

MINUTES OF DERBY BOARD OF EDUCATION ON APRIL 23, 2020

I, Called to order at 6:34**Opening ceremonies:**

Pledge of Allegiance

Mr. Gildea: Thank you very much.

Ms. Netto: Taking roll call. Jim Gildea, Rebecca O'Hara, Laura Harris, Ken Marcucio, Dan Foley, George Kurtyka, Melissa Cannata, Tara Hyder and Janine Netto is present.

Mr. Gildea: Full slate of Board members. Any additions, deletions or corrections to the agenda. Seeing none, we will move on to public portion.

II. Public Portion

Okay, folks. Anyone from the public who wish to speak? Not hearing any voice, anyone from the public, twice? Anyone from the public three times? We will close the public portion.

We do see there's about 46 people here. Janine knows that they're here for Caitlyn and Damien. So with that segway, I will turn it over to the superintendent.

III. Student Recognition

Dr. Conway: I am going to turn it over to Mr. Pasquale.

Mr. Pasquale: Good evening everybody. Welcome to the Board meeting. Tonight, we have the privilege of recognizing our star athletes. Sadly, one of the events that was caught up in the Pandemic is the cancellation of the scholar athlete banquet, which is held yearly. I just want to read a quick synopsis of what a scholar athlete banquet is for those who might not be familiar.

The scholar athlete program annually recognizes two high school seniors, one boy and one girl on each member high school, whose academic and athletic careers have been exemplary, whose personal standards and achievements are involved to others and who possess high levels of integrity, self-discipline and courage. The award that's given out is a truly impressive award as a – as a parent now, I can only imagine the pride that they feel when they get awarded this, it's just a really elite group that gets to be part of this. And both Damien and Caitlyn certainly exemplify that. Damien Caruso, GPA of 4.09, ranks 7th in the graduating class. A four-year member of the baseball and football teams, of which he was a captain of the football team this past year. Also a member of the track team at DHS. Kaitlyn Gerckens, GPA of 4.19, currently ranks 3rd in the graduating class, four-year member of the soccer team and a three year captain. Both students took a rigorous academic load with multiple AP classes. And I can with no hesitation say that they are outstanding representatives of what a Derby High School student athlete is. I can't speak enough about what these kids have done for our school.

I would say that when I see them, they are both, have a quiet leadership style, but they are definitely respected by their classmates as well as the faculty and staff at Derby High School. Over the last really seven years, I've gotten to know both of the families pretty well and I know that the parents are here supporting them. Being a student athlete is never easy. Young Martin is only eight, but we're already shoveling him to soccer practice and you know, swim metes and stuff like that, so you know, the hours

that parents put in to support the kids, the hours the kids put in practicing, getting better and then you know, not to forget about, oh yeah, being the student part of that with the hours and time that's put in in the classroom.

I know that Coach Bainer is here. I'm not sure if Coach Delugo is on the line. But there's some other staff members that are here as well. I know I've said a lot about these two outstanding students. I would like them both an opportunity to speak as well. And really just two words for you guys and that's, thank you. Thank you for being outstanding kids and great representatives of Derby High School.

Coach Bainer: Just real quick, I've had the honor of coaching both Damien and Caitlyn on the indoor track team. And a little known fact, Kaitlyn Gerckens was a four by eight 100 meter league champion as a freshman, she fills in for someone at the last minute and was able to step in and the team was still able to win that league title. And Caitlyn did it as a freshman pretty much with no fear, so just an overall just a great kid. And Damien, the same thing, just great work ethic, couldn't ask for a more ideal teammate and a leader on the team. Also, multiple times league champion. So I'm super proud of you both and thanks for making Derby proud.

Mr. Gildea: Very nice. Any want to weigh in?

Coach: Real quick. Just Kaitlyn, I've been fortunate enough to teach both of these student/athletes as freshmen, so I've gotten to watch them grow. Kaitlyn actually came on as our baseball team manager last year on how to help out. I think she was going through an injury and she wanted to help out. And you know, she was every day and in support of however she could, which was awesome. And you know, just again, speaks to her character and you know, just to do it just for the sake of wanting to help out. And then Damien has been a starter on the baseball team since he was a freshman. He's been one of the most reliable guys we have as far as if I ever asked or needed anything. It's always yes, sure whatever you need. He's a leader. You know, he's done everything as a coach you could ever ask him prior to do. So it's been a pleasure having him around, playing second base, moving into the outfield. Whatever it is, if the team needs. Now, he's growing a goatee and a DE in support of Derby Baseball shirt. You know, so hopefully we'll get a chance to see him take the field again this spring, but definitely in a special group of kids here. Thank you.

Mr. Gildea: On behalf of the Board of Education, I would certainly say a couple of words really standing out that your coaches. So Kaitlyn and Damien, fortunate to know both. Very proud of the people they are. Very proud how they represent their high school. Very proud of their character, their moral fiber. Show up to be great leaderships. Board of Education members, those are the type of people who will be leaders. So great job guys, thank you very much.

Dr. Conway: Thank you, guys. Just to add to that, Mr. Chairman. In getting to know both of these scholar athletes in my time in district this year more than ever, you know, witnessing actually what you've heard coaches say about Damien today, I was able to witness first hand at a track meet where he was put into a meet, I believe it was a 400 meter, a race he didn't typically run, but Coach thought he would do well against the competition at the meet and be able to will not only try and just walk and win the race outright, but at least get close to the team. And it just says so much about what he is willing to put on the line for the team. This wasn't about Damien as an individual. This was about what can I do for the team, coach. Just the opportunity to witness something like that as a, I guess more as a father and as a coach and my current role was just something you would hope your own child would step up or

any one of your players would step up to do on any given day, so just amazing to witness and Kaitlyn has just been a leader, whether it was our school uniform policy this past year, trying to get that right. And Kaitlyn certainly out and front representing the student voice in a very, very mature way while recognizing the difficulty the decision might be for administration board members. But we listen to student voice and implement the policy that everybody and of course, our representative, student representative to the Board as well. So just amazing to be a part of their lives and their families as well.

I don't know if this is just coincidence, but both of their moms attend the gym in the morning. I don't know if that's part of any of this, but it just happens to be coincidence that you know, I think discipline wash off and ensure part of this through the home and everything that they do. So congratulations, guys. Just absolutely couldn't be more proud.

