



# Certificate of Achievement

This certificate is awarded to



In recognition of community service, academic prowess and leadership in the school community

Presented by

Superintendent of Schools

Date







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# Certificate of Achiebement

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# Jamio Santiago

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Presented by

Superintendent of Schools





# Certificate of Achievement

This certificate is awarded to

# Theahan Gray

In recognition of community service, academic prowess and leadership in the school community

Presented by

June 9, 2020

Date

Superintendent of Schools





# **Connecticut Association of Boards of Education**

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

Donald Harris President Bloomfield

Elizabeth Brown First Vice President Waterbury

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Patrice A. McCarthy Deputy Director and General Counsel

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Nicholas D. Caruso, Jr. Senior Staff Associate for Field Services

Sheila McKay Senior Staff Associate for Government Relations

Vincent A. Mustaro Senior Staff Associate for Policy Service

Lisa M. Steimer Senior Staff Associate for Professional Development and Communications

Teresa Costa Coordinator of Finance and Administration May 7, 2020

Edens Philogene 19 Garden Place Derby, CT 06418

Dear Edens Philogene:

Congratulations for being chosen to receive CABE's Student Leadership Award!

Leadership is a quality that is hard to define, but remains critical to our society. CABE has developed criteria that help to define leadership. Your Principal received a list of these criteria and was asked to name Derby Middle School students who met them. Your Principal considers you such a School Leader!

We are pleased to present you, together with other Student Leaders across Connecticut, with our twenty-fourth annual CABE Student Leadership Award. You should take pride in the recognition bestowed upon you. We encourage you to continue to think and act like a leader.

Again, our congratulations and all the best to you in your future endeavors!

Cordially

Donald Harris

President

Robert Rader Executive Director

of Mado



The Connecticut Association of Boards of Education Awards this

Student Leadership Award

To

Edens Philogene

Derby Middle School

For distinguished leadership in school activities and daily life. Awarded this 7th day of May, Two Thousand and Twenty

( ) Somold Lairs &

Donald Harris President

Bob Males

Robert Rader Executive Director





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Lisa M. Steimer Senior Staff Associate for Professional Development and Communications

Teresa Costa Coordinator of Finance and Administration May 7, 2020

Jessica Gerckens 249 Shagbark Dr. Derby, CT 06418

Dear Jessica Gerckens:

Congratulations for being chosen to receive CABE's Student Leadership Award!

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Student Leadership Award To Jessica Gerckens

Derby Middle School

For distinguished leadership in school activities and daily life. Awarded this 7th day of May, Two Thousand and Twenty

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Vincent A. Mustaro Senior Staff Associate for Policy Service

Lisa M. Steimer Senior Staff Associate for Professional Development and Communications

Teresa Costa Coordinator of Finance and Administration May 7, 2020

DJ Massena 35 Minerva St. Derby, CT 06418

Dear DJ Massena:

Congratulations for being chosen to receive CABE's Student Leadership Award!

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Lisa M. Steimer Senior Staff Associate for Professional Development and Communications

Teresa Costa Coordinator of Finance and Administration May 7, 2020

Ariana Martinez 243 Caroline St. Derby, CT 06418

Dear Ariana Martinez:

Congratulations for being chosen to receive CABE's Student Leadership Award!

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( Soweld Hairs )

Donald Harris President

Robert Rader





# Lavietes Scholarship Essay

Last May, I participated in the High School Heroes program through Junior Achievement and it was the best experience. I volunteered at Irving School in Derby, Connecticut, and taught an elementary class there about Personal Finance / Business Management topics. It was great seeing the students full of excitement and all happy sitting listening to me teach. It brought a smile to my face.

I was nervous at first to be a part of the High School Heroes program. However, the students made it a lot easier. They were patient with me and ready to learn. I was surprised at how sad the students were when I had to leave. They all gave me hugs and asked me to come back. It was my intention to participate in the High School Heroes program again this year and ideally teach the same students. I am really disappointed that the event is canceled.

Junior Achievement helped me learn to be more confident. The practice sessions and the experience in front of the students made me realize that I can be a public speaker. During the event, I was able to pick up on cues about the students' understanding of the lessons. The High School Heroes program also taught me leadership skills. I followed the teacher's procedure for classroom management. If the students started to get off track I clapped my hands and the students had to copy the same movements. I was in awe that they looked to me as a leader and got back on track to listen and focus.

The High School Heroes program also taught me that teaching is my dream job. I was thinking of teaching as a career before the program and the event proved to me that I can do it.

I left the High School Heroes event satisfied with how happy I made the students. I realized that I can be an amazing teacher, like the teachers at Irving. I will be attending Bay Path University in the fall and studying education.



# Derby Public Schools Press Announcement

# For immediate release June 10, 2020

Contact: Dr. Matthew J. Conway, Jr.

203-736-5027



The Derby Public Schools has selected Jacqueline Nathman as the 2021 District Teacher of the Year.

The Connecticut Teacher of the Year Program is one of the oldest and most prestigious recognition programs to focus public attention on excellence in teaching. Jacqueline is part of the Irving School family teaching in grade 5. Irving School Principal, Aimee Misset said, "Jackie is a leader in and out of the classroom. Children and adults are drawn to the passion, energy and joy she brings to our school community. In addition, she brings a dedication to improving her own skills as a teacher, sharing that knowledge and helping others do the same, anything to improve outcomes for our students. Irving School is truly a better place, because she is part of it."

Once hearing about being selected as District Teacher of the Year, Ms. Nathman reached out to her colleagues with this

message, "As I reflected on the amazing honor bestowed on me, I can't help but feel extremely grateful and humbled. Of course, the recognition is the icing on the cake, but the children are the reason we all work so hard. They continue to be at the forefront of every decision we make at Irving School. To say the staff at Irving is incredibly dedicated, is an understatement. It's a pleasure to work alongside colleagues with the same mindset and passion about education. As we know, teaching is never done in isolation, it truly takes a team of hardworking teachers and leaders. I am quite fortunate to work with teachers and leaders who inspire me each and every day! Once again, I want to thank you for this recognition and the opportunity to work with each of you. I am grateful for your support and immensely proud to represent my Derby family."

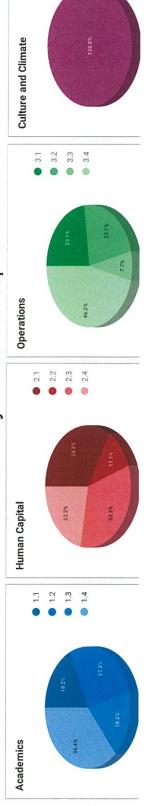
Superintendent of Schools, Dr. Matthew J. Conway, Jr. said, "Ms. Nathman is so deserving of this recognition. She has a unique ability to connect with all students and all adults. Through her energy and incredible personality she fosters a classroom and school environment that is inviting, respectful of everyone's needs and abilities, makes people feel valued and make people laugh. Her energy is contagious and makes you want to get up and dance, engage and become part of what she is doing."

Jim Gildea, Chairman of the Board of Education said, "Jackie Nathman is an amazing teacher who is able to connect with her students, parents, coworkers and all those she comes in contact with. She has an energy and enthusiasm that is simply infectious. Jackie also embraced the concept of distance learning early on and with a passion that ensured her students stayed connected and were comforted during the very difficult periods of time when they did not have the day-to-day contact with their teachers and school system support. She is an outstanding selection as teacher of the year and is a tremendous representative of all the best the Derby school system has to offer."

