

MINUTES OF DERBY BOARD OF EDUCATION COMMITTEE OF THE WHOLE MEETING (05052020)

1. Called to order at 6:35

Opening ceremonies:

Pledge of Allegiance

Roll Call

Mr. Gildea: Will the secretary please take the roll?

Ms. Netto: Certainly. Ken Marcucio, present; George Kurtyka, late; Melissa Cannata, here; Dan Foley, here; Laura Harris, here; Jim Gildea, here; Tara Hyder, here. Janine Netto is present.

Mr. Gildea: Thank you. Let the record reflect that nine members.

Ms. Netto: I'm sorry Rebecca.

Ms. O'Hara: That's all right.

Mr. Gildea: Let the record reflect that we have eight of nine members, we have a quorum. And we will announce when George signs on. Are there any additions, deletions, corrections to the agenda, three times asked? Seeing none.

II. Public Portion

Mr. Gildea: As we have been doing, emphasize the public portion is now. We will give everybody the opportunity to speak if you want to speak and raise your hand. We'll filter through. Text us. We'll give you an opportunity for you to talk.

Is there anyone from the public who wishes to speak before the Board of Education? Anyone from the public who wishes to speak before the Board? Anyone from the public who wishes to speak before the Board, going three times?

Okay. Well, we do look like we have a pretty decent crowd, 65 people here on the line. I will tell you that's a pretty neat thing about Zoom as we certainly as a Board appreciate the public participation in having you here. Thank you for joining us on through the evening.

III. Student Representative to the Board of Education

We will now turn it over. Is Kaitlyn Gerckens on the line?

I will tell you that in Kaitlyn's absence both Kaitlyn and Nicole will be on at 4 o'clock tomorrow, try to weigh in and try to watch them, a good opportunity to see them represent Derby High School. Doc, item number 4, I'll turn it over to you.

IV. Paraeducators of the Year 2021

Dr. Conway: Great. So it gives me great pleasure tonight as we announce last Friday, but to recognize them publicly in a meeting while on Zoom, but to recognize our paras of the year. All of our paras do an exceptional job at what they do everyday for our kids, supporting our families, our teachers, our buildings as a whole. But even more so during this time of distance learning, emergency remote learning, whatever work we're calling this today, but from day one, going into distance learning paras were asked if they were willing to stay on board. And every single one of them responded without hesitation unanimously that they're here to help the kids.

So it was pretty amazing and they jumped right in even without duties being assigned in the very first week we were out waiting to see what happened, jumped in to ensure our kids had laptops. Support that was needed right away. But tonight, we're here to recognize our para of the year in each of our schools, as well as recognize our district para of the year. And they're all online with us tonight as well as their colleagues, but from LRU, I'd like to begin by recognizes Donna Kalafut. From DHS, Maria Ryan. From DMS.

Mr. Gildea: If they talk or if they wave, won't everyone on the Board get to see them. So if you announce them, just have them say hi so their pictures will illuminate on the bigger screen.

Dr. Conway: Yes. I just have to locate them now. Start again with Ms. Donna Kalafut from LRU.

Ms. Kalafut: Hi, thank you.

Dr. Conway: Here comes Sam Mahan from Irving School.

Ms. Mahan: Hi, how are you.

Dr. Conway: Maria Ryan. She's not here with us from the High School. I'm trying to find Rita now. There she is. Hi Rita, how are you? Thanks for joining us and congratulations.

Ms. Rita: Thank you. Thank you everybody.

Dr. Conway: I'm just looking for Amanda. There she is.

Ms. Troop: Hi.

Dr. Conway: And Amanda Troop who is our para from the Middle School, but also our district para of the year.

Ms. Troop: Thank you.

Mr. Gildea: Can I just say, on behalf of the Board, certainly we are blessed with you know, amazing staff and personnel, amazing para educators, day in and day out impact our students both in school and now as we transition into distance learning, you've been there. You've coached several of our kids through a very difficult time. And the Board is grateful for your service. We're grateful for every paraeducator. We're grateful for the paraeducators from each school. And Amanda, congratulations certainly to you as well, para educator of the year.

Ms. Troop: Thank you.

Dr. Conway: And Amanda will go on to represent Derby at the State level also in the State level para recognition ceremony as well as competition for it. So good luck Amanda and thanks for joining us. All of you thanks for joining us and everybody else supporting them.

Mr. Gildea: Okay. Kaitlyn, we plugged your Valley Independent Sentinel performance tomorrow at 4 o'clock. So we're all looking forward to that. But did you want to share anything.

Ms. Gerckens: Teachers have interest in their students. I know also the students are liking the new experience just for a little break. It can be stressful too. That's pretty much it. Student feedback page, on Twitter. If the students say some concerns, but they have been handled and I think that is going well for right now.

Mr. Gildea: Thank you, Kaitlyn. And you know, I know we still have a little bit more time together, one or two more meetings where you will be the rep. We're closing in on the year and I just want to say that you've been an outstanding representative. We've appreciated your participation, you sharing your opinions, how active you've been, your leadership skills. So again, you know, just reminded how grateful we were of your participation and all your positive contributions. Thank you so much.

Ms. Gerckens: Thank you.

Mr. Gildea: Very nice, any questions for Kaitlyn, Board members? Thank you, Kaitlyn.

Ms. Gerckens: Thank you.

V. Approval of Minutes

Mr. Gildea: Okay. Madam Secretary, we may have a boat load of minutes here.

Ms. Netto: Motion that the Board of Education approve the minutes from February 4, 2020 Committee of the Whole, April 7, 2020, Committee of the Whole and April 23, 2020 Board meeting.

Mr. Marcucio: Second.

Mr. Gildea: Second by Ken Marcucio. Any discussions? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

VI. Administrator's Reports

Mr. Gildea: Go right down the list with Bradley School. Just weigh in on 90 seconds or so a few minutes, challenges, things working through, that would be helpful.

b. Bradley School Monthly Report

Mr. Ciccarini: Good evening everyone. I join you here from my deck. I will say that things have been going very well at Bradley School with the distance learning. We are very pleased that the staff, with the levels of engagement that we are seeing, we are certainly tracking the attendance and engagement

every day. And we are averaging about 75 percent of our students are completing 80 percent or more of their assignments on a daily basis. So we've been very pleased with that. And I'm most impressed with the teaching staff, with the entire staff each and every day they continue to fine tune what they're doing. They continue to collaborate with each other. When someone sees a great idea, they borrow it. And then you start seeing it in other classrooms. So it really is a testament, it's been very easy. Just to say okay, here's Google classroom. And I'm just going to post lessons every day.