IV. Subcommittee Reports

Mr. Gildea: Ms. O'Hara, anything you'd like to add tonight?

Ms. O'Hara: No, nothing different than the last time we met.

Mr. Gildea: I know we're waiting to hear back.

Mr. Gildea: Personnel, Mr. Kurtyka, anything you'd like to add?

Mr. Kurtyka: We haven't added anything because of what's going on with the Pandemic, unless Dr. Conway has anything new with negotiations. Just waiting to see when we're going to start up again.

Mr. Gildea: Policy. Subcommittees, Madam Chairman.

Ms. Harris: We have two policies for review tonight. There's a first and a second read. And our next policy meeting will be on May 12th.

Mr. Gildea: Thank you, Laura. Academic Curriculum, Ms. Hyder.

Ms. Hyder: We haven't met since our last meeting, I think it was two and a half weeks ago, maybe. But we'll be scheduling another one soon.

Mr. Gildea: On regionalization, I will tell you that after about a month and a half hiatus, we do have a meeting scheduled on Monday. I will tell folks the Committee continues to feel, who actually is the grant administrator, continues to feel that there are two areas that we're slacking in. One of them is the program of studies and what a regionalized school system should program. The second topic would be equalization, you know, the cost associated with the regionalization of schools. There's enrollment. There's real estate cost differentials. And the final report really needs to do more in this equalization. So I had two discussions with the consultant to resolve the fact that we don't fill the course completely, and on Monday we will update the Committee on where we stand. So we will have our first meeting on Monday.

Athletic Committee, Mr. Marcucio.

Mr. Marcucio: No report. The CIC didn't meet today and that'll be discussed in the schooling on the agenda.

Mr. Gildea: Public Safety Committee. What say from you, Madam Secretary?

Ms. Netto: We have now freed up some situations in scheduling the next meeting.

V. Superintendent's Report

Dr. Conway: All right. Under academics this month, we continued our distance learning plan, established our third quarter, grading policy, working on a fourth quarter grading policy. Maintaining daily attendance as well as participation rates attended, the Academic Curriculum Meeting that Ms. Hyder chaired. We're waiting for a May 20 return as well as other alternative plans, but that first one for today and then planning for ESY PDG. And also just putting together in six, seven different areas returns. So reopening plans in seven different areas is what the planning that we've also begun on this.

On the human capital holding daily and council meetings with the team, which is Special Development planning, early release and special development conducted on March 30th. And we'll continue doing that through zoom at least until May 20th. We have other Wednesdays that we're identifying now. I attended a Superintendent Network Meeting, food service, technology and custodians continued to work from our buildings from the middle school, both serving our lunches as well as maintaining technology for our students who might have to return a laptop to pick up another one. All of the staff are working from home, our para educator of the year nomination. A process has begun. And we'll be announcing that week. The nominations are in. And teacher of the year nominations will begin the week of 5/4.

Operations, distributed our chrome books. All students, pre-K through 12. Attended a Policy Subcommittee Meeting by Ms. Harris. Submitted application for new laptops for DHS students as well as scholastic books. We did get word today that book material that we're supposed to be, they're about a week behind schedule. We have a receiving and distribution process in place for that, which take upon also social distancing as well PPE for the staff that are involved. Training for my nurses on how to practice social distancing and wear your PPE for those staff. Continue to serve breakfast and lunch meals. Approximately, when I say 300 to 600 it's 300 lunches, 300 breakfast, a total of 600 meals a day. So the average, we did notice a drop in that. Once people started receiving a stimulus checks, we did notice a drop. The only thing we can align it to, not only in our districts, but in our districts is the possibility is once families received that stimulus check, maybe they didn't – they stopped coming for some days. But we have seen a drop in it over the past week.

Three of four buildings have been disinfected. JCI is still working at Irving. They have finished up the asbestos removal as of yesterday. They are going to continue as we just learned a little while ago, they are going to continue doing wiring up until the time we need to have at least a week to go in and disinfect. All staff are wearing their PPE now. I attended a Field House, Baseball Field Committee this month and negotiated with vendors based upon Executive Orders. I should say, we're getting information from vendors to begin negotiations based upon Executive Orders of what different vendors should or should not be receiving based on their contracts as well as the Executive Order.

I attended a Executive Board Meetings as well as our Board of Directors meetings and area Chair meeting, participated in our daily, weekly phone calls with the Governor and Commissioner. And attended our Board of Alderman meeting last week.

Mr. Gildea: I did want to say one thing, if I could. Tomorrow we'll be having a conference call with the City, I assume that's on the subcommittee reports, I apologize. One of the Executive Orders, there may be some area where we could negotiate with Special Education Providers, the Bus Company and so we'll be having those discussions to see where they are going to make savings. Okay.

VI. Administrator Reports

Mr. Gildea: Is Brad on the line?

Mr. Langridge: So it's been a crazy past few weeks as everybody is well aware. The short version is, it's more of how fluent we are and how flexible we are in general with supporting the district whatever it needs, whether it be laptops for teachers, you know, preparing stuff for students, that's pretty much been where our entire effort has been. Is making sure that those who have technology, those who need technology get it and get it rapidly. And attempting to maintain some kind of documentation and then ultimately add that into our current documentation, but we do have everything.

We got everything working for Chrome Books and things are looking good. We have a lot of projects going on still. We got a lot of meetings in regards to our potential replacement, I mean, there are still meetings going on with that. We're kind of done with the initial meetings, now we're going back and forth what they can and cannot trying to get some kind of numbers and just updating and maintaining our current technology whether it be the website or the servers. The last few things I have is hard numbers if anyone is interested in looking at those for what's been deployed on laptop-wise and hotspots and stuff like that and repairs.

Mr. Gildea: Any questions for Brad from the Board? Mr. Cunningham.

Mr. Cunningham: Giving a shout out to the custodial maintenance staff here at Derby Schools. The first two weeks after we shut down on March 13th were really intense. They did a tremendous job, no break, no complaining. These guys went right in there, the front line, so to speak and scrubbed and disinfected and fumigated. And went top to bottom throughout those buildings. So I wanted to just point that out. I think everyone can be extremely happy and proud of these guys. It was a good routine. And I spoke with other school districts and they didn't have such good guys. So we were pretty fortunate to have men to step up here to the occasion and they've put in a good effort.