We would also like to recognize our Building Level Teachers of the Year – Amy Tancreti from Bradley School, Lisa Russo from Derby Middle School and Eric O'Toole from Derby High School.

	SAP GOAL AND MEASURES	MEASURES	
ACADEMICS			
District Growth Areas:	Areas:	School Growth Areas:	Areas:
1.1	Develop a comprehensive PK-12 curriculum that includes aligned objectives, instructional strategies, and assessments.	1.	Develop a comprehensive PK-12 curriculum that includes aligned objectives, instructional strategies, and assessments.
1.2	Create an environment of high expectations and research-based teaching practices that support students at all tiers of instruction.	1.2	Create an environment of high expectations and research-based teaching practices that support students at all tiers of instruction.
1.3	Support a collaborative data team process to analyze student work and assessments, evaluate implementation of curriculum, and tiered instructions.	.3	Support a collaborative data team process to analyze student work and assessments, evaluate implementation of curriculum, and tiered instructions.
1.4	Fully implement a blended-learning curriculum to strengthen personalized learning and increase student engagement	4.1	Fully implement a blended-learning curriculum to strengthen personalized learning and increase student engagement
<b>HUMAN CAPITAL</b>	TAL		
District Growth Areas: 2.1 Prov	Areas: Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity	School Growth Areas: 2.1 Prov	Areas: Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity
2.2	Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity	2.2	Provide job embedded coaching and professional development for all staff around academics and social-emotional learning through modeling, practice, and feedback
23	Model and practice core beliefs	23	Model and practice core beliefs
2.4	Providing staff with leadership opportunities	2.4	Providing staff with leadership opportunities
OPERATIONS			
District Growth Areas: 3.1 Revi	Areas: Review and analyze, with staff, performance data to identify areas of strength and needs	School Growth Areas: 3.1 Revi	Areas: Review and analyze, with staff, performance data to identify areas of strength and needs
3.2	Continue to seek new funding sources and apply for grants that align to district goals Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system)	3.2	Continue to seek new funding sources and apply for grants that align to district goals Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system)
3.4	Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects	3.4	Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects
CULTURE AND CLIMATE	D CLIMATE		
District Growth Areas: 4.1 Revi	Areas: Review and analyze, with staff, performance data to identify areas of strength and needs	School Growth Areas: 4.1 Redu	Areas: Reduce student chronic absenteeism with the support of Attendance Coordinators
4.2	Continue to seek new funding sources and apply for grants that align to district goals	4.2	Actively participate on local and state boards and committies
4.4	Support the integrated use of technology throughout the district in all schools and departments (Online Student Registration, Recruitment software and time and labor system) Support facility, maintenance and renovations to support the 5 year Capital Plan and DAS eligible projects	4.3	Provide opportunities for recognition/celebrations specific to student and staff accomplishments Engage students and families with social media, newsletters, School Messenger, electronic signage.

# Monthly Statistics Report





• 4.2

Culture & Climate Human Capital Academics Operations Food Service Staff, Technology staff and custodians continue to work from buildings. Hold Daily Admin Council Meetings Early Release Professional Development conducted on Flex Day Friday's Attended Supt. Network Meeting Maintaining daily attendance and participation rates Planning for ESY and PDG Summer programs Continued Flex Day Friday Schedule Continued Distance Learning Plan Human Capital Date Completed Date Completed 1.4 Fully implement a blended-learning curriculum to strengthen personalized learning and increase student engagement 2.4 Providing staff with leadership opportunities 1.3 Support a collaborative data collaborative data collaborative data malyze student work and assessments, evaluate implementation of curriculum, and tiered instructions. 2,3 Model and practice core beliefs 1.2 Create an te environment of high an environment of high an expectations and we research-based teaching practices of the aching practices of the ac 2.2 Provide job embedded coaching and professional development for all staff around academics and academics and learning through modeling, practice, 2 and feedback p 1.1 Develop a comprehensive PK- comprehensive PK- comprehensive PK- compedition of a comprehensive properties of the confectives, instructional strategies, and o assessments. 2.1 Provide opportunities for district level grade/subject area collaboration to share strategies and build capacity Strategic Plan Enter a 1 in the cells to indicate alignment to goal Enter a 1 in the cells to indicate alignment to goal Human Capital Academics Indicator Indicator

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11 to the and committees accomplishments electronic signage.  12 Actively recognition/celebrati families with social participate on loss specifies. School Messenger. Attendance and committees accomplishments electronic signage. Date Completed and committees.		>	`				JCI still working at Irving.
11 for the notice and committees accomplishments electronic signage.	er a i in mik	2 0	`		`		All staff in buildinbgn following DPH guidelines for PPE, social distancing etc
4.1 Reduce student chronic apportunities accomplishments and committees accomplishments and committees accomplishments are completed and to the chronic and chroni	nment to	,			`		Negotiating with vendors based on Executive orders
A1 Reduce student 4.3 Provide opportunities or student and absencessm with 4.2 Actively participate on local absencessm with the support of marking broad student and state broad student and state broad student and state broad student and state of the support of and state broad student and state of the support of the sup	_				`		Continued ReOpening Committee Planning Meetings
4.1 Reduce student dependent absenteesin with the description of the support of absenteesin with the support of and state boards and committies accomplishments accomplishments and committees accomplishments accomplishment acc					^		Attended BoAT Committee meetings
4.1 Reduce student chronic absence opportunities for students and absence opportunities for students and absence on local cors specific to metal coordinators and committees accomplishments electronic signage. Date Completed and committees accomplishments electronic signage.		`		`	,		Coronavirus Presentation and Q&A with Griffin Health, Naugatuck Valley Health District, & TEAM - CHILDCARE including SCHOOL-AGE CARE
At 1 Reduce student 4.2 Actively coordinators and committees accomplishments electronic signage.  Toordinators and committees accomplishments electronic signage.  To the support of participate on local or specific to metal in evaluation.  To coordinators and committees accomplishments electronic signage.  To the coordinators are complishments are complishments electronic signage.  To the coordinators are complishments are complishments are complishments.							Met with unions to discuss ReOpening Plans
and ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	icator	4.1 Reduce student chronic absenteeism with the support of Attendance Coordinators	CARLEST AND LINES WITH IN	4.3 Provide opportunites for recognition/celebrati ons specific to student and staff accomplishments	4.4 Engage students and families with social media, newsletters, School Messenger, electronic signage.		Culture and Climate
and ' '			`				Attended CAPSS Exec. Board meetings and BOD meetings and Area Chair Meeting
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Derby Public Schools

# Monthly Board Report

# Technology Department

Brad Langridge, Director of Technology Carmine D'Onofrio, Lead Technician

TRD



# Achievements



- Support the District during COVID-19.
- Supporting CO staff.
- Erate has been completed.
- New Vendor VoIp Est. annual savings over \$45,000
- New Vendor Internet & Firewall Est. annual savings. \$2400
- New Vendor Pots lines Est. annual savings \$3600
- Supported David Humphreys museum virtual tour.
- Deployed over 30 laptops received by donations.
- Tested and built out each one.

# **Projects**



- New hire interviews final stages, narrowed down to 2 candiants
- Working on documentation of deployed laptops.
- summer school laptop prep
- Collection of laptops of senior and non returning students
- Network upgrade Phase 3 replace all older AP's.
- Chromebook management for teachers.
- working to get new vendors setup.
- Continuous Reviewing servers & updating website.