The teachers have been setting up Google meet times, paraeducators have been setting up times with kids. We've got some teachers doing some live teaching in the upper grades. And recording the lessons and posting them in Google classrooms. So overall, I have to say, considering the short turnaround time we had, we did an impressive job I thought in the beginning, and the same continues to get better each and every day.

With the announcement today that schools are now closed for the rest of the year. You know, I met with the staff this afternoon and we said that it's going to be very important now to continue to watch engagement to see that we could at least maintain if not, improve our engagement moving forward. So we'll continue to work on that, but overall it's a very positive picture. Just like any other school, we do have a few students that are disengaged right now and we are making every effort to engage them through multiple staff members and multiple resources. But overall, things are going very well at Bradley School and it really is a testament for the staff and the job they're doing each and every day to meet all the needs of our students, not just for academics, but also mental health and safety. So kudos. And it is teacher appreciation week. So ironically, I tied right into that. So I appreciate the teachers more than ever. I think they would say the same thing if they were here in this meeting tonight.

Mr. Gildea: Ms. Netto.

Ms. Netto: I just wanted to tell Mario, Mr. Ciccarini, number one, I appreciate the hat choice. And number two, I have to say that I was on a work call today. And it just so happens that I work with a parent of a student in one of your kindergarten classrooms. And the student was on a zoom meeting. So somebody totally not connected that wow, that sounds like an awesome meeting going on. And I listened and I said, I know that voice. And I just have to say it was one of our awesome kindergarten teachers doing a tremendous job with her kindergarten class today. So and, you know, even other people without kids that don't even live in the State recognizes that wow, that teacher's awesome.

Mr. Ciccarini: If you can do a Google meet with kindergartners. Again, it's a testament to the Bradley staff, the entire staff, teachers, paras, tutors, art, it's just amazing what they're doing for the kids right now and for the families. All the families are very positive and very thankful and appreciative of everyone's efforts. So thank you.

Mr. Gildea: One quick question. With the announcement today, is there any thought, kindergartners moving up ceremony more like see a zoom or any thoughts around that?

Mr. Ciccarini: Yes, we've already discussed, a very positive fifth grade team. I've already talked to the kindergartner team. I told them to start thinking about what a virtual ceremony may or may not look like. Anything from a zoom to a prerecorded, to a live stream, so they're going to come back to me with some ideas. We're going to put our heads together. We're also going to meet with the Irving team, because we definitely want whatever practice we do at one school, we got to offer the same thing at the

other school. So we've already started thinking about it. And I've already told teachers to start looking into that. I actually sent a school reach out to the whole families today saying that even though you know, school buildings are closed, we will continue to do as much as we can for a virtual standpoint. And I mentioned both the 5th grade ceremony as much as the kindergarten graduation. Two of them, but we definitely want to continue. We're just going to have to figure out what it's going to look and sound like, but we have some time.

Mr. Gildea: Any other questions for Mr. Ciccarini? Okay. Aimee.

c. Irving School Monthly Report

Ms. Misset: So I agree with everything that Mr. Ciccarini said. Staff support. I think that the testament to how great our staff is to see the transition, when reality there was a whole lot going on behind the scenes that was a little bit messy. But because everybody worked together, everybody put in the extra effort. It appears smooth. And it was smooth for the families and the kids. So that's the testament to the hard work that all the staff was done.

I desperately miss walking through classrooms every day, so I have to satisfy myself by just clicking Google classrooms. Interacting with them that way, but incredibly impressed with the level of work that teachers are putting out there. And just like Mario said, we have great levels cooperating together, coaches working with them. They're sharing lessons. They're really getting excited about some technology that teachers say now that I know I could do this, I want to bring it back when the kids are back in the building because it is still engaging. So a lot of really good stuff going on there. I know Stacy is going to highlight it later especially because we're celebrating the paras of the year. Google meets, they set up times for kids that are struggling. Just that whole collaboration is really lacking around our kids and our families. It is teacher appreciation week, so we have some schedules. You've probably seen it on Twitter, sending in pictures of teachers. We have a few things a few surprises planned for them.

Trying to keep communication up with families and make sure they stay engaged. Very important information, celebrations, things like that. So now the people are in the classrooms and they're engaging in learning. We want to keep them engaged and bring that feeling of community back. So just like we did with community meetings that Friday announcement, other updates, jokes, last week I included pictures of my new puppy for the kids to see. So trying to build that piece of community back in especially now that we know we are going to be out for a while. And as Mario said, we are stemming to plan for what the end of the year events will look like. So I'm sure by next week, the two schools will be ready to talk and cooperate on a plan.

Mr. Gildea: Okay. Any questions for Aimee? Did you mention your participation rates and attendance?

Ms. Misset: Yeah, we went up slightly this week, not by much. About one to two percent. Our attendance rate daily is around 86 percent. And our work completion, anybody that's completing more than 50 percent is around 75, 76 percent. We have a team that's working on those families that you know, we're struggling to engage.

Mr. Gildea: Thank you. Any other questions. Ms. Caggiano?

d. Derby Middle School Monthly Report

Ms. Caggiano: I want to apologize, my dog does not allow anyone who walks past my house, so she goes out the back and I'll quickly excuse myself. But she does not stand people walking by the house in the evening.

Mr. Gildea: She's keeping you safe though, right?

Ms. Caggiano: That she does. So at Derby Middle School again, a lot of the same stuff occurring at Bradley and Irving. It is teacher appreciation week. I would be kind of remiss in not recognizing the teachers and the parents as well. A lot of great emails going back and forth every day with parents regarding the students. I think a lot of parents figured out after report cards came out, our engagement did increase nine percent this week, which is a huge drop. And I think paras realized that maybe while students, they absolutely need an adult keeping an eye on them as well. So a lot of emails this week about parents requesting extra access, Google classrooms, or requesting access to Google classrooms, or requesting access to Power School to be able to try to keep better track of what their child is doing each and every day.

We as well are planning for our academic award ceremony will still take place. Just will look a little bit different this year as well as our 8th grade moving up ceremony. In addition, I want to give a quick shout out to all of my staff. Everyone has absolutely got more in support of each other, checking in with each other to make sure everyone is okay. Specifically, for teachers that have helped the field trips. We had a lot of large field trips this year that we had planned. Those things getting cancelled this year. It's been an undertaking to try to work with all of those companies. A lot of them were, you know, short staffed or closed right now. But we've been able to secure the refunds. We're working on getting those refunds back to the building so that we can distribute the funds back to our families. So that's been a big kind of flip. I just want to give her that acknowledgment.