We've done a tremendous amount of interior painting since mother nature hasn't been cooperating with the outside work. And they're doing a heck a lot of painting in schools. So we're trying to sort of take advantage, find a silver lining in this cloud and use the time in which there is no one in these buildings to try to get some projects we normally can't access. So the report's up there. I don't know if anyone has any questions about what we've done or what we've been doing?

Mr. Gildea: Any plans, take advantage of the students not being in school and get a jump on some of the summer work you would normally do?

Mr. Cunningham: Well, we have. You know, technically I still have to work on the premise that we could be back on May 20th. So we've done, you know, the buildings are clean. We're doing painting. We could stop painting tomorrow if kids to come back in the building theoretically. So once we get into where you're dumping classrooms and stripping floors, there's a process involved, you're stripping. That

stripper needs to dry. And you have to put wax and the wax needs to dry. So we're reluctant to pull the trigger on that so to speak until we have some clarity if we're coming back or not. But we're getting a lot of things done. And we're in a good position that if I was told on May 15th, you know, the students are not coming back until the fall, we have supplies and we're ready to say wait until our typical summer cleaning, you know, stripping floors and such.

Mr. Gildea: Any questions for Mark.

Mr. Cunningham: Matt.

Ms. Harris: Sorry, thank you Matt.

Mr. Gildea: Okay.

VII. Approval of Minutes

Ms. Netto: Would you like a motion, Mr. Chairman?

Mr. Gildea: I was going to get them on the screen so you have the dates in front of you.

Ms. Netto: I'm prepared tonight. Motion for the Board of Education to approve the minutes of the following meetings; January 16th, 2020, Board Meetings, January 29th, 2020, Plant and Facilities Committee, March 3rd, 2020, Committee of the Whole, March 19, 2020, Board Meeting and 4/7/2020 Committee of the Whole.

Mr. Gildea: Could we please take 4/7 off. They were not posted. I did not see those.

Ms. Netto: Motion to amend my motion and remove 4/7/2020.

Mr. Gildea: I appreciate that. Thank you. Motion has been made. Is there a second?

Ms. Cannata: I second.

Mr. Gildea: Melissa. Second by Ms. Cannata. Any discussion. All those in favor?

Board members: All say yes.

Mr. Gildea: Oppose. Motion carries.

VIII. Financial Report

Ms. Netto: Motion for the Board of Education approve the financial report for the period through March 31st, 2020 as recommended by the Superintendent.

Mr. Gildea: A motion has been made. Is there a second?

Mr. Kurtyka: Second.

Mr. Gildea: Thank you, Mr. Kurtyka. Mr. Izzo, you have the floor.

Mr. Izzo: Good evening my friends. It's been a zoom meeting day. Doc, can you pull up the financials? Shout out to my guys. You guys done a great job. I just want to give a shout out to Matt and to Brad and Carmine and all the custodial crew for a good job done and also Sal. Sal stepped right up to the plate on day one. All his crew stepped up to the plate. So this has been a true team effort. Just a shout out to everybody for a job well done.

As far as the financials go, Mr. Gildea pointed out we do have a meeting with the City. The City wants to keep abreast as to what we're doing. Although we own our budget, we control our budget. We get to decide to do with our budget. The City wants to keep posted on it and we will give them that benefit. Right now, the financials are in good shape. Basically, salaries continued to go out. Tuition gets paid by the district kids. Okay. I got to get a report out. We're in the process now. I really hoped to have it tonight for you, it's just I got out of meetings from 7 o'clock this morning until now. But basically the savings I see for you right now to tell you about, would be potentially in transportation for the out of District kids, special education.

I see some opportunities in transportation itself. Although we are required to work with our bus company and you know, you guys know my impression of All Star, I've been very impressed with the product that was presented when I came in here, you know, almost six years ago, so we want a, All Star's been a great partner. I've had a couple of conversations with Leslie, John's sister, just some preliminary discussions, so I'm confident we'll come to some kind of mutual agreement. Like I said, there's opportunities.

Budget numbers in my head, what I'm heading for. We'll see what we end up with. The other side of it, on the grant side, I also see that we will have some significant savings in the cost that we had planned out for the year with constellations. They're providing the BCBA's and the RBT's for the Special Education students in district. Although James and Stacy have done a good job coordinating them. They are on board. BCBA's are working with us. But we won't be going anywhere near the RBT work, so there are some opportunities there. Everyday is something new. There's new orders coming out. There's new directives. The good news today you got from the Federal Government, I was on a phone call today, Education Secretary was on the call. And basically what's going to happen to our Title I, Title II, the money that we don't spend usually that we have to spend before the end of the year. That money is going to be allowed to roll over. So we're in pretty good shape though because we are continued to support staff, most of our families are staff. But basically, PTIC is digging into the financials a little bit.

So as I see it right now, if the year were to end as is, I don't see us having the need, the non-lasting funds. Right now we're at about 89,000. We have not started any kind of spend down yet. We want to see that, how kind of the year goes. And then my only other opportunity to discuss with you tonight, we'll discuss that later, would be the coaches stipends. And now I understand that as Mr. Marcucio pointed out, that they've made a decision on the spring season, so we'll have a discussion on that. So a lot has happened. Its just, you know, I think we're working as best we can. I don't see any disasters here. We have some money that will be coming to us from the Federal Government as part of this, part of the CARES Act that's devoted to the education side. That will cover any outlined expenses for us. Those expenses for me, my concerns would be, custodial overtime, all the masks and disinfectants we bought. We need to cover our food services folks because even though we're serving the lunches and breakfasts as Dr. Conway pointed out, it's still not covering the cost of paying our entire staff, but we'll be able to cover that with these funds based on the language and itself.

Again, this is all new to any of us. We're whacking our way through the forest here, but overall, I think we have a handle on it. I think we're in good shape. A significant event was to turn in our budget book to the City, so that was done on the 15th, three days ahead of time. And right now, we had been scheduled to appear in front of the Board on the 28th of April. Right now, that's a floating date based upon what's you know, what they decide the City is going to do as far as how we're going to discuss our budgets and everything else. So we'll probably be doing a zoom meeting. But people can still get in on the zoom meeting too.

Yeah, exciting times. Every day is a new adventure here.

Mr. Gildea: I'm hopeful that next year, I've counted, we had about 88 people at the Tax Board meeting. So certainly, we'll do the best we can to have people at the Tax Board zoom meeting speak in public portion.

So is the 4/28 is that a definite date?