# **Equipment numbers**



- Chromebooks deployed
- DMS deployed approx. 10 new (Total: 270)
- Bradley deployed approx. 140 No change
  - Irving deployed approx. 130 No change
- Repairs Total
- 31 Repairs (Broken screens / Power issues / Missing Keys )
- Hot spots Deployed:
- To Derby staff and students 7 new (Total: 60)
  - Ioaned Ansonia 20 No change



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, kindergarteners 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 5<sup>th</sup> 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 8<sup>th</sup> 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 20<sup>th</sup>. 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 cooberate 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 outplace 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 20<sup>th</sup>, 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, six 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 20<sup>th</sup>. 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 20<sup>th</sup>. 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 20<sup>th</sup> 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 4<sup>th</sup> 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 12<sup>th</sup> 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 18<sup>th</sup>, you have not fulfilled all of your requirements, completed all of your assignments for 4<sup>th</sup> 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 4<sup>th</sup> 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 3<sup>rd</sup> marking period grading policy, that was one of the adjustments that we made. So we kept the same adjustments that we made for the 3<sup>rd</sup> 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 20<sup>th</sup>.

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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 13<sup>th</sup> 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

VIII

## MINUTES OF DERBY BOARD OF EDUCATION MONTHLY MEETING (05212020)

## 1.Called to order at 6:37:

## a. Opening Ceremonies

Pledge of Allegiance

#### b. Roll Call:

1

Mr. Jim Gildea; Ms. Laura Harris; Mr. Ken Marcucio; Mr. George Kurtyka, he is going to be late. Mr. Dan Foley; Ms. Rebecca O'Hara; Ms. Melissa Cannata; Ms. Tara Hyder; Ms. Janine Netto

## Also Present:

Dr. Matthew Conway, Superintendent of Schools

Mr. Gildea: Okay. I think the record will reflect there was eight of nine members with Mr. Kurtyka.

#### c. Any additions, deletions or corrections to the agenda?

Any additions, deletions or corrections to the agenda? Any Board members have additions, deletions or corrections? Seeing none, we will move to Public Portion.

#### **II. Public Participation:**

Mr. Gildea: Does anyone from the public who wishes to speak before the Board this evening. This is your opportunity to talk to the Board. Anyone from the public twice? Anyone from the public three times? The public portion is closed. If you're hear from the public, there sounds like there's some TV noise in the background.

Okay. The noise has apparently gone away.

Dr. Conway: If you can unmute yourself if you're a Board member with nothing in the background.

Mr. Gildea: Thanks, Doc for doing that.

#### **III. Subcommittee Reports**:

Mr. Gildea: Finance Committee. Ms. O'Hara, anything new?

Ms. O'Hara: No.

Mr. Gildea: Okay. Negotiations and Personnel.

Ms. Harris: Mr. Kurtyka is not here, but I believe we have an upcoming meeting.

Mr. Gildea: Good. Thanks, Laura. School Committee Relations and Policy. Ms. Harris.

Ms. Harris: Yes, we have a few policies on the agenda tonight for first and second read. And our next meeting will probably be I believe June the 10<sup>th</sup>.

Mr. Gildea: Finance and Facilities. I cheated, folks. We put the summer project with that on this agenda. So the things that we would have talked about our subcommittee on this agenda and Matt will go through some of the work that they're proposing to do. Academic and Curriculum.

Ms. Hyder: Nothing new. Nothing new.

Mr. Gildea: Okay. Regionalization. I will just give everyone a brief update and tell you that after numerous, numerous meetings and back and forth with consultants, we have gotten to a spot where we do feel if it's a consultant will resolve the three open issues that remain to complete the final report. Those are the equalization figures that will let each Town know basically their cost and regionalize. The second piece of that is the program study so that we can communicate from a broad view of what a potential program would look like in a regionalized school system. And the third open item was better definition of the shared services costs. Doing ten percent, the cost of more savings. So we've asked them for more clarity.

The bottom line is they thought they felt they had done enough to complete the scope of the work. The Committee did not feel that was the case. We are in the spot now where they have agreed to move that ball forward. On June 3<sup>rd</sup>, we will pick up discussions again on equalization costs and then you know, probably not until July for the program of studies. So that's where we stand on regionalization.

Athletic Committee, Mr. Marcucio.

Mr. Marcucio: We're meeting next Wednesday at 5 o'clock, the zoom meeting.

Mr. Gildea: Okay, sir. Thank you. Ms. Netto, School House and Safety?

Ms. Netto: Nothing new.

Mr. Gildea: Okay. Superintendent's report, Dr. Conway.

#### IV. Superintendent's Report:

Dr. Conway: So for Academics, we continue our distance learning plan, making modifications as needed. We established at quarter four, adjusted grading policy that the Board supported. We implemented our flex date Friday schedule, which seems to greatly received very well by all, students, teachers, administration. Maintaining our daily attendance participation rates. I attended an academic and curriculum meeting, planning for ESY and PDG Summer Programs now and distributed our Scholastic Books, pre-K through 8. And we have a plan now to families who could not make it on those two days. We have a third day they'll be able to pick up next week.

So on the human capital, held by Rod Daley, Admin meetings, early released professional development on Flex Date Friday's is taking place. Attended a Superintendent Network Meeting our Virtual Harvard Retreat. This is normally, last week is normally the week I'd be in Harvard for three days, so we did it virtual. Harvard came virtually to us. It's kind of neat. Our food service staff and custodians continue to work in our, from our buildings each day. And teacher of the year nominations received from school level, elections were announced this week and our district selection process will take place on May 26<sup>th</sup>.

Distributed our Chrome books to all students, pre-K through 12, attended a policy subcommittee meeting. Teachers will be returning May 26<sup>th</sup> through the 29<sup>th</sup> to retrieve their belongings for the summer. Summer painting projects continued. Continue to serve our breakfast/lunch meals daily. We did discuss today with continuing that in the summer as well. I'll have more information to come. JCI is continuing to work at Irving. All staff were in buildings wearing PPE, temperatures being taken. There's a very strict protocol in place to include a Google form we created, that the nurses created any time somebody enters a building.

So we're actually doing our own contract tracing should that information ever be needed by Department of Public Health as well. Attended our Field House and Baseball Committee Field Meeting, that happened tonight. Negotiating with vendors continues based upon our Executive Order, working on that. And we began our Recovery Committee Planning Meetings yesterday. Will continue weekly. Culture climate, attended RCAPS, executive Board meeting as well as our Board of Directors and area chair meeting. Participated in our daily and weekly phone calls with the Governor and Commissioner, attended Board of Alderman Meetings and hosted a SCZASA Meeting last week.

Mr. Gildea: Thank you, sir. And attempted to pull double duty the other night by helping the City and Tax Board. All right. Any questions for the Superintendent. Okay. Mr. Langridge.

# V. Administrator's Reports:

#### a. Technology Report

Mr. Langridge: All right. So supporting the district with COVID19, still applying some PCs to staff and students and rapidly doing repairs. That seems to be the big thing. We have students coming in now that their home computers or personal family PCs are either unavailable due to you know, whatever the reason may be, not asking for computers, which is all fine. We're here to help everybody. Finished getting pricing from the vendors, looking to review all of that in terms of achievements. We've got the website up to date for the staff directory that ended up being a much larger project than anticipated. Still got a lot of projects going on in terms of next phase we'd be back.