Mr. Gildea: I know that Matt Netto was headed out to NYC or not, but I've spent my refund. Yeah, you know, I do appreciate the efforts to get the refund check back. A lot of work in that area.

Ms. Caggiano: Yeah, a lot of museums, that even the NYC trip is dealing with Broadway Box Office, so it's a lot of kind of different large organizations that are kind of in the same boat as everyone. But we were kind to get all of those refunds secured for our students.

Mr. Gildea: Any question for Rachel? Okay. Mr. Pasquale.

e. Derby High School Monthly Report

Mr. Pasquale: Good evening everybody. I also want to give a shout out to all of our teachers. It's teacher appreciation week. Usually it's a lot of celebrations. I've already asked for some support from our parents and guardians this week. I got a lot of nice feedback on that. Last week we had a lot of coaching conferences. That was an individual meeting with me. Each individual teacher to give extra individual time to talk about what's been going on in their classroom. To really show me some of the highlights and things that they have worked at. I think that went really well. I got some good feedback from teachers about that process. School improvement team, I'd have to give them a real shoutout. They're an outstanding group all week long. Really passionate and much appreciated. I know Kaitlyn is on here. Student advocacy. And kids really sharing with us what's been going on. I've gotten more

emails in the last five weeks with kids, which has been great and they are giving me the opportunity to engage our students on that front. Obviously, it doesn't replace being there, but still it's good asking me in email correspondence.

We still need to work on all end of the year activities. I spent some time today speaking with several multi-media companies taken actions that might be available for end of the year presentations. Obviously, it's very early in that. I would say that I've had two real good conversations with three of those companies as to the actions. They are all good. The technology is super impressive and I think this information is therapy stuff that we can use as we try to plan out the end of the year activities.

The zoom master calendar has been created. I ask teachers this week to share out their zoom meetings. Because they have been doing the last few weeks. And it's been great. We also had a student council zoom in which kids were able to get in there and share out their ideas. And the highlight obviously this week was the senior sign delivery. Got so many messages from families. Lots of tears. I think a lot of people got teared up. I believe even Eugene shed a tear today during Mr. Gildea and Dr. Conway's hot list. So that was definitely the highlight. It's tough not seeing the kids. And you know I know this announcement today hit a lot of people hard. It just means that we got to work that much harder to make it more special for the kids.

Mr. Gildea: Okay. George Kurtyka is online. Any questions for Mr. Pasquale? I'm sure you'll be wrapped up in discussion in how to make things special for seniors. The impact it will have, the difference between the typical for senior night and certainly graduation and the prom. So I'm assuming that we'll be having discussions on how could have as normal to an end of year.

Mr. Pasquale: Yeah, absolutely. I have two outstanding senior advisors this year, Ms. Bell, Ms. Kingsbury (phonetic). They're outstanding and we do have some tentative dates, but a lot of this is going to hinge upon what we are allowed to do in regards to State guidelines, but we have some good ideas. The yearbook is done. She's working on the Pow Wow Senior T-Shirts. Mr. Coplin and I just got the final proof of those. So we'll try to have as much normalcy as possible. We do have a tentative stream presentation for our awards night. And that's going to be on May 20th. We just finalized that about an hour and a half ago. So we're looking at that. Dr. Conway is going to assist with allowing me to use the Zoom Webinar feature which I've seen a few times. It's a really nice feature try to help us some ideas about how I can make the background kind of look cool.

All those things we have to take them and say, how do we make this as you said, as close to being a normal process as possible.

Mr. Gildea: Thank you, Marty. Any other questions for Marty?

Mr. Pasquale: Thank you again. Thank you everybody.

Ms. Netto: Can I ask you a question just in reference, but I don't think it's necessarily directed to Marty. And I will say that the senior parade was well received. And I don't want to sound ungrateful in any way, shape or form, but we're tossing around the term and I'm just curious because I know that there were some teachers that wished to have been involved. I know that kids were expected. I'm just curious why we denied the teachers the ability to join in on that?

Dr. Conway: That, if I could, Ms. Netto. So we have a Governor's order of stay home, stay healthy. For all you said the people going out and in recognizing and to honor that Executive Order and not put anybody in a position to violate the Executive Order where they end up coming in contact with it. I thought it best to limit those with the sign it was special by using our Police Department in taking the picture, but to limit the number of staff involved in the process until the Executive Order is lifted, which we expect to happen, you know, within the next 20 days, maximum so we can do then something more special. I just did not want anybody making the decision that they violated that, including ourselves and the message that we send. So that was the decision that I made. And weeks ago, when the grades first started and what you saw happening with those grades when people gathered in parking lots prior to the parade, gave me reasons for cause as well. Where the people were getting out of their cars prior to joining in the parade and congregating in close proximity and not honoring or following the Executive Order or social distancing.

So let's not put anybody in that position if I call that we limit the numbers that went out to deliver the signs.

Ms. Netto: Thank you for the clarification. I appreciate it.

Mr. Gildea: Any other questions. Okay. Mrs. Conway. Early Childhood.

f. Early Childhood Program Director

Mrs. Conway: Hi everyone. So I want to say that we are so lucky to have the little raiders team. They have been incredible, remarkable. This was our first experience on Google classrooms. And the whole team worked together to get the classrooms up and running, helping the families to get into the Google classrooms. It was a challenge. But everybody excelled at it and did really well. We participate. It was just pretty funny putting together.

Our classroom participation, they have to send in two assignments. We have 90 percent participation which is absolutely remarkable. Everybody said teachers do classroom zooms as well as individual zooms and the paras participated in that as well. Parents have been communicating incredibly with the teachers themselves. We started a wide-work Wednesday. And each Wednesday we post a motivational saying or picture or something to help get through us for the next two days of our classroom.

Mr. Gildea: Thank you very much. Any questions?

Thank you. Now move on to special education. This is interesting, because I'm used to Stacy and James coming up together and presenting together. So I don't know how we are going to pull this one off. I guess we'll just let Stacy go first. Hi Stacy.

g. Special Education Report

Ms. McCoart: Hi Jim. Hi everyone. So James and I actually have our representation together.