Dr. Conway: That's actually our original date. They do not plan on interviewing any boards who come in with a zero. They only plan on meeting with those boards greater than a zero that they determine they need to meet with and interview. And it will be some time in May according to their last correspondence.

Mr. Gildea: Okay. Thank you. A motion has been made and seconded. Any discussion? All those in favor?

Board members: Everyone voted, yes.

Opposed. Motion carried.

IX. Spring Coaches

Mr. Gildea: It's really spring sports/coaches. I will turn this over to Doc, initially to give us an overview of the CIAC meeting today.

Dr. Conway: All right. So on your screen again, is the summary that the CIAC Board again, Glen is the Executive Director of CIAC. He's done a great job reaching out. So they're not just sitting in a room making decisions, but they're surveying a number of different stake holder groups to include CAPS as an organization and as well as our Executive Board, but also every superintendent across the State and principals on this as well. So they've been real inclusive with stakeholder groups with that. So they've been very thoughtful in trying to gather as much information before making a decision. But out of today's meeting, if schools are cancelled until the end of the year, no spring sports. And by the way, when we get the survey, so I got a survey, but in preparation for today's CIAC meeting. Reached out to all our spring coaches individually and have them give me their answers to the survey as well before submitting it and as far as my recommendations.

And they were all independently in sync with each other in terms of their responses to the questions. If school is cancelled through the end of the year, there will be no spring sports. If we come back at some point, some league games may be scheduled, but they would be games only within your league. There will be no State championships. And CIAC will not be planning anything in July. So these were all things

that were also being considered through this process if we didn't come back to school. We plan some type of round robin or competition or tournaments in July. They answered that question today. They answered the question on championships. There's still a number of things that they will hold off on answering until May 9th, their next scheduled meeting. The four major things that came out today, all under the rules that apply to a season would apply if we do go back and play. The only exception to that is the ten days that you have to condition prior to your first competition has been modified slightly where they'll allow athletes to do that five days at home and then five days with the coach. So if we get word that we are going to return on a certain date, the coaches can reach out to their athletes begin a conditioning schedule five days prior to them actually being on the field with the coach.

So some of our athletes are doing that now just as far as conditioning, would be in preparation for actual return.

Mr. Gildea: I was saying that some of our coaches have maintained those relationships with their students. They maintain those connections for certain kids. Done some work and some effort. But we all know what happens if there's some competition, we're ahead of the turn.

Dr. Conway: I know the two high school coaches jumped on immediately, Mr. Bainer and Mr. DeLugo (phonetic). They have Google classrooms, something that they are doing and jumped right into it and to keep that connection and relationship and specific condition, which is allowed outside even but certainly did not hesitate and did this on their own to keep the kids mindset. Kids hopefully full return, but regardless, it's an opportunity for kids to engage in something other than just the academics online through the virtual learning as well.

Mr. Gildea: There would have to be some level of coaching interaction prior to the games that might happen in June?

Dr. Conway: Five days.

Mr. Marcucio: Yeah, five days.

Mr. Gildea: So our coaches are involved, they are active, We're waiting for the May 9th meeting. Are there any questions?

Mr. Foley: Are we paying the coaches?

Ms. Netto: Why wouldn't we be paying the coaches, they're acting as coaches. So I just assume, yes.

Mr. Foley: It's just a question.

Ms. Netto: No, I know, I'm saying, I didn't have a question. I just assumed we were. So excellent question.

Mr. Gildea: Doc. If this had been a normal spring season, they would be compensated. So I guess, right now, to Mr. Foley's question, is a question are we paying them currently? And then Superintendent, what would be your thoughts and recommendation?

Dr. Conway: So we are not paying them currently. Stipends are normally paid mid-season and at the end of the season. So we had surveyed other districts. So there's been three different surveys, two different surveys done initially. And the third one we initiated to help support what I'd like to do. And

the first survey was done by the Athletic Director's Association, CAAD. Out of that survey, only nine districts had made any kind of determination what they were planning on doing at that time and that was about three weeks ago. So not a lot of response. Most districts are in the same boat that we were. We're still working through that process.

Second survey through SCASA Group Superintendents and organization, South Central Area Superintendents Association again, limited response, but all the same response in that case. And for some of the districts that had signed early on with the CEAMOU, also signed as part of the MOU, they would not be paying a stipend to coaches.

Mr. Gildea: If I could rephrase the question. So you mentioned that coaches were involved and interacting. And so, I guess that Dan's question was are we paying them now? And so the answer is, no. I guess the second part of that question is what's your recommendation?

Dr. Conway: My recommendation would be for those folks that are working with their athletes that they be paid as they normally would.

Mr. Izzo: I have the same group with my business manager, so we all collaborate. I fired this thing out at about 4 o'clock. Tonight I have 24 responses, wide-ranging from small school districts to very big school districts. And the answer out of the 24, 19 are not paying. Not paying anything. Some districts are paying 50 percent. And three of the districts are paying full based upon MOUs and other agreements. Some of the districts haven't paid or paid a partial because some of the coaches have reached out, but they're not paying full because the coaches have not been on the field and put the hours in. So when I get a formal, I'll get some more results tomorrow. And when I get them I'll share that with Dr. Conway you can share with the group. Right now, as of tonight, 24 people, 19 say no. Three are paying full, two are paying partial.

Ms. Hyder: If I could jump in, in terms of not paying the hours and I know first hand that some coaches are definitely putting a tremendous amount of hours in at this time, not just through the meetings, but actual online virtual conditional sessions. Just because they care about their kids and they are just trying to prepare for hopefully the start of a season. In terms of other coaches, other districts not paying their coaches, maybe their coaches are not working. Maybe they're telling them not to work. And I think should be compensated for that.

Dr. Conway: The other thing I would like to share as a somebody who coached high school for a number of years, coaching, while you're paid by the season, because that's just the way it's structured. You are always working with your kids outside of season, outside of those weeks of competition, whether it's conditioning, or the weight room. Whether it's building different routines for them. Whether it's to check in to make sure they're getting their logbook signed in on an evening basis. So year round process. I understand we pay them for and during the season. And build a championship. If you're simply a coach who comes in and you know, shows up at practice and a game.

Mr. Marcucio: You can say that about all coaches. I think this is put on the back burner right now because it didn't say anything on the agenda about what we were going to be talking about.

Dr. Conway: Well, I think it was just to have a conversation I think, right.