We'd be hiring a placement for our previous tech, Chuck. We actually completed three interviews just the other day. Two today, I have one more to go. And we opened it up to Indeed, so I'm hoping to get a different town pool from there more focused on IT rolls if you will, because that's what Indeed is excellent for. A lot of other projects still going on. Still working with the Access Network update. And continuous review of the website and things of that nature. The last page we have is you know, a total number of Chrome books have been deployed from the schools themselves respectively for the number of repairs combined and just equipment that we have issued during this what's called Pandemic, what it is and how we're keeping up with everything.

Mr. Gildea: I have some questions, sir.

Mr. Langridge: Sure.

Mr. Gildea: When you say update the staff directly, so you mean with new teachers in the right spot or like if you're Rebecca Bell, and that will be your name, are you Rebecca Bell now or is your maiden name still in there or is it a combination of both?

Mr. Langridge: Well, it will be up to date as information we have in terms of what their name is. If that's an update we need to make, so be it. But the teacher's in the correct locations on a school. So if you went to Irving, you would see nothing but Irving teachers. The last three polls was from our school itself, so I expect there's going to be some changes to be made. I did reach out to each school secretary to review the list to make sure we didn't miss anything. But I still do expect some changes to be made, cosmetic stuff like that. But we synced it to back. It originally worked with Google. Now it's working with Google again, so it's a lot of sync.

Mr. Gildea: I understand. So we went through and we assured all the new teachers are in there and all those teachers have been put in the right school.

Mr. Langridge: Well, if our school's up to date, then the answer to that is, yes.

Mr. Gildea: Okay.

Mr. Langridge: Because that's where we pulled the information from.

Mr. Gildea: Thank you. One last question from me. Repairs, are those folks who are, how do we repair computers? Do they come from the school? What's the protocol that we take for repairing computers?

Mr. Langridge: Good question. So yes, they do come to the school. We are based in the cafeteria. They come to the side entrance and they're about, they're allowed basically three feet worth of space. We encourage everyone to come in wearing proper PPE, you know, the masks and gloves if they have them. There's a table blocking so they can't enter the building any further. And we are leveraging the school security officers to assist with taking information, properly handling the laptop and once we get it, which we're on stage, gets right down and then at that point, we review what we see and if need be, we speak with the parent or student ourselves wearing proper masks and what not, whatever is needed to get any additional details.

At that point, if it's determined if this is a quick fix, we fix it right there on the spot and give it back to them, otherwise we issue a loaner, which gets wiped down and handed to them and tell them, we'll call them when it's available. And then the following day or the same day if we can do it, have them come back and reset that process of, you know, they come in with a mask. They can't get into the building beyond three feet, which is literally just the doorway where we exchange the computer. The table gets wiped down. Everything gets wiped down and we document everything.

Mr. Gildea: Thank you. Do the Board members have questions for Mr. Langridge? Thank you, sir. Ken, do you have a question?

Mr. Marcucio: Yes, I do, I'm sorry. How many, do all of our students have the computers at home? What do you mean by deployed?

Mr. Langridge: So, from the time that we decide, we went into the quarantine, we've issued a total of 20 new laptops this past, from the previous one, which I believe we're at 216 now deployed. This does not include the one to one participants which are 7<sup>th</sup> grade up. This is 6<sup>th</sup> grade and below in terms of those numbers. We have a lot of parents who have told us that they have coming in now are due to the increased time the kids are on the computer asking for laptops, not because they didn't have one. They didn't have one issued by the school. So those are really what we're supporting now. They're not

issued because they don't have one. It's an issue of that they don't – no longer want to use their home personal computer. That is why we're issuing new laptops.

Mr. Marcucio: Okay. For the next meeting, could you put those on here and how many have the computers total?

Mr. Langridge: We can issue what we – the total issued right now 260 between the remaining of the schools. I'm sorry we've issued 260 from the Middle School alone. As for who has one and who doesn't, that's something we're trying to build together because during this rush, we're getting everything out. Everything is paper documented and we're trying to build a database around them. But just because somebody doesn't have issued a computer, doesn't mean they're without. I mean, everybody is aware that they can come to the school and get one if they don't have one.

Mr. Marcucio: Shouldn't that be a priority of ours to find out to make sure every kid has a computer?

Mr. Langridge: We're able to identify who hasn't logged into their Google account. And teachers are maintaining reaching out, Doc, please correct me if I'm wrong, teachers are reaching out to students who are not logging in to do their work.

Dr. Conway: Yeah, that's correct. We're unaware of anyone now that does not have or has not had one all along, a computer. So if somebody's not logging in, it would not be because they don't have a computer, it would be for other reasons in the household.

Mr. Marcucio: Teachers would know, right?

Dr. Conway: Teachers, administrators, yes. We would know now if somebody didn't and if that was the reason why they were not engaging, but that, everybody should have a computer at this moment. We don't, we're unaware of anybody that does not and every household has been called multiple times.

Mr. Marcucio: So those kids that didn't have computers previously before this problem, they've been given computers?

Dr. Conway: That is correct. We literally emptied all of our carts in all of our buildings week one to ensure that we got those deployed. So we were never short on computers to distribute.

Ms. Netto: End of the school year that is approaching fast for the correcting of the computers to prep them for the next school year?

Dr. Conway: We do. So that's part of our planning, but we have multiple plans. Some may include, some students are retaining those through the summer where the education may continue, but we do have a plan to collect them all.

Mr. Gildea: Okay. Any other questions? Thank you. I appreciate that. Mr. Cunningham.

## b. Facilities Report

Mr. Cunningham: Good evening. For the most part, it's been fairly straight-forward, the guys have been doing primarily painting inside. When weather is permitted, now we started to go outside and do maintenance as far as our lawn maintenance is concerned, mowing and weed whacking and such.

Mr. Gildea: I didn't mean to interrupt.

Mr. Cunningham: Yeah, for the most part that is pretty much we are now at the Middle School particular. And I know we had to go back and do some cleaning, but right now and next week, we'll start some cleaning practices again now that we'll start to have staff come into the building so a percentage of their day now will be pulled away from the painting and the landscaping and go back into doing some deep cleaning after people have gone through the facility.

Mr. Gildea: I know we're going to talk a little bit more with you down the road about the item number nine, the school cleanliness and item number, return to school, action plan in 15. But if I could just ask you a little bit under this portion of work, where that stands.

Mr. Cunningham: So last time we've talked, the asbestos has been signed off on, that was approved. That work was done. So the asbestos remediation took place inside the gymnasium. And after we had asbestos originally up in the old plaster ceiling above our drop ceiling, which now the tiles. And that was so that there could be anchors put in so that ultimately they can be put in the duct work that would be suspended. That would provide air conditioning and heat for the gymnasium. So that element is the asbestos maintenance part is done.

Next was they came with a crane here recently and removed the old air hammer units from the roof and put the new air hammers on and new condensing units that will be air conditioning to the facility. The past week here then, they're finishing up tomorrow morning. They have had to do an over hall of the outside transformer and all new electrical circuit breakers and boards downstairs. So a huge upgrade to the electrical service so that they can have enough electricity to go to all these units now in the building. They expect to start the ductwork here in June. They still are telling me and this hasn't rechanged that mid-July they would hope to have this project completed. I haven't seen anything to interfere with that.

Mr. Gildea: Well, you mean the air conditioning portion?