Mr. Nichols: Yes, so the way it was presented to folks the portion I'm going to share out is actually first for you. And then Stacy is going to pick up. So first, thank you to everyone for your time. And obviously the work that Stacy and I had facilitated has done with partnership of our staff and all the para educators who worked through it. And really, we focused on what does special education look like

during distance learning. How are meeting the needs of our verbal. So in broad sense, special education services and related services had continued. Both in special education case managers and related to providers are continued to provide services that are reflected of what's in the current IEP.

We are also holding PPT meetings through zoom and through Google meet. Largely, they've been successful. We found that parents have been responsive to the digital format. In general, been utilizing the calling features for those meetings. And we're holding them when we can guarantee. So what this looks like is mostly annual review PPTs, planning transitions to any modification, services for review of the evaluations that are already completed are through distance learning. So that all being said, our special ed staff handled the latest providers, are continuing to cooperate with their teams and with one another and myself. What I have on paper is just a fraction of the work they are doing on their own. They are constantly calling to work in with zooming students, supporting things above and beyond. So I can't say enough about the staff, including the para educators and all educators as well. So in terms of everything that's been going on, they jumped in.

Ms. McCoart: And James, just to piggyback on what you said. I'm just extremely impressed and proud of all the special education staff, related staff, the paras, everybody is just going above and beyond to meet the individual needs for our students to be engaged in the distance learning. And in the beginning, challenge, to get our students with disabilities engaged and to be working in this remote learning environment. But we took it one step at a time. We tried different strategies. Right now we have teachers doing zoom conferences, both Google classrooms, paraprofessionals opening up office hours daily for students to work on different assignments that they are struggling with just to take some of the pressure off of the families. Just everybody has just gone above and beyond. And we're very lucky to have such a wonderful team. I meet with the paras separately every week just to touch base. As well as all the special education teams as we move forward through this.

Another highlight that we were able to offer during this shift to distance learning was, we were able to provide some valuable and meaningful PT through our paraprofessionals. I know there have been a lot of talks about you know having paras go through the RBT training. So we were able to offer RBT first days of it, was the 40 hour RBT online module. So our learning center paras and then some additional paras that were interested were able to go through that in our first phase. And then also offered to other paras that were interested in the second phase. So they're in the process, some paras have completed it and then in the process another handful of paras are in the process of completing that as well. So the next step would to complete the exam to move forward with that. Another resource called a module group which is a series of autism. So paras were able to participate in that training period as well, which was another 40 hours.

So we've been definitely trying to keep this time meaningful for everybody and then also provide them with learning opportunities as well in order to best support our students as we move forward. So with that being said, I think right now where we stand, where our Special Education Department is in a good spot. So we take one day at a time and we keep moving forward.

Mr. Gildea: RPT and BRCA training. Is that designed just to either way it's fine, I'm just curious, is that designed also to just the skill set of our para professionals or is that done to potentially some day phase out constellation in the third party?

Ms. McCoart: Well, they do have their potential of becoming a registered. They have to complete an exam and then also another State test to get that certification. So that is definitely something that we can definitely look at as we move forward because at the end of this, we could have paraprofessionals that are certified behavioral tech. And that would alleviate us to having to contract out for that service if we were to choose to hire.

Mr. Nichols: And I think at the very least to, I mean, this is something that is going to 100 percent bolster the skill set and the tools that each of our paras bring to the table each day through both trained modules.

Mr. Gildea: Thank you.

Ms. McCoart: The feedback that we got from the paras was definitely meaningful. And they enjoyed the training.

Mr. Gildea: Thank you. Any questions for Gabe or Stacy?

Ms. Harris: Could you tell me the attendance and how the engagement with the Raise Academy Students please?

Mr. Nichols: Sure. I can speak a little bit to that. And, you know, Nick and I are in very frequent contact. Nick's students are – their engagement is being tracked somewhere to the high school and the middle school students. And in addition to that, I know that the Raise faculty is in constant communication with those families to track those specific students that might be struggling to get engaged or struggling to be motivated. I don't have the exact data in front of me.

Ms. McCoart: It's up on the screen right now. So it's about 59 percent of engagement for Raise Academy.

Mr. Gildea: Thank you.

Ms. McCoart: I know the staff is working every day and I think as we move forward, I think we're getting a little more engagement a little more engagement each day as we move forward.

Mr. Nichols: Yeah, and I think something else, sorry Stacy, I didn't mean to cut you off. In talking with Nick today, one thing that they're piloting as well is carrying their visual experience with paper pencil so that they're checking things off the list that could be influential factors. So if a student is having trouble staying engaged on the computer, they appear to be all excited, it's the same instruction that's being alongside those. It's just an added piece to help.

Ms. Harris: Or some of them need a hardcover books or books, work books or text books?

Mr. Nichols: Yeah, and certainly it's not meant to replace. It's meant to encourage and try to break down any barriers which may be in place with the assumption that there is going to be engagement with the individual.

Mr. Gildea: Thank you. Any other questions folks? Moving on to Mr. Bradshaw.

h. Athletic Department Report

Mr. Bradshaw: First, I'd like to congratulate one more time, Kaitlyn Gerckens and Damien Caruso, scholar athletes. There was a nice program on Sunday evening to recognize all of the scholar athletes. It's available. It's for anyone to see. Go to the CIAC website, you can view the ceremony about half an hour, quite nice, quite inspirational. I'm glad that the students had that to be recognize.

I'd like to also thank all of our coaches who have been putting in the extra time to connect with athletes, myself, Mr. Pascale, Mrs. Caggiano, we worked together to come up with more ideas to help coaches people who are engaged with athletes. We went over that with a meeting. They seemed very receptive to the ideas. What's also have going on is we'll be recognizing some of the seniors, the senior profiles. We'll do that with social media. Now, unfortunately, with no season, no tournaments available for the spring athletes, we'd also like to do something to recognize the seniors, typically they would have a senior night end of the season and, you know, we won't be able to do that this year without games, so we'll have to find another way to recognize seniors.

Moving past that, CIAC will soon be concerning themselves with reentry to school, what we can do this summer. Most importantly, how do we do all of this safely, safety is my biggest concern. And I hope that we'll know more soon, but right now information comes in kind of slow with the athletics. That's about all that I have. Most importantly, we'd like to make sure we honor seniors at the end of the season and help the coaches be involved without having any actual physical practices.

Mr. Gildea: Any questions for Matt? Thank you. It's nice to hear from you again. And it's been a while since we saw you virtually. We appreciate your leadership and the roles that we play concerning that the shift is smooth and pending. So again, it was nice to see you all again. Thank you.