Mr. Marcucio: Well, I don't think we should vote on it tonight.

Mr. Gildea: Why don't we put together your thoughts and recommendations on where we should go with this. I think it would be better defined on what coaches are doing, better understand the cost impact. And then we can put this on our May Council of the Whole meeting a week and a half. Is everybody okay with that?

Ms. Harris: Yeah, that's a good idea.

Ms. Netto: Can I just follow that I'm fine with putting it off for a week and a half, however, I think that just putting it off at all is doing, that they are doing their job right now, day to day.

Mr. Marcucio: I agree with you Janine. But I feel that if we're going to pay the coaches, we have to pay everybody.

Ms. Netto: Okay. But can I finish what I'm saying, Ken. Number one, we refer to these employees as family and then to say okay, you know what, now we're in this situation, but we're not going to pay you for the job you're doing, when we know full well they will continue to do the job that they do because they are the coaches that they are and the people that they are, I just think that wouldn't be right.

Mr. Marcucio: I agree with you as I said. Talk about paying some of the coaches, not all of the coaches.

Ms. Netto: So we just don't budget separately for the salary of the AD?

Mr. Marcucio: All I'm saying is, I don't think it's fair.

Mr. Gildea: A few things if I could. Here's what I'm going to say, folks. A couple things, do our best to maintain some kind of modest rules and ask to be recognized please. From a director point, that person is paid part-time out of his teacher's contract. So I guess in theory, if you're talking apples to apples, there is an assumed salary, athletic director portion in that position. I do also feel that the agenda spring coaches is on the agenda, I think it's fair enough to – I think that spring coaches is a discussion we were going to have. I think that any Board member of this subject would make a motion and I will entertain that and we could vote if there are people willing to make such a motion. We can make a motion today or we can come back with more information on our council of the whole meeting.

You just feel that this is too short notice.

Mr. Marcucio: I do.

Mr. Gildea: I hear you.

Mr. Marcucio: I think that we should pay them the full salary or half the salary or we're going to pay all of them or just part of them. It's hard to decide.

Mr. Foley: First of all, I thought the payment of coaches, was on the agenda when it said spring coaches. I would like to see how much time they are putting in? I mean the teachers have to log in the amount of time, I would just like to see how much time all the coaches are putting in? Can we postpone it?

Mr. Gildea: I understand your point. That's certainly an option. Does any other member want the floor?

Ms. Harris: How many coaches are we speaking about?

Dr. Conway: For head coaches, you have three at the high school. At the middle school, you also have three as well for head coaches.

Mr. Marcucio: How about assistant coaches?

Mr. Izzo: So we have baseball, Middle School, baseball, we have coach and then we have an assistant, okay. And then we go to track, so we have track. We still have track, softball and then softball, middle school, softball, high school.

Dr. Conway: I'm not aware of other coaches besides two at the high school who are working with kids. Yes, that was my recommendation for the coaches that are working with kids that they be paid.

Mr. Gildea: So I do think that there are two ways to go with this. I think that we can, listen, we all recognize that a few of the coaches are putting some work in. We all get that. I think we all will honor that and recognize that. I think though that there are some questions here about numbers, about costs, you know, are all coaches doing the same effort. I may feel very differently about coaches who are putting in efforts versus the ones who aren't. Should there be guidelines for what coaches are going to need to do to get paid. I just think that there's a few more questions that we need to answer. So I do think that there's you know, a little more information that we could get and what way we should go.

Dr. Conway: If I could, Mr. Chairman. Because we don't have, the season hasn't started. We're out of school. It was not an expectation that we'd be out for a long time when we first went out. It was you know, first the matter of two weeks, then we'd be returning. Then it was April 20th and then it was you know, May 20th. Each of those decisions lessen the opportunity for spring sports to take place. But it's possible that if we knew in the beginning which we don't and we didn't, that we weren't going to be, that there wasn't this expectation of return, that other coaches also may have doing something different in the off season while we were out for distance learning.

Others may feel if we give them the opportunity. And while there's some day to day things going on with some, there's also some other activities going on with others in terms of recognition and things like that. It's not maybe an everyday thing, but it is certainly on a weekly and monthly basis that there's engagement.

Mr. Gildea: While I personally would recognize a relationship building and I know that our track and baseball coaches are doing for certain, I still think that we have to put, we have to recognize the costs what the numbers, we have to recognize what our expectation would be for all sports because there are sports that we haven't mentioned. I think some of the Board members asked questions that we don't have answers to tonight and I don't know if it hurts anything by waiting until the Council of the Whole meeting. Having said that, you know, if somebody wants to make a motion. Do either one of you want to weigh in?

Coach Bainer: I think the only thing I would say is, I got to do what I do for our kids. And I don't want to justify or quantify what I do. But if anybody wants to ask my wife what kind of time I am putting in right now for our kids, she would definitely say that I am putting in time with all of our kids. I don't think any of us coach because of money. That's not the primary focus of what we do. But you know, I don't think that it's also not something that we, you know, it's something we don't value or appreciate it.

Mr. Gildea: I was going to say that I certainly respect and recognize the work that you and Nick would be doing. Having expectations, clear expectations for all of the coaches. So again, I would support to pay coaches. I just think that all the coaches to reach some expectations for all the coaches who may not be putting in the same efforts.

Coach: I would agree with a lot of what Steve said, you know, closure or no closure. I mean, I'm a coach. Three seasons a year for 12 years in this district. When I'm not coaching in season, I'm conditioning out of season. And we're building relationships with these kids whether we're getting paid for it or not. So in terms of the payment, it would be generous if the Board pay the coaches as I think an act of just appreciation to what the coaches do for the fact that we're going to continue to do this job even up until CIAC makes that decision. But personally, I've been putting in six days a week.

I'm planning for if the summer, if we don't have a season, what opportunities our kids can have to showcase themselves. So I think coaches do deserve the pay, but you know, that's my perspective.

Coach Bainer: Mr. Gildea, I'd like to add one more thing. I think what I'm looking at and Coach DeLugo, honestly he sums up really well. I think looking at what Coach D. do in the building and what I do in the building. As a teacher, as an advocator, I don't just hand a test out. You know, part of the competition is coaching the whole child and you know, the conversations that you have in November about how to get a group, or how to help a kid with a mid-term exam. That's coaching. We've had parents to reach out. Those things are not qualifiable. They don't show up in a staff sheet. That's coaching. So either way, thank you for giving me the floor.