Mr. Cunningham: Yes. The solar panels are different from this. So this is Irving done with the HVAC upgrade. So that is the units on the roof, the valves that will now control the heat through a computer system prior. And the little units are going to be the mini splits, sometimes you refer to them, they will be in each individual classroom. So all those should be completed and the HVAC work should be completed at Irving. With regards to the solar panels, that's sort of a whole different project.

Mr. Gildea: Two things if I could. A would be helpful to get like a you know, they did the number of things whether it be the lighting upgrade, it would be helpful to see each section that they originally came to us and just tell us what's you know, where they are on that.

Mr. Cunningham: Sure. I think for all intents and purposes, the only thing that they have left to do from that list, obviously, this is putting the solar aside, it's finishing up the remainder of the HVAC work at Irving, and they are doing a recommissioning of the HVAC equipment at the Middle School, which simply means that they are going through with the computer, turning devices on and off, seeing that everything works, if not, then we will be getting a list from them on things that would need to be repaired, so that that would be an efficient running HVAC system. So with regards to the lighting and the other aspects, I believe all of those items have been closed out. But I will get a print-out or something provided for everyone.

Mr. Gildea: All right. That will be helpful for the whole Board to get that. The last thing I would say, is that personally, I would not consider the HVAC closed, it's been addressed, until we did that plaster

work in the classroom where the pipes are. I don't know to me, I don't know if we resolved that. But those look you know, awful.

Mr. Cunningham: Yes.

Mr. Gildea: And I realize there's ways you can make it come out better.

Mr. Cunningham: Exactly. You know, I brought this up to them a couple months ago. And at this stage it was, let them finish the mechanical aspects of it, the wiring, the plumbing, et cetera, then go back in and finish the aesthetic things. They seemed to have no problem in doing that, so I trust at this stage that they would still fulfill that commitment.

Mr. Gildea: Thank you. Any questions for Mr. Cunningham? Okay. Thank you, Mr. Cunningham. I think we'll be talking to you again though. Approval of minutes. I believe there are two minutes, the minutes from April 23<sup>rd</sup> and the minutes from April 7<sup>th</sup>. Madam Secretary.

#### VI. Approval of Minutes:

Ms. Netto: Motion that the Board of Education approve the minutes of Committee of the Whole, 4/7/2020 and Board of Education Meeting, 4/23/2020.

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

Mr. Kurtyka: Second.

Mr. Gildea: Okay. A motion has been made. Seconded by George. Any discussions? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

#### VII. Financial Report:

Mr. Gildea: He's tripping you up there, Janine. He's making you make a motion to accept the finance report without having it on the screen.

Dr. Conway: Sorry about that.

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

Mr. Izzo: It should be through the period through April 30th, 2020. The motion was correct.

Ms. Netto: I can just pull my original motion, correct. Motion that the Board of Education approve the financial report from the period through April 30<sup>th</sup>, 2020 as recommended by the Superintendent of Schools.

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

Ms. Harris: Second.

Mr. Gildea: Ms. Harris. All right. Mr. Izzo, you have the floor, sir.

Mr. Izzo: Thank you. Good evening everybody, it's good to see you all, at least virtually. There's a lot going on here obviously. I'll wait for Doc to put up the report. There's a lot going on, but as far as our financials go, you know, we're in good shape as we come to the end of April, even toward the tail of May. Salaries are right on where we thought they'd be. Special Ed is over a little bit, but with the excess costs down at the bottom. By the way, note down at the bottom, excess costs. So down below operating finance report, third line down is 778. That was a good surprise. We were projecting based upon the original formula to get 698. So this is about 50,000 higher than we thought we were going to get based on the initial revenue projection from the State of Connecticut. So we picked up \$50,000, which was pretty nice.

Mr. Gildea: What are those four areas where we got the extra 50?

Mr. Izzo: So if you can see, that 778,102, so that was originally projected from the State to be around 50,000 lower. What they'll do is, we record all our numbers for excess costs, all the kids that go over the trip. State calculates a number based upon a formula, based upon everybody's input. So what happened was, there was more money available than they originally thought, so maybe the kids left districts, whatever happened. So our allocation, which was going to be around 728, ended up coming in about 770, so we picked up 150 grand. So 50,000 more is coming to us this year to help us out. So with this amount of money, we're almost net on the special ed kids. So that's pretty good. It's good news.

Mr. Gildea: Thank you.

Mr. Izzo: Other than that, if we can just go to the report on the grants, I'll just talk a little bit in general about the COVID. You know, based upon that, knowing that we'd be in a hard spend-down now, but because we're not in school, we're certainly looking at spending money that we have, but what's happened is all the Title 1, 11, 111, 1V, curtains. What's happening is that money, usually we'd have to spend certain amounts of that money down before the end of this year and then we will not be able to carry. So there are some additional help we're going to get from the Federal Government as far as that goes, as far as spending the money down. We're spending down anyway.

Mr. Gildea: What do you mean by help from the Federal Government?

Mr. Izzo: Well, what I'm saying is, they're not going to require us to usually what happens is, is that, if you have two-year money, I don't want two-year money. If we had money left over from last year's Title money, the Government would have given us more time to spend it. I don't need that time because I already spent that money. But there's certain requirements, we have to spenddown certain percentages of money. They're lifting those requirements because of the fact that we weren't in school as of March.

Mr. Gildea: I understand.

Mr. Izzo: Yeah, so that helped us out a little bit. Doc did put up the fact that, you know, first time and I again, kudos to Stacey and James. I will tell you they are great partners to work with. They did the IDA grant for the first time. They did a super job. They worked through it. We worked through it together. So we did give that grant and submit it on time. So and Dr. Conway, kind of a last minute, we had a little caught in the leagues a little bit at the end, but Dr. Conway approved it. So that's all set. And that's

going over the goal line. That grant is one of the odd ones. They always want that one earlier before the fiscal year ends, the rest of them will come after. So we're continuing to spend money down. We're continuing to spend staff money, that's not a problem. We'll continue to buy some things, you know, go along with buying the extra things.

Thank you everybody for being on board Tuesday night. Unfortunately, we had a little issue with the City. I'm hoping we will all, you will get your constituents out again this year to help us out. I handed off to the City, as you know, by the 4/15. Now, we'll talk a little more about the CARES Act and those funds that are coming to the City, the 379. There's also money that's going to come because the State of Emergency, the Government will end up with around 28 million from my understanding. We will get a portion of that. And that will come to us, but it comes to the City. So we're keeping track of all of our incurred costs related to COVID19 that we can't use for the CARES Act. CARES Act, to make it kind of simple, is more primarily for the education for a student, make sure we don't miss anybody. Acknowledge the education, things like that. I'm talking about things like cleaning supplies, masks, gloves, we spent a tremendous amount of money here that we would never have spent.

Mr. Gildea: Is that what you mean when you said extra stuff, we bought extra stuff?

Mr. Izzo: Yeah, we bought back on March, early, right when this thing was started, Matt was already out scoping out masks and gloves and disinfectant and so we were really ahead of the game. A lot of places still can't get stuff. So we're keeping track of all those. You know, I'm paying those as I go along. But the money will come back at some point in time. So we're doing a lot of good bookkeeping. Matt's done a nice job. Brad's done a good job. You know, we had some extraordinary expenses here. But that money will come in a couple of different places. I was on the phone today with the CFO of the State Department of Ed, and to be honest with you, I have the State still working through a lot of stuff themselves. A lot of questions like, I got to check. I got to check. So we're working through it. It's been a crazy couple of weeks.