VII. Executive Order 7R

Mr. Gildea: So I kind of talked about this a little bit at our last meeting where we got the subcommittee reports. I mentioned that there would be a discussion with the City on potentially trying to get money back from the bus companies, special education flyers. I will put it over to Doc to give an overview of the meeting and where we're at and where we may want to see this go. So Doc?

Ms. Netto: I'm sorry, real quick. George needs to be unmuted. I was able to unmute myself, but I don't know if he realizes he can unmute. There you go, George.

Mr. Kurtyka: Thank you.

Mr. Gildea: Hi, George.

Mr. Kurtyka: Hi, Jim.

Mr. Gildea: Okay, Doc, you're up.

Dr. Conway: What we've been asked under Executive Order 7R, it's asking municipalities and districts to negotiate with our vendors. Specifically, for special education and for transportation services. Special education services outpace services as well as a transportation for special ed and regular ed. So Mr. Izzo is working on that and has been over the past weeks in terms of gathering information from our

vendors in terms of what has been paid to their employees to date whether it would be through the company and/or if they filed for unemployment and what other cost beyond insurance – health insurance and salaries for those employees that they’ve had to absorb just so we have an idea. The Executive Order is really specific because the salaries of employees and the health benefits. And this was really guidance out of the stimulus package from the Federal Government to keep people employed, to keep the economy going during this time as much as possible. And at least that they had their base salaries to rely on. So we’ve tried to honor that as we have with our own employees but now, negotiating that with our vendors because some of them did immediately let their employees go and they filed for unemployment.

And it really comes down to what bucket people are going to be paid out of, whether it’s unemployment and in our case, operating dollars that was already identified to support these services. But we’re gathering all of the information, we’ll be bringing back to the City our recommendation of what we believe we could settle on and then we will negotiate with our vendors following that. So it’s the process we’re in now, we have just about all the information we need. Our vendors have been terrific by the way in terms of working with us, providing us with the documentation as requested. And we’ll be moving forward with meeting again with the City once we have all the data to say, here’s where we think we are with each of our vendors. Here’s what will be paid out based upon the Executive Order.

Mr. Gildea: One of the thought processes what the City is thinking is that you know, obviously, we’re asking for the 5.9 percent increase, which is you know, more than a million dollars. Certainly, I think the City’s quote or thought will be anything we say here would be used to onset here. So I do feel like, the City is working with us.

Dr. Conway: I recall last year the City did authorize the account that was set up so that funds can go into. It was up to 1 percent was the law prior to this year. It’s now an increase to two percent. So we have that account already set up.

Mr. Gildea: Thank you, Doc. Any questions?

Mr. Marcucio: Doc, does Mark have some kind of idea how much that balance would make from this year with the savings that we have?

Dr. Conway: So that’s what we’re working on now. So once we finalize what we share with the City where we think we’ll be and then actually negotiating and settle with the vendor, we’ll have a better idea of where we’re at.

Mr. Marcucio: Okay.

Mr. Gildea: Fair enough. Okay. Any questions on that Executive Order, 7R. Okay.

VIII. Coronavirus Recovery Plan

Mr. Gildea: So I will turn it to Doc. Doc has a bunch of information he’ll share on this.

Dr. Conway: So if you’ve been listening to the news at all, which you’ve heard over the past week, the Governor in his weekly calls with municipalities has asked that municipalities begin to put together teams and recovery plans for coming down at this. So a couple weeks ago, we actually had started on

those plans. A template for district rules to get us started. So a couple weeks ago have shared it out with entire Admin Team in terms of beginning to set up the Committees in the set of different areas under the plan. And then they watch you going in, we'll be scheduling all of our Committee meetings in the K drive, as I had started at the beginning of the year with various Committees within our district. And then begin working on the plan. So on the screen now you can see the different Committees that has been set up at this point.

And it really involves a lot of staff as well to do this right. What I had shared with the feedback committee today is while we were initially getting ready in the event we are to return May 20th, we started this process a couple weeks ago. Today's news, as I shared with teachers today, I do not in any way, their input on these Committees, in order to do it right, in no way want to at a particular moment, create anxiety or pull them away from the distance learning that they're doing now with their students, families and they themselves continuing to learn more about distance learning.

So we will be moving at a pace that we need to at this without overwhelming people, but ensuring that we had the voice of all staff in building this plan. But I think we're in a good place with it at the moment. And performance actually participating in this putting together a recovery plan. Because everything we're going to put in today will have to have multiple variations. As I've said in the past, you know, the only thing consistent about this process is every ten minutes the information changes, so we have to be prepared to change. We have to be prepared for multiple scenarios throughout this process and be able to adapt along the lines. So we really want to put a lot of thinking into it, have multiple plans based upon the information and the guidance that we're receiving from the State or from across the Country in terms of how we need to approach return to school.

There's new articles coming out every day on returning to school. There's new ideas coming out every day on return to school what that looks like. So we're absorbing all of that. And we're putting together a plan and recommendations and come back to the Board.

So you can see there's an overall Governance Committee when we break it down by facilities, operations, instruction, post-secondary wellness and technology. We also have a ACES, each of the Resks (phonetic) have been tasked with from the State Department of Ed to also assist districts in putting together their recovery plans. So they met for the first time today, the Resks, and they will be gathering information at this point. So I will be sending you a link to that leaders, excuse me, thought exchange and it's basically a company a consultant that works with districts, usually around if you're going through say a redistricting, you would bring in a company or consult what I thought exchange to a lot of people to submit ideas, questions, comments and they take all that information, gather it and put it back out in a report form, somewhat organized report form to inform communities about what people think and what people are asking, saying or thinking about. So it's an opportunity for a number of stakeholders to submit their questions through this process, through this link and then thought exchange will put that together and then put a report out by Resk in terms of what are we saying in different areas of the State even on what that return looks like.

So it will help guide us in our decision making in terms of our recovery plan as well, but they began that, they had their first meeting today. I'll be sharing that thought exchange with you tonight after our meeting or tomorrow so that people can begin submitting questions that you might have.

Mr. Gildea: I'm sorry. I just noticed that the instruction going through it. Will other groups circulate on dates as well?

Dr. Conway: Yeah, we just put those in there as a sample to show people today.

Mr. Gildea: Understood. Thanks, Tara.

Ms. Hyder: That's fine. In terms of curriculum at the State level, is there any State guidance in terms of adjusting standards especially at the lower levels going into the next school year despite all the efforts and all the time teachers and students are putting into distance learning, it's just not the same as in the classroom, so especially the younger kids, they likely won't make the gross that they would make if they were right there with their teachers daily. So at the beginning of next year, whenever we're in the classrooms again, especially those younger kids, they likely won't be where they need to be especially compared to if they were in the classroom. So is there any process at the State level about adjusting standards the lower levels according to there might be some change in the progress?