Mr. Marcucio: You do a great job. We know that. I think they deserve some money. You're still not doing as much as you're doing if you're doing it on the field. Missing that part of the situation here. I have no objection to everybody getting paid, but my thing is, I think everybody has got to get paid. That's my opinion. Pay the first half of their salary now if the Board agreed, and decide what we do with the second half, for all of the coaches, not just two coaches.

Ms. Harris: I would agree with Ken. I think we need to still pay our coaches. I appreciate the two coaches that are on our zoom meeting today. I thank you for everything you do. And I'm sure all of our other coaches are contacting our student athletes as well for the encouragement and helping them out during this time. I would definitely agree to pay the first half of the salary for all the coaches, both middle and high school.

Mr. Marcucio: And leave the other half open ended right now.

Mr. Gildea: Okay.

Ms. Hyder: I feel very fortunate to have these active coaches in our kids lives. And I think where the problem lies is at the beginning of distance learning, I see that the administration is looking to say, okay, what are these staff members going to do and what are the secretaries going to do. Now we have secretaries who are making a handful of phone calls a day and they are getting paid. But at what point do we decide where the coach is going to do. We never set a standard for what the coaches are going to do during distance learning. So I feel like where we're lacking guidance is no standard has been set. We're so lucky to have the coaches who just pick up and go and connect with kids and continue to coach the best way they can through distance learning. But it seems like there's been no guidance whatsoever. So what I'm wondering, Dr. Conway is, what can the next step be in terms of the job

description for distance learning and providing guidance for all coaches. Because what these coaches are doing is really valuable and kind of priceless to the kids right now. And all of the kids deserve that from all of their coaches. So can we set a standard for all of the spring coaches right now to be engaged in their kids because they all deserve that?

Dr. Conway: A hundred percent agree that that can be. Now that we're into this for a number of weeks that those were not used to distance learning, are slowly getting more comfortable with the practice of it and the reality of it that those that may not have been used to doing any type of Google classroom interaction or other. We can provide support to begin doing that. They may have been have engaged in the different tools whether it's Google classroom or other tools just for their classes. Additional for the coaching. But certainly something we can support coaches on now.

Ms. Hyder: Honestly, Google classroom is new for many people in using it for the capacity that teachers are, a lot of people use it for videos and things like that. So it's really a learning curb for everybody. I feel like we kind of missed the boat on this. Five and a half weeks have gone by and thinking that the more quickly we can set a standard the better our kids will benefit.

Ms. Harris: Dr. Conway, this is Laura. Can the officer get a conversation started with our AD, Mr. Bradshaw. I'm sure he'll have some ideas on how to proceed.

Mr. Gildea: We're kind of narrowing in. It sounds like some Board members are comfortable with some half payment now with guidance given to all the coaches of what the expectations are and then talking to the next meeting about the other half. It sounds like that's where a majority of the Board members are at now, but I do want to we mentioned that. If you want to give the school, employees of administration the opportunities to weigh in. Does anybody want to weigh in?

Ms. Netto: I just want to say quick, I am not on board on cutting it in half right now and paying the coach who have done nothing guaranteeing half of their salary when they've done nothing. Me personally, I prefer we put it on a table that we pay your full salary based on, with the stipulation that there's a time and a standard that are met with these coaches by the Superintendent of the school. Why would I vote now to pay someone who hasn't done a job?

Mr. Gildea: Well, I think and I hear you, I think what Doc was saying at least up until now no one had any expectation to doing things, so in fairness to them, there wasn't anything out there in expectation for them to do that Tara meant. It shouldn't be long distance learning. These coaches have not been on board with that. We can make motions on whichever folks want to go and vote. I'm okay with that. But I just wanted to see if the administrator wanted to weigh in before we got the Board discussion. Any administrator want to weigh in?

Ms. Rachel: I just want to say that I know we're focusing on high school right now a little bit, there's also, Mr. G., you know goes above and beyond all of those kids. Even he's got that running club. And he's got all of those kids doing all of those things. And I do think in some senses in the middle school, you know, usually there is like a try-out period as well. And some kids walk to the team and say I'm going to be on it. And drop off in middle school. They're trying to figure out if they want to be a part of the team. So I agree there should be some type of kind of standard what would be expected and kind of a re-re-launch of that. And kind of saying, if you're interested in being a part of something. Because you may have some middle school students who say yeah, I want to be a part of that.

Mr. Gildea: Okay.

Mr. Marcucio: We're in this 5 and 1/2 weeks. I think if the coaches were made and told five and six weeks ago before the spring season started that, you know, we'll pay you if you do stuff online with the kids. That's what should have been done. We shouldn't be talking about it at the meeting tonight. I mean, we should have at least did the, as I said before, we should have been given a little notice that we were going to be having this kind of discussion tonight. You make me look bad. You make everybody look bad because we're not trying to take money away from the coaches. As the middle school coach, he does it all the time. He does it way beyond what you're supposed to be doing. So you can't pick and chose in one meeting who you're going to pay. I think it's illegal.

Dr. Conway: I think that what should be said, there's certain things we know about what coaches might be doing until all coaches are contacted by the AD and we determine what coaches are currently doing.

Mr. Marcucio: That's what I said before.

Mr. Gildea: Well, I would say that, it is a public discussion. It is a public meeting. I don't think anyone looks bad by any stretch. I think what tonight does, it draws out the fact that we have to, in my opinion, clarify what the expectations are. I think we have an idea of how many coaches we're talking about. And again, I also think to pay some and not the others. I understand that as well. So I do think we have to discuss expectations. I think we need to understand the amount of coaches. I think we have to understand the cost of it. We have to understand the effort that's currently being put in. So for me certainly I'll entertain any motions. But I still think there are some questions out there.

Ms. Netto: Can I go until May 5th.

Mr. Marcucio: I'll go with that.

Mr. Gildea: Motion by the Board to have discussions on May 5th. Any discussion? All of those in favor?

Board Members: Yes.

Mr. Marcucio: And until we get more information from Dr. Conway.

Mr. Gildea: Motion carries.

Ms. Hyder: I just wanted to get one point in. I'm hoping in the meantime if you could, Dr. Conway, set a standard for what you would expect from coaches during this time. Like I said, standards were set and job expectations were set. And people started doing jobs that weren't really there's then. We have secretaries making a handful of phone calls a day and they're getting paid. So I really feel like if we're going to have this conversation and make it a worthy conversation, I feel like a standard needs to be set and communicated in a clear manner.