The CARES Act, we'll talk about that later. It's coming, money is coming, 378, 79. That's coming. But we'll talk about that. It's a separate line item.

If there's no questions on the budget. Food service, let's talk a little bit about that. A little bit of concern on that piece. As you know, staff stepped up to the plate. We ended school, the last day was the 12<sup>th</sup>. Friday was the 13<sup>th</sup>. Sal spoke for distributing meals on Tuesday, the following Tuesday and they have been every day since even during the April vacation where everybody else was off, we were serving meals. So Sal and the crew are working on that. So anyway, you know, the problem with that is of course we can put money in from the State to the lunch program to get claim money back, but of course we're only serving about 200, 400 meals a day versus our normal potentially 2,500 meals a day. So we are paying our entire staff because the Governor's Executive Order 7R, but you know, we're going to run this thing to the whole, the surplus. So I asked Cathy about that today on the phone call. And again, still trying to figure that one out.

So what I did, I submitted the cost for the Delta, so Dell could be trained the claim money and then what we're paying out. And I projected that through the end of August. And I submitted that to the City as part of my estimate of you know, extraordinary costs that really aren't being current anywhere else. So we won't run the food service surplus.

Mr. Gildea: I want to ask you a few questions about that, two things. One is the \$40,000 worth of cafeteria equipment that the Board authorized. Did that 40,000 did not come out of that 266 yet, correct?

Mr. Izzo: No, that money has already been paid for.

Mr. Gildea: Oh, so the 40,000 has been taken away?

Mr. Izzo: Yes. That 266 reflects the after-effects of Sal getting all the equipment in. And then we saved some money to because Matt's doing all the insulation.

Mr. Gildea: No, that's good. I actually feel better. I thought there was 40,000 coming out. The second thing is we get reimbursed from the Federal Government. So in theory, if I understand this right, the fact that we have less lunches going out the door is hurting our reimbursement rate.

Mr. Izzo: Well, it's not hurting the rate. What's happening is that, you know, we have a cost of 20 staff people. So what's happening is the way that's designed, the way Sal's crafting this thing. You know, Sal is good and a master at this, is that the four people, you know, the four people and the food going out the door is being covered plus a little bit of a very, very small margin probably pennies on a meal, but that's being covered by the money from the National School Lunch Program, so we get that money back. The problem is, we have four people working and I have 20 people on staff unpaid. So I have to dealt with 16 people. So obviously, you know, we're going to have to get the claim money in to cover that.

Mr. Gildea: What is happening that we're not getting the claim money?

Mr. Izzo: We can only claim for the amount of meals we're serving.

Mr. Gildea: My first question was the fact that we are – don't have the sheer volume of meals is what's hurting us.

Mr. Izzo: Yes. It's hurting us in a sense that we are putting money out. We're putting money out. We're paying for everybody. And we're only getting back, you know, only 20 percent. You know, I mean in rough terms.

Mr. Gildea: There's no solution to that?

Mr. Izzo: There is a solution. And the solution is going to be, and again, I talked to Cathy D. with the State today, we're hoping that there's going to be some cut. We're hoping that the resolution will come from the National School Lunch Program. That will come from the Federal Government. But in the interim, where Cathy advised me to do today, and the other districts are having the same issues, of course, all the districts are having the same issues, is that we reach out, you know, that we include that money in the emergency funds that will be coming through from the State. The problem with that is that we only get, the City has to pay .25 cents of every thought on that. You get .75 cents for that. And I have a problem with that. So for now, we raise a hand, we've identified the costs, but there isn't a final solution yet from the federal and State on that gap.

Mr. Gildea: Your hope is long-term there maybe some help from the Federal Government.

Mr. Izzo: Yes, Jim.

Mr. Gildea: Thank you. Any other questions for Mark?

Ms. Hyder: This might be partially for you, Mark, and partially for Dr. Conway. I know that the State keeps coming out with different guidelines on a regular basis, depending on when school's reopen and in what manner they reopen partial openings and the guidelines that schools have to follow when they do open. And when looking at a lot of those guidelines, a lot of it cost money. Students of a certain age need possibly hand sanitizer, things like that. Everything that they're recommending so far really has a price tag on it. So I don't know when we are going to reopen, whether it's going to be in the fall or next year, but when we do, how can we be prepared financially for that expense. And I know it's hard to know right now, because we don't know the answers to a lot of those questions, but I'm just wondering if there's some conversations happening in terms of how to prepare for that financially.

Mr. Izzo: Doc will talk about the reentry plan. We have a committee set up. I will tell you, Tara, you know, Matt Cunningham's done a really good job. We've been stock piling sanitizer, gloves, masks although I think we need to probably take a look at buying masks for the smaller kids because it's not one size fits all. But you're right, let's think about this. You figure, just calculations, we have masks out there for every staff member, every day. So staff, students, three masks a day, right coming in, coming for after lunch and then you know, something happens, they break one, you know, whatever happens. You're talking potentially \$9,000 a day. So take that a month times 180 days, we're talking a phenomenal amount of money. And we are a small school district. So we are constantly talking about that, how that's going to look, but yeah, you know how much stuff is out there? How many masks are out there? As you know, most of the stuff is made overseas. Or it was until, you know, recently. So we're looking at all that. That's going to be part of the decision that you know, Dr. Conway is constantly involved with the State and with, well, I'll let Dr. Conway talk. I'm very concerned that again, potentially \$9,000 or \$10,000 a day times 180 days and we're a small district. Can you imaging a district like Hartford and New Haven and Waterbury? I don't know what they're doing.

Ms. Hyder: Thank you.

Mr. Gildea: Ken, did you say you had a question. Any other questions for Mark. A motion has been made and seconded. Any discussions? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

# VIII. Update on Transportation and Special Education Concessions:

Mr. Gildea: We had this discussion at our last COW meeting. It was the initial discussion. I don't know if Doc or Mark can speak to that?

Mr. Izzo: Sure, I can speak to that. You know, this is again, whatever is going on, this is now hand to hand combat, because you know, I'm pretty much, we're pretty much at a wall with the – not the wall, I think we come to a fair reasonable position. We did agree we were going to talk to the City about that. You know, the good news is, although and you know the Governor's Act, the 7R we had to pay. We're responsible to make sure that we keep the fleet going. And the fleet would be salary, that's paying for some level, the bus companies, costs, we're not going to pay all their costs, all their fees that's out of it. So every district has come to some kind of settlement. You know, there are a number of districts that

are out in front that some selling at an 85/90. I think that based upon, we're one of the few districts that are still left open with AllStar. They are getting a little antsy on me. I think we're going to come in at about 54, with a savings of about 54/55 percent of what's left to go. So what we would have taken through the end of the year versus what we've negotiated or talked about paying in, you know, we're going to have a pick up of that. The City has been, although the Board of Ed money is the Board of Ed money, the City has been interested as to where we are with our increase, so we have been sharing that with them and we will continue to share that with them. A lot of stuff going on here. So anyway, I think here we're going to settle with the bus company. Like I said to you, this is AllStar Transportation. We'll probably settle that. So we'll settle with them. I'm thinking right now we got to go through and talk to the City. But yeah, we'll settle at about, we'll probably pick up 110,000 we owe them.