Dr. Conway: I will say there's been discussion in all of our groups that having, exactly to your point, a fifth grader going into sixth grade, the adjustment would be, you may not be looking at starting your standards in what is currently recommended for sixth graders, fifth graders five months, sixth graders, six months in terms of this is now your new starting point. And then having a plan to over time and it will take a couple years, but over time, how do we catch up to where we should have been. So those are the conversations that are happening at the State level in all groups. All those groups that is 100 percent accurate. Those are the things the adjustments are going to need to make. Those are part of the recovery process.

Mr. Kurtyka: Doc, there's a lot of things online. I don't know if you saw the Role of Schools and Public Health discussion. I can send it to you. So there are a couple of things. I'm not going to go down the whole list, but they just talk about sending kids to school on school buses, you know, to separate the kids. The students in the room, you know if you got to be six feet apart, if it's a bigger classes, there may not be room in the classroom for the students there. Cafeteria and lunch, got to keep the kids six feet apart at lunch time and everything and they've got lockers and everything. So I can send you the article, but I'm just wondering that if anybody on this task force that you appointed there, are they going to look into those issues?

Dr. Conway: They absolutely are. In fact, that is some of the work we started two weeks ago. Matt Cunningham just finished it up yesterday and shared it with me. But what I had asked him to do is go out to our classrooms and he has drawn up schematics of each of the rooms, how many students they could hold if we had to continue to practice six feet apart with social distancing. So that we can then come up with plans what that would look like in terms of a return.

So we have that data now to look at. So you're 100 percent correct, those are the type things that we have to have plans for even if they end up relaxing any of the social distancing that we have information on today before September. We have to have a plan that what we hear today is what's going to be in place in September and how we are going to bring students back safely if those are still the practices moving forward.

Mr. Kurtyka: Thank you. I'll send you the article.

Dr. Conway: Thank you.

Mr. Gildea: Any questions on the coronavirus recovery plan.

Mr. Marcucio: Doc, I was wondering but is it possible to have a Board member on the Governance Committee preferably the chairman so that we can get information on all of the stuff, rather than it's harder for you to keep up with information. We should be getting it fairly quickly. If Jimmy was on that Committee or another Board member then maybe we can get that information quicker?

Dr. Conway: Yes, absolutely. Board members are welcome on any of these Committees. Based upon the times these Committees will meet might determine what Committees people could serve on. I am keeping everything minutes for these meetings and planning will be kept in the K drive that everyone has access to. So that you can always go on there and review the updates. But I am going to be sending out these updates as well in my role to ensure that you have the information so that you can respond to your constituents in a timely manner as well. So whatever makes it easier for Board members, but part of my responsibility is to make sure you're informed on these.

Mr. Marcucio: Jimmy, are you going to sit on that Committee?

Mr. Gildea: Yes, sir. I can. Doc, I can. Okay. Any other questions on the coronavirus plan? Thanks, Doc.

IX. State Board of Education Accountability and Support Committee

Dr. Conway: This is an update for the Board. As you know, the State Department of Ed has approved our application to become a Commissioner's Network School for Derby Middle School, thanks to the great work of principal, Ms. Caggiano, Jen Olsen, Ms. Netto and the Commissioner of Network Team. A number of the teachers involved in this process, in fact, all the staff in the Derby Middle School jumped on board with this at the very beginning and welcomed the opportunity. But really, when the State visited, they were just extremely impressed with all members of the team and what they saw in our classrooms and throughout the building.

So State Department of Ed has accepted our application. We will be one of three schools to go before the State Board of Education on May 20th. And it's not the full Board at that point. It is the sub-Committee of the full Board, which is called the Accountability and Support Committee. So both myself and Ms. Caggiano will have time before this sub-Committee of the State Board to present our case as to why we think the State Board of Education should support the recommendation from the State Department of Education on Derby Middle School becoming part of the Commissioner's Network. So that will happen on May 20th. Following that meeting, there will be a date set for a State Board of Education meeting in June that we would go before as well. So the recommendation will go from State Department of Ed to the State Board sub-Committee for Accountability and Support and then from that sub-Committee to the full Board. But May 20th we'll be before the Board in a virtual meeting.

Mr. Gildea: Thanks. Any question on State Board of Education Accountability and Support Committee the status of that, any questions? Okay.

X. 4th quarter grading policy

Mr. Gildea: Dr. Conway, 4th quarter grading policy.

Dr. Conway: Yes. So through a lot of collaboration input from a number of our teachers, our Admin Team and as well as looking at the State guidance, we came up with and shared this out. That would be, Academic and Curriculum sub-Committee last week as well. And we have a grading policy for 9-12 to recommend. A grading policy for grades 4 through 8 to recommend. And then pre-K through 3 would remain the same as it currently is.

So I'll start with the high school. After a lot of conversations and looking at research as well. Looking at what colleges and universities have done and our currently traditional grading policy for the third quarter, we came up with two options that we would like students to be able to have the option to have choice in. The first option is our traditional grading policy. Those students that want to be graded through our traditional grading policy, the only adjustment here is that final exams, students that get a 90 or better are normally exempt from final exams. What we would offer is the option for all students pick and choose to be exempt from the final exam. If you would like to then still take the final exam or a culminating project that the teacher would assign as well for choice for student, you would be able to choose between the two and it would only count to improve your grade. It would not be counted against your grade regardless of your grade on the final exam or the culminating project, but it would give students an opportunity if they wanted to include their grade should they choose the traditional grading policy. We would be asking students to, sooner than later, make a determination on the final exam if they're going to choose to take that or the culminating project, but they would have choice between these options right up until the last day of the marking period. And this is just for the 4th marking period.

Option two is State's guide for a pass/fail grading option. This would allow students up to the last day choose to take a pass as opposed to the traditional grading policy. With that, you have the opportunity to pass with distinction, which you would have to have an 85 or better. And you would also at least have to take the final exam or complete the culminating project in order to be eligible for pass with distinction. Otherwise you could simply accept a pass for students that did not quite meet the grade, there is an option for pass/incomplete. And this is the teacher recommendation as well. And that would be for students who might have been doing well up until the third quarter, March 12th and were not able to engage as much as they may have normally through the distance learning or there are other extenuating circumstances within a family during this time where students were not able to engage fully or any of the six reasons that are listed as well would also be taken into consideration when it was allowed to do pass/incomplete. This would simply mean at this particular time on June 18th, you have not fulfilled all of your requirements, completed all of your assignments for 4th marking period, then you will be given more time to complete those assignments before you're given a grade of the pass or fail at that point.