Mr. Foley: That requires another motion please.

Mr. Gildea: I think, Dan, all she asked was to clarify what the expectations were.

Mr. Foley: Well, it went on to the secretaries and other groups.

Ms. Hyder: I was just referencing when distance learning began I feel like they weren't before coaches. That was my plan of reference. Just requesting Dr. Conway set that expectation for the coaches so there's no confusion going forward.

Mr. Foley: That had nothing to do with the motion we voted on postponing to May 5th.

Ms. Hyder: The conversations about coach's jobs?

Mr. Foley: I would require another motion.

Mr. Gildea: Wait. Wait. First of all Dan, all she asked, we said it in the discussion, Dan.

X. 4th Quarter Grading Guidance

Dr. Conway: I included in the attachment most recent, grading guidance we received from the State Department of Ed. Have discussion with the admitting team and today had a great dialogue with our school improvement team.

We're working through this now looking at reviewing the guidance of the State Department of Ed as well as redoing our own data from both our third quarter grading policy, which is now completed. So we have the data from quarter three and how that grading policy the results of that grading policy. So we're looking at that data across years as well, so we're comparing today's quarter three grading that took place under the adjusted policy with quarter threes, the three prior years as well, as well as all of the quarters from the three prior years. So that we can base any final decision and know how things might play out.

So we have the opportunity to look at quarter three. We'll continue to look at that and would like to bring back a recommendation to the Board at our May COW meeting. So if that's okay with the Board. I got some great input today.

Mr. Gildea: Okay. Does the Board have any discuss – any issues the superintendent discuss that at the next meeting with the recommendations?

Okay. I'm sorry, Ken. Go ahead Ken.

Mr. Marcucio: Doc, will you make the recommendation give the teachers a little bit more leeway and the ability to give them the grant that they should be getting now that we're doing it the way we did it this past quarter?

Dr. Conway: So we did follow that process this past quarter. There was a recommendation right before our last meeting that had not been considered previously that we then considered that night at our meeting. So there was timing. So as I shared with the teachers today, we have more time that a decision wasn't being voted on tonight, so that the end recommendation could be as inclusive as possible with the teachers, which is the way I like to leave. So I would only ask that any recommendations that you may think of over the next days, if you could please share them with me, so that I can bring those back to the team for consideration. Because each recommendation on both scenarios that we want to play that out in to see how it can back students and not make any rush decisions.

Mr. Marcucio: Each of the teachers get a little bit more input into what the final grade is, even if the grade is lower than what it should be.

Dr. Conway: Absolutely. Yes.

Mr. Gildea: I appreciate Ken and I appreciate the Superintendent coming back with more information. I'll just say that the guidance I saw up until now, which was pass and fail.

Ms. Harris: About will attendance be a factor with pass/fail or whatever we come up with or would like that looked at, attendance.

Dr. Conway: Yes.

Ms. Harris: Thank you, Doc.

Mr. Foley: Doctor, do we have the attendance percentage for the third marking period of all students?

Dr. Conway: Yes. We have both attendance and participation.

Mr. Foley: Would you have it available or just for my own information?

Dr. Conway: Oh, absolutely, yes. I'll send it right to you.

Mr. Gildea: Any other questions.

Ms. Netto: I could not hear one word that Jim said. Could you repeat?

Mr. Gildea: All I said Janine was, third marking period was phenomenal. I did, pass/fail gives me some reason for concern, because there's no motivation for any student to get anything more than a 60.

Ms. Netto: What are we doing with this? What's happening now?

Mr. Gildea: The Superintendent is coming back with a recommendation.

Ms. Netto: Because we have the recommendation from the State, correct?

Dr. Conway: Yes.

Ms. Netto: So now we're going to come up with what our own plans could be?

Dr. Conway: Yes. Correct.

Ms. Netto: Is the recommendation that the State came out with follow a guideline that other States are following. Because here is my concern because if you look on college where we start grading and others across the State use pass or fail in this time frame, what does that do then to our juniors and our seniors who are having their transcripts looked at and we're grading and to me, that's not being a fair grading system, not an accurate grading system. There's no way that it could be. With elementary school and middle school most definitely pass or fail is the way to go. There's no way to be inside every single home, every single home is different going through a different scenario so that yes, we have a child that's kind achieving and we have a child that's kind of struggling. Pass or fail gives us that middle ground for everyone. And while it may be disappointing for some, learning from home is disappointing for some.

My question would be, Doc, and if we do come away from pass or fail, but colleges are expecting to treat pass or fail like with seniors, what happens to that? I mean we can potentially change circumstances for some kids with scholarships so that's super concerning to me.

Dr. Conway: You're spot on with all of your questions and concerns and those are very similar to what is being shared in our dialogue and our staff and our teachers. And as a district, as a State, students applying out of State. So all of that is part of the dialogue on coming up with recommendations to present. I don't need to wait until the COW meeting to share these out individually with people. If you want to reach out as we go through this process with teachers. The only thing I'm asking is that I would like this to be an inclusive decision with the teachers who are doing the grading and they know our students best. And understand the impact of some of the concerns that you just brought up in terms of your quality points, your overall GPA, your opportunity for scholarships. All of those things that could be impacted by any decision that we make. And we're trying to mitigate all of that.

Mr. Gildea: Pass/fail distinction. In most cases, I think the State Department of Education is wrong and is clueless, so I don't, doesn't mean a whole lot to me personally.

Dr. Conway: The State guidelines came out because they were trying to be very thoughtful and consider everybody's, in all State holder's information, they were trying to develop agreements with Universities at least in State as well as a ruling from NCAA, so they couldn't come out with it sooner than they did. By the time they came out with it, most districts had already were either finished up or close to finishing up third marking period. And this guidance remember, is for third and fourth marking period. But most districts had already come up with a plan on their own for third marking period as we did. And so I think the luxury that we have is data from a grading policy that we implemented and have used already to really go from. As opposed to just jumping from the guidelines because the State is provided. We have some other pretty strong convincing data from having just using an adjusted grading policy that will allow us to make a more informed decision on a grading policy for the fourth quarter.