So most of that's operating, some of that is grant money because LRU, the bus and the monitor. But over-all that's one piece of it. A bigger piece of it, believe it or not, is all in special ed, youth. Right now at this point in time, we have an obligation based upon if school were to go until the end of the week. We were still about \$392,000 okay. So now the problem is is now I'm not dealing with just one company. I'm dealing with ten. You know, it's hand to hand combat, ACES, Coop for Education, so it's all over the place. So we're working with them on a one by one basis. So it's a negotiation with every single company. I was on the phone with one guy today and he's looking for 100 percent.

Those are the kinds of conversations I'm having. And I have the budget. I'm just going to pay you 100 percent and move on. I don't do that. I'm not going to do that. It's not fair to anybody. So we're working on that. I'm thinking by the end of the year you know, it's not all about dollars and cents, but I'm hoping we could walk away you know with be able to return money to our costs and you know for special ed in the tune of at least probably \$100,000 or more.

Mr. Gildea: Thank you. And listen, I think we all realize that we're asking for 5.9 percent and certainly that's an amazingly reasonable number based upon getting a zero percent in two years. So I'm inclined to think that the City will honor our request. I'm sure they won't give it to us all so anything that we could do to help out would certainly be appreciated.

Mr. Izzo: Squeeze in every nickel.

Mr. Gildea: Thank you. Any questions on Update on Transportation and Special Education Concessions negotiations? Okay. Thank you. Any questions? Okay.

#### IX. School cleanliness and action plan for returning to school:

Dr. Conway: Yes, sir. So and I'll open up Matt back up here as well. He can share the plan that we've discussed.

Mr. Cunningham: So ultimately our plan it's pretty much the same thing we do with doing our February where we had spikes and the actual, so it's the shared services are the primary thing you're worrying about, washing, disinfecting, letting the disinfecting dwell for a period of time. And then going back and rinse it off because the disinfectant can and some people are hypersensitive to disinfectants. But anytime you're putting a bleached based or alcohol-based product on a desk and a student is going to be on that desk, you have to then go wipe through it afterwards. So what it really boils down to is it's

very time consuming. This could change if we're looking at, you know, having a limited amount of students in a building or only having half a student body in the building depending on what we go with here in the fall. So it's hard to quantify how many hours you necessarily need. But based upon what we typically did with full student bodies in there, we were looking at additionally about ten hours an evening to clean — to disinfect our buildings, because there's still floor mopping and cleaning of the bathrooms and such that goes on to doing, disposing of garbage. So those activities still transpire and in addition to you were going to disinfecting desks, doorknobs, sinks, water fountains, et cetera.

So the guys, you know, we had a great response here the first two weeks we went through and disinfected the buildings. It was good for us without anybody there to go through and fine tune what we do as far as our approach to cleaning. We actually, I found now and I have something that's required from the hospitals is we have color-coated rags now, differentiate between a red rag is being used for toilets urinals, blue for mirrors and glass and such, yellow for sinks and fountains. So it's just one more level we take to assure that we're not cross-contaminating, someone is just not grabbing a rag and wiping down everything and potentially spreading something. With the disinfectants and this has been a real challenge. Even if you were to give me a million dollars tomorrow and say, buy all the stuff you want, it's procuring these things. It literally is like watching the stock market rise and fall. You go and try to purchase something. And I purchase things from vendors and gone the next day and said, oh, let's get some more now. Done, gone, disappeared. It's just not happening.

And one unfortunate thing too is I'm sure we've seen this is that China provides a lot of personal protective equipment to us and they've shut us down. So and this is talking to major, this is WB Mason, Granger, International Companies here. I've talked to smaller companies here, Global Industries and Cintron to try to get this. We were fortunate in that we currently had a pretty good stockpile going into this because school ended there on the 13th there. It didn't eat too much into that, but the problem is this keeps me up at night, I'll be honest with you, is that we don't know what the expectation will be from the State or the Connecticut Department of Health and such as far as what expectations are for us to provide to our staff and students coming this fall. So, you know, I have over 5,000 masks. Is that a lot? That's something we've used in a week. It's really hard to know that. We have a good supply of hand sanitizer right now. Certainly, I feel comfortable if we were to do some form of summer school this summer and have students at some capacity that students and staff would have access to masks, wipes, disinfectants, that we have enough disinfectants to clean that there will be enough hand soap. And really that's another thing too is I would lean on. I think it's whatever takes off the stress, wash hands as opposed to trying to supply people with hand sanitizer. That's an option if you can't wash your hands. And it's readily accessible to us, paper towels and soap as opposed to getting hand sanitizer and using that. I do prefer to do hand washing of the students.

Mr. Izzo: I mean, it changes every single day. I mean, today the CVC comes out and says, you know what, not concerned about that says the current virus does not spread easily from touching surfaces, okay. So you know, every day as much as we know, it changes, you know, so it's hard, but Matt's done a good job. We think he's on it from like he said right away. The guys were on it clean the building.

Mr. Cunningham: You know, we initially set up our protocols and talked to our personal tech equipment, I spoke with the guys there I think it was March 15<sup>th</sup>, that Monday.

Mr. Gildea: Okay. So I think Doc, I think we've muted everybody. If you're a Board member, please unmute yourself. If you're someone from the public who could hear us, please mute your phone. We

continue to hear background information and personal conversations. So Matt, excuse me, I know you were both talking. I just a couple of different angles here, I just want to have a little bit more strategic discussion. I would say that in my mind, I break it out it's two or three different buckets. One is adequately that you've discussed is the PPE and the ability to get that. And the ability to secure that. I was at a meeting today, where the coach there who is also the coach here of reopen Connecticut. And I feel like this is a reasonable that the State can allow the school to start in the fall in some fashion. So this becomes a very important discussion, because the fall is three months away.

And so I think there is a number of different buckets. The first bucket is yes, definitely PPE and day to day safety. But there's another piece of it, which is it now the bigger bucket as well, the daily cleaning and sanitizing of the schools. I don't know if it will all 51 of our kids at one time, we don't know if it will be split days. We don't know how that's going to look. But it does appear that in three months, there's a strong possibility that our schools are going to be having again. But I guess I just want to have a discussion a, about the PPE and maybe it's just a coordinated discussion, we can come back to us next time. But I do want to have a better understanding of how that would look? How we would open the schools? Would we be supplying PPE? Would the expectation be on the students? Do we need additional staff to go to the school? So now you're talking 1,500 kids in the school. Do we have enough facilities to go through every night, to clean every desk, to clean every chairs, every desk point, to clean every handles, clean every stairwell? I think those are the discussions that we have to have to be ready to open in 90 days if the State does in fact open school, it's important.

Dr. Conway: If I could jump in. Those are the discussions we are having as an Admin Group more specifically those are the discussions that began this week, specifically with the facilities and operation subcommittee as part of our recovery plan. So those are two subcommittees, both the overall seven committees.

Mr. Gildea: Okay.

Dr. Conway: And it's a good opportunity for me to just share all of the minutes from these meetings whether it's ideas, the minutes or discussions are all going to be kept in one portal, so that we set up with the Governance Committee overall and all the subcommittees underneath, so that there's going to be a record of every meeting and every suggestion and every plan as it's executed for everybody to view and weigh in on, but it will all be in one single portal within the K drive. All great questions. The more those that are brought forward, the more thought process will go into this. But those are all part of the conversations that we are having. There will be multiple plans, not just one. And we have to be prepared and flexible that those plans will change. So while we may come up with three type plans, we may get information where there's a fourth or fifth that we have to consider. So all and everything is considered in terms of how we're going to be opening, but to include whether it's all the population on some sort of rotation. We have already get the information on what each classroom can fit, should six foot distancing still be something that we have to consider you know exactly the number of students we could have in all four buildings on a daily basis and what that might look like.