But what I would ask in this is that we would suspend our current summer school language that would make it ineligible for a student who scores below a 50 participate in summer school. Because in this particular case you may have students in this particular category who would fall below a 50 for a variety of reasons but we would want them to still be able to continue with their assignments through the summer to be able to get a grade of pass or pass with distinction as opposed to a fail. And then there is a category of fail for the 4th marking period for students who just were unwilling to participate, may not

have participated a lot prior to going into distance learning, they may have been in a position where they had already received a letter that they were failing this semester, but that's what that category would be reserved for. And again, based on teacher recommendation. But with an understanding that we are really trying to acknowledge that there are some very extenuating circumstances that students and families are experiencing right now. We want to give every option and benefit for the student to complete their work. That's for 9-12. Any questions on that?

Mr. Foley: Doc, can you go into more detail on the late work policy will be suspended during the distance learning?

Dr. Conway: The policy is the language, right now if you have a grade below 50 percent, so if you failed the class, but you failed it below completing 50 percent, you're not eligible for summer school right now by our policy.

Mr. Foley: No, that's not my question. The late work policy?

Dr. Conway: Oh sure. For option one, we're not penalizing kids for sending in work late.

Mr. Foley: Okay.

Dr. Conway: That was part of our 3rd marking period grading policy, that was one of the adjustments that we made. So we kept the same adjustments that we made for the 3rd marking period in this recommendation as well. And one of those was that they would not be penalized for work submitted late. And that we are also keeping in this policy the three point, up to three points, one to three points for participation as well.

Mr. Foley: And secondly, is there any determination of summer school yet?

Dr. Conway: There is not. We're still waiting for the guidance from the State on that. The Governor's Office announced today that that is one of the things that the re-opening Committee is taking a look at. But a lot of that will depend upon the information we received between now and the end of June in terms of social distancing and other considerations. As we begin to open up, what we'll be looking at, they'll begin to look at our data as we begin to open after May 20th.

Mr. Gildea: Any questions on the high school portion before doc moves to the elementary schools and middle school? Okay, Doc.

Dr. Conway: Grades 4 through 8 will have the same policy as the pass/fail option provided by the State. So it's the same pass/fail that I just explained which was an option for the high school. This would for all students from grades 4 through 8 for the 4th marking period only.

Mr. Gildea: Is there a different between, I thought you were done. I'm sorry.

Dr. Conway: So we thought this was extremely fair and also recognizes in two different ways those students who are engaging and doing the work have that option of the pass with distinction. So the reason why we give the option at the high school level is because we have other things involved in that process. You have your GPA and your QPA in our case as a district as well. So both the QPA and the GPA that we have to consider four years down the road for our current freshman. What does that mean to colleges and universities then? Well, we know today all of our State, public colleges and universities and a good portion of our privates have pass/fail policy. They are all supporting it. We want to make

sure students who are applying to colleges outside of that cohort still have the opportunities they need to have a GPA.

At the grades 4 through 8, we don't have that concern. We think the pass with distinction helps recognize students who are really are getting through this with maybe different levels in support in some cases but just driving through it. There's an opportunity to be recognized beyond just the pass. As well as the other categories of pass, pass/incomplete and fail. But identical to what we read above and the line with the guidance that we have received from our Public and State Universities as well as the State Department of Ed, and also keeps in place the opportunity for engagement/participation in terms of points as well.

Mr. Gildea: Any questions? Okay. So the Policy sub-Committee meeting, I know that procedurally because technically a policy is required you know a different process. You said the thought process in this would be that you would want a motion to suspend our current grading policy and institute this. Is that the motion you are looking for?

Dr. Conway: Our current summer school policy.

Mr. Gildea: Okay. This is the Derby Public School Grading Policy for the 4th marking period.

Dr. Conway: That is correct.

Mr. Gildea: So you're saying you want us to vote on this.

Dr. Conway: Yes, suspend our current grading policy. Yes.

Mr. Gildea: So we would be looking for a motion to suspend our existing grading policy and institute the Derby Public School Grading Policy for seniors for the 4th marking period.

Dr. Conway: That is correct.

Mr. Marcucio: For the remainder of this year?

Mr. Gildea: Yes, sir. I agree with you, Derby Public School Grading Policy for teachers during the distance learning period for the 4th marking period and final grades. I agree with you we should put that in there, Ken. So does someone want to make a motion to suspend our current grading policy and institute the Derby High School Grading Policy during the distance learning period for the 4th marking period.

Mr. Kurtyka: Mr. Chairman, the Superintendent didn't go through the K-3. Can he go through that first before we make the motion?

Mr. Gildea: Sure.

Dr. Conway: It remains the same as K-3 currently is. So there's no change to that grading policy. Yes, it is different from the other two, but it's always been different.

Ms. Netto: We're only suspending the current policy for Middle School and High School and keeping elementary school as is.

Dr. Conway: No, only elementary K-3. So the suspension is grades 4 through 12.

Ms. Netto: Okay.

Mr. Gildea: I'm open either way, but if we reference the Derby Public Schools grading policies and procedures during distance learning period from 4th marking period and final grades, do you have the K-3 in there?

Dr. Conway: Yes.

Mr. Gildea: We can even adopt this, which has the K-3.

Ms. Netto: Motion that the Board of Education suspend our current grading policy and adopt the Derby Public Schools Grading Policies and Procedures during the distant learning period 4th marking period and final grades.

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

Ms. Harris: Second by Laura.

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

Board members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

XI. EAP Program

Dr. Conway: So this was a program that was presented to us for our current insurance carriers to the City and to the school districts as part of, its something we've asked for in the past actually and we really never had a formal EAP Program. So Larry has presented this program to both the City as well as the school district who participated in that meeting, but there is a cost to it to the Board. It's \$62 a month based upon a number of employees. But I think it's important that we do have a formal EAP Program to be able to refer people to as they need. And give them what we're going through right now I think as a Country and how different people are dealing with it and if this is a time more than ever where this might be able to provide assistance to our employees as needed and when needed.

Mr. Gildea: It's \$62 a month for the whole 12 months, right?

Dr. Conway: Yes.

Mr. Gildea: Any questions?

