one would be the assistant is for cross-country. Similar to what the Board and the Board of Alderman go back and forth with each time, what should come first. I'm not sure if there's a right way, an order for it. And then the Board decides to move forward and come up with the position. Versus the decision and then you have to go back to the funding. So either way I think you're going to be in the second half just like it's one before the other. But one of the position already exists in the contract.

Mr. Gildea: Any other questions? So let's make a secondary motion first. Which is to add \$8,800 for two assistant coaches. Motion to be made and seconded. Any discussion? All those in favor? All right.

All in favor – Jim Yes votes – Janine – Laura – Rebecca – Tara – George – Melissa.

Mr. Gildea: All of those opposed?

Mr. Foley: Opposed.

Mr. Gildea: Dan opposed.

Mr. Marcucio: I oppose too.

Mr. Gildea: Ken. Okay. Seven to two the secondary motion passes.

Mr. Gildea: Any other questions on the Board at 2021?

Any other questions? Motion passed and made. Passed and seconded. We did discuss it. All of those in favor?

All in favor – Jim Yes votes – Janine – Laura – Rebecca – Tara – George – Melissa.

Let the record reflect the budget passed. I appreciate everyone who worked on it. Thanks for all the work on it.

That is a wrap.

Motion to adjourn at 8:38

Ms. Netto: Motion for the Board of Education Adjournment.

Mr. Gildea: Motion by Ms. Netto. Is there a second:

Ms. Cannata: Second.

Mr. Gildea: All those in favor to adjourn?

Motion carried. Thanks, folks.

Marianne Samokar, recording secretary