Ms. Netto: Are we able to get some kind of data from the teachers. You know, I'd be curious to know kids that were high achieving that are now on a middle ground because they're not acclimating to this type of learning because I also have my concerns there. I know me, right now, I'm working from home around the clock. I'm finding it very difficult to focus to get my job done because I've never had to work like this before. So I am concerned about the kid that used to be the straight A student, or even a high B student that is struggling, now we put a grade on it because we're grading them quote/unquote with the same standard that we used to, but we're not in the same situation. So is there a way for the teachers to the, you know, just hand pick some circumstances just to give us an idea because that's another concern that I have.

Dr. Conway: The scenario we actually walked through, a number of scenarios, but that happens to be a scenario that we walked through in terms of those students. And so using exact numbers. So if somebody came through and say, up until the third quarter, they were looking at just as an example, a scenario that was brought up with other scenarios, but they have x grade coming into the third quarter, a decent grade coming into the fourth quarter rather, through distance learning, they're performing at not at the same 90th percentile, maybe around the 70th percentile and what the outcome would be for that student. If we just use a one certain form of grading that we have traditionally done.

I think the final one might have some options in it. It will certainly have flexibility in terms of the different scenarios that you've discussed. And as we had presented in the third quarter initially, there were options for students and with teacher recommendations. So I don't see us going away from that. I see us having an even stronger policy based on data to support students now that we have third quarter results in that I think we can only approve upon that third quarter policy with some additions that we initially had as options that we had to remove because we have not heard back from NCAA for the other colleges and universities yet. So I certainly think there's more options in quarter four, but I think we have some data that supports our recommendation. And again, I don't have to wait to bring it to you guys to the COW meeting. I would love to hear from you before then on what your thoughts are. And if you'd like me to share as we dialogue with the teachers what we're looking at. I have no problem sharing all of that.

Mr. Gildea: I said, did anybody else want to weigh in on this?

Ms. Netto: Well, I'll just say that I agree wholeheartedly that we should following the recommendations from the State and we should be on a pass/fail for the fourth quarter. I just think that there's too many individual circumstances out there to be putting a number grade on an unprecedented time. It's just too much. And so, let the kids get through and put a pass/fail on it. Everyone in the Country is in the same boat. So it's the year of, did I take an AP class and I came out with just a pass? That's the year that I took an AP class and I only got the pass instead of the number. I just feel like, keep it consistent for all levels.

Mr. Gildea: Anybody else want to weigh in before Doc comes back with the recommendations?

Mr. Foley: Yes, may I. Can we have an either/or thinking back to the '70s where we had problem when colleges went to a pass/fail or a grade based on what the student wants. Can we give the students the opportunity to choose which one want to be graded?

Dr. Conway: That is a great thought, Dan. And exactly part of the dialogue that we've been having. So and that is, I can share the article again on it, but that is what a lot of universities went back to, Dan, during COVID19, instead of a straight pass/fail. At the end of the semester, they gave the student, they reviewed it with the teacher. They gave the student a choice on take the grade or go to a pass/fail. And they were allowed to make that choice up until the last day of the semester. So that was a high bred version that a number of universities ended up with. And that it is part of our dialogue today.

Mr. Foley: Thank you.

Mr. Gildea: Does anybody else want to weigh in?

Ms. Hyder: Yeah, I don't know how I feel yet about this. I know that pass/fail might not work for the kids who were really working hard to achieve certain goals. And they're really working hard to, you know, certain grades. And so I'm concerned about that. However, I do also understand that that there's a lot of circumstances where kids can't engage and were having a hard time. And so, I was thinking along the lines of Mr. Foley. I actually don't know if I agree with myself in saying this, but I'm wondering if the kids can have their option of either pass/fail or have their own grades and choose to work towards grades. I am worried about motivation. I'm worried that I know kids in turn should be motivated. I know that in an ideal, they're in tune to be motivated. However, I'm wondering if we tell them that it's pass/fail, I'm afraid we'll lose some kids. Some people might say well, that's their fault and they're going

to do very minimum. But I don't want that for our kids. So I am wondering if kids can have the option for grades or pass/fail and they can actually just maybe decide toward the end of the marking period when they get some sense of how they're doing with their grades. But I'm kind of up in the air. I know that true pass/fail doesn't settle well with me. It just doesn't feel right with high school kids who are always working toward their grades. Their grades are their only feedback right now. And I think that that's really important.

Mr. Gildea: Anybody else want to weigh in?

Ms. Netto: No, I'm good. Thank you.

Mr. Gildea: Anybody else want to weigh in.

XI. Policy 5111 – Admission/Placement

Ms. Netto: Motion for the Board of Education review policy 5111, Admission/Placement as a second read and adoption as recommended by the Policy Committee.

Mr. Gildea: A motion has been made. Is there a second?

Ms. Harris: Laura will second.

Mr. Gildea: Second by Laura. Any discussion?

All those in favor?

Board members: All say, yes.

Mr. Gildea: Opposed. Motion carried.

X11. Policies 4118.16 and 4218.16 – Domestic Violence

Ms. Netto: Motion for Board of Education review Policy 4118.16 and 4218.16, Domestic Violence as a first read as recommended by the Policy Committee.

Mr. Gildea: Motion is made. Is there a second?

Ms. Harris: Second.

Mr. Gildea: Second, Ms. Harris. Any discussion? All those in favor?

Board members: All say, yes.

Mr. Gildea: Motion carries.

X111. Executive Session

Mr. Gildea: Motion to move to into Execution Session to review the appointment list?

Ms. Netto: Motion that the Board of Education move to Executive Session and to bring in other schools invited to attend?

Mr. Marcucio: Second.

Mr. Gildea: A motion has been made and seconded. So it's a point of clarification, Doc is going to put everybody else in the waiting room, correct, Doc?

Dr. Conway: That is correct.

Mr. Gildea: And folks, I'm just going to change my WiFi source to see if that helps my sound.

Ms. Netto: Motion that the Board of Education approve the appointment and list of new hires as recommended by the Superintendent of Schools.

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

Mr. Marcucio: Second.

Mr. Gildea: Second, Mr. Marcucio. Any discussion? All those in favor?

Board members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

XV. Adjourn

Madam Secretary, item number 15.

Ms. Netto: Motion that the Board of Education to adjourn this meeting.

Mr. Gildea: A motion has been made.

Ms. Cannata: Second.

Mr. Gildea: Seconded by Ms. Cannata. All those in favor?

Board members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

Marianne Samokar, Recording Secretary