Mr. Foley: That's per staff member?

Dr. Conway: No, it's \$62 a month. The rate is based upon your organization number of employees, so the City has a rate also it's less than ours because they have less employees.

Mr. Gildea: So any questions? Okay. So Doc, you're looking for a motion to approve the AEP Program?

Dr. Conway: Yes, sir.

Mr. Gildea: Janine.

Ms. Netto: I'm going to second the motion that Jim addressed?

Mr. Gildea: So a motion has been made, seconded. Any discussions? All those in favor?

Board members: All say, yes.

Mr. Gildea: Opposed. Motion carried. Is there a motion to adjourn?

Mr. Kurtyka: So moved.

Mr. Gildea: Okay. Item number 12, Dr. Conway.

XII. Spring Sports Update and Coaching Discussion

Dr. Conway: As requested, we had come up with a bit of expectations for our coaches during the distance learning time from now until the end of the year. If you have not had a chance to review it, this has been reviewed with all the coaches as well. They are in support of the plan. And before a final date in May, if it's all shared and they had an opportunity to weigh in on them. But they're going to be reaching out to student athletes twice weekly. Do you want me to review this?

Ms. Netto: Can you start over? I was frozen and could not hear you.

Dr. Conway: So this is the expectation for coaches what they would be doing with athletes from now until the end of the year now as of today. As they continue providing support to our student athletes. I can go through these one at a time. I don't know if you'd all had a chance to review this or not. If you'd like I can go through that one at a time?

Mr. Gildea: Do we have time to go through it? So now you said page one. Okay.

Dr. Conway: And the other thing we did as well, obviously I speak with the union throughout this process on not just this, on a number of different things. And in one of those conversations where we were discussing our MOU for distance learning with our Teacher/Union, Brett the CEA for our district at the State level shared this language with us that he has done for those districts that were paying their coaches, this was an MOU that he shared with me that they had worked on for districts to consider.

Language from other districts that were shared with and found in agreement. Use one of them as a sample to meet our Board. This is an MOU that I would recommend that I think is fair recognizing the work that our coaches have been doing and will be doing between now and the end of the year we unfortunately will not be returning to the field as we had once hoped especially early on hope that we would only be out for a short period and be returning to the field. And recognizing while our coaches have been amazing and jumped in and provide a tremendous amount of support for kids, as a coach even, I inflicted on this a lot over the past two weeks and this would be the time for myself where I would spend my afternoons and evenings on the field, right around the corner from my house every day of the week during this time of year. My only saving grace is that time took me away from my family, I was fortunate enough for all my years to at least have one of my boys on the team. So my saving grace at the time away from home, a lot of kids but it's also important to me with one of my own children. So I know the time it pulls you away. I know the time it takes. Today isn't quite like that, even though we're provided a lot of support, this would not be the hours certainly that normally a coach puts in at

this time, but I don't want to at all lesson the fact that coaches jumped in right away and started doing work.

It is just different work and it is needed work. So I think this is very fair in what it offered and accept the expectations even for those coaches that did not have expectations, they now know what they are moving forward from now until end of year. And it puts the assessed and agreed to by the union and other MOUs it's a one-half the stipend as opposed to the full.

Mr. Marcucio: One and three of this MOU is already out now.

Dr. Conway: As of today, yes. This was shared by the union last week with me. So I put it into this document last week. I did not adjust it today yet based on today's news.

Mr. Marcucio: It should have been brought to the Board in March.

Dr. Conway: In March though, in fairness, sir, in March – on March 13th we went out. I don't think any one of us knew we'd be out certainly not in March for the year.

Mr. Marcucio: I understand that. But some are along the line the coaches should have known if I do this and I have these guidelines and I'm going to get my pay. You know, and they didn't know that up until now. That's the whole point.

Ms. Netto: I don't understand the point that you're trying to make, Ken. I'm confused.

Mr. Marcucio: The point is, we're starting this, there's three weeks left in the season. The season generally for baseball and softball goes a week until Memorial Day. Based on what you're talking about only a couple of weeks here.

Dr. Conway: But the expectation here is that they would go through the rest of the year with this point with these expectations.

Mr. Marcucio: But my point is, next time if something like this happens, given this beginning of April so they know what they have to do between March and Memorial Day to get their pay. That's all I'm saying because some of the coaches didn't know.

Mr. Gildea: Okay.

Mr. Marcucio: So I agree with this 100 percent, so no problem.

Mr. Foley: I have a question.

Mr. Gildea: Mr. Foley, yes, sir.

Mr. Foley: Did on the Statewide what they're doing with their coaches, every school district?

Dr. Conway: We do have that information. The vast majority of districts, Mr. Foley, are not paying coaches.

Mr. Marcucio: Over 75 percent of the schools that have been contacted are not paying their coaches at all.

Dr. Conway: I don't know if this helps or not because I don't think we need to do what every other district is doing. I think we have put in, while it may be late, we do have expectations that carry through the end of the year with this. But even in the MBL the districts that responded to the survey, none of those districts are paying coaches. One-half maybe since we've surveyed them, they answered that, but four of them are undecided. And three didn't respond to the survey at all. Those have responded at the time, I think the others might be listening to see what we do possibly and certainly we would share this document with them to consider doing the same.

Mr. Gildea: Doc, has a proposal here. Any questions or discussions? Anybody else?

Mr. Foley: Just one more question. Schools systems are paying coaches? Do we know that?

Dr. Conway: I have to double check.

Mr. Marcucio: Only one.

Dr. Conway: Because not all districts have responded. But in our districts that are you know, not necessarily in the valley area, so I'm going to have to double check.

Mr. Marcucio: That's our list, only one is paying. The one with the yellow that I sent in today. There's only one paying.

Mr. Gildea: Okay. Any other questions on Doc's proposal here that he's recommending? So at this point, I would entertain a motion to approve the Superintendent's representation regarding the payment our spring coaches? Is there a motion?

Mr. Kurtyka: So moved.

Mr. Gildea: George Kurtyka. Is there a second?

Ms. Harris: Second, Laura.

Mr. Gildea: Laura Harris. Any discussion? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

XIII. Executive Session

Mr. Gildea: Madam Secretary, I think we are going into Executive Session for the appointment of new hires.

Ms. Netto: No new appointments on there.

Motion to adjourn

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

Mr. Marcucio: I'll second.

Mr. Gildea: A motion has been made and seconded. All those in favor?

Board members: All say, yes.

Opposed? Motion carries.

Marianne Samokar, Recording Secretary