The fortunate thing is, early prior to the COVID19 identification, our guys were disinfecting through the flu season, so they had a little running start and data that we could now use in terms of the number of hours that it takes to disinfect each building correctly each night. So we at least have some data as a starting point. We did put the floater back into our budget this year. If the City approves it. We've also discussed on Monday is the floater going to be enough to do this correctly. And do we need an

additional custodial staff member to be able to accomplish the disinfecting. So those are the metrics that we're looking at and we'll build a plan based upon that we have right down to the minutes that it takes to do the cleaning as well as in the public to support any additional staffing that we might need.

Mr. Gildea: I just want to ask another question. I'm not comparing what we do and I just make tea bags and I get that, but you know the facility like Bigelow with, you know, 100 people, we have eight people cleaning all day. And I'm not sure that's enough. I'm being honest with you. So I'm not sure the floater makes me feel like that's enough, but I hear that you're putting the other plan, so I guess that's ultimately the type of stuff that we get to need to ask is one floater enough? Do we need more? I'm not certain that a custodial staff of one floater as it is now, even with the overtime is enough. And the school that could potentially have, you know, 300 people in it, and then again, you'll be happy to discuss with temperature checks, hand sanitizers at the door, social distancing and the different lunch ways, so there's less kids there. I assume these are all ongoing discussions that you'll be having over the coming weeks.

Dr. Conway: A hundred percent correct.

Mr. Gildea: Janine has a question.

Ms. Netto: I just want to draw from the point that I think we can say, we don't know what school is going to look like. However, if we put five kids in the building or we put 500 kids in the building, we still need to clean the school every single time. So I think about the amount of hand sanitizer and soap, that's one certain thing. I was very interested to see while I know all the data of what people can handle on a regular basis. I would like to see what some outside services. I need to see the pricing on what it costs to legitimately clean these buildings with a crew every single night, five nights, six nights a week, actually. I need to see that information. I need to know that when I send my kids into the building the night before, there's absolutely know this 100 percent that that building has been wiped down from top to bottom.

So I think that, cleaning is it's own 100 separate issue. It has nothing to do with face masks, hand sanitizers, so whether five kids come into the building, whether 100 kids come into the building, this is what we're going to do and this is how we're going to get it done. So I think that that's something that we just can't start to the day. We need to start getting some hard numbers now and locking down if we have to bring in additional people, those people now because the people will be gone, with every other school in the district. So I think this is something that we need to move on rather quickly. Because I'm watching it in my own facilities that I work in. We are running out of cleaning crews. So it's a huge concern.

Dr. Conway: Well, I'll tell you Matt and Mark are on that getting the outside numbers, not just using our guy, but contracting outside and what those costs are. So that is data that is being gathered so we have all the information to provide. And anybody who does want to, I know you're all busy, but I want you to know but there's open invitation to any of the subcommittees should you want to join or attend one at any point, let me know and we'll add you to it. But these are all great questions and all things that are being discussed daily, as part of the Admin Team and as part of that those subcommittees, but we are getting the pricing of outside contracts as well as if we had to hire our own. I only brought the floater up is it was a position we always have that came back last year. We are at least trying to fill back up some up. That's not going to be enough to do what we need to do if we open.

Mr. Gildea: Can you send the Board when the meetings are?

Dr. Conway: Absolutely, yes.

Ms. Harris: I believe that the ACES Group is meeting next Tuesday. I got a note from Tom Delaney. So if anybody has questions, I'll be happy to go on the zoom meeting next Tuesday. If you can forward them to me?

Mr. Gildea: Did you get that Doc?

Dr. Conway: Yes, that's each of the Resks has as part of the reopening so they're supporting the local districts by area. But they'll begin to have their meetings as well.

Mr. Gildea: Ms. Hyder.

Ms. Hyder: Thank you. In addition to the concerns about cleaning the schools and the costs associated with doing it well and doing I have equal concerns about academically when kids return to school, there will be students who lost/gained academically. That comes out of costs as well. A cost of human resources. The cost of programs. The cost of materials. Additional interventionists. Additional screenings. That's going to be an added cost. And I'm wondering what the conversations are about preparing for that as well.

Dr. Conway: Sure. Great point. Those are the same conversations that are happening with the facilities, are happening with the instruction subcommittee as well. And everything that you just mentioned. So those are the daily conversations we have as far as the Admin Team, but more specifically assigned to the instruction team, reopening team. All of those topics are being discussed as part of our daily conversations, but also as part of that committee. And will then be shared with the governance committee as information is gathered and learned. So catch up is going to be a big part of this. And what that looks like. And how we're able to do it is what we're trying to determine now. But it is going to be a big piece still.

Mr. Gildea: Any other questions. Mr. Kurtyka.

Mr. Kurtyka: Doc, I think I mentioned this to you before and when on the governance executive board, one of many. I don't know if it's mn or nn or whatever which one there about, the governance offering the staff of all the UCONN college branches and everything, their staff to come into the districts to help cleaning. I don't know if you saw that.

Dr. Conway: Yes, we did. We looked at that. That's right now while UCONN is shut down, they're offering those facilities in districts who might need assistance in getting things cleaned. Because we were shut down, we got ahead of things. And while that information was shared with Mark and Matt and myself, we just didn't see the need in our district. But at this time, up to that additional support. That would not be, the universities open up in September as we anticipate they will, in some manner, that would not be an offer in September. It's an offer now because they don't have the work to do.

Mr. Kurtyka: Okay. Thank you.

Dr. Conway: Thank you for sharing.

Mr. Gildea: Well, I think mostly we recognize there's certainly a lot of work to do concerning and I'm not saying we haven't, I realize we're having discussions in the subcommittees, so Doc, we'll continue to meet. Please send us the meeting schedules. Certainly as Doc said, everyone's welcome. And I think we should keep this is just an ongoing topic item every meeting that we have for discussion. Any other questions?

Okay.

## X. Funds from Elementary and Secondary School Emergency Relief Fund:

Mr. Izzo: I'm getting tired. So this is the money, again, this is the money we talked about. The State got 11 million dollars. And this is more for the educational side. Doc knows a lot more about this than I do. But it's basically technology. It's not leaving kids behind. So it's the education piece of it. So the State got 111,000. The State kept 11,000 off the top of that for to put into kind of a reserve. When that money all trickles down, kind of using the same formula that's used for Title I, we ended up with 358, 379 and change. Process is simple. There will be an application and we've already been discussing it amongst the Admins, so there'll be a very simple application that we'll have to put in the system. It will be immediately approved and the funds will be released. I will be able to draw them down as we deem fit. And we will have until a year from now at least to spend that money. But as Cathy Dempsey said today, some districts may spend it quicker. We'll have to keep very good track of that money. Because it will have to be reported back at some point and time. But the State basically applied for the Federal Government. They got approved as the SEA. LEA is about to apply. The State will be approved quickly and the money will be available to draw it out.

Dr. Conway: Ms. Hyder is very familiar with Title I, while the same formula was used to distribute to districts and it equals about 83 percent of your total Title I funding that you received. It is to be utilized, cannot be used to supplant. It is to be utilized in the same manner in which you would use your Title I funding and really to support through intervention, kids who either struggled with the distance learning, didn't keep up pace with the distance learning, or need additional support to get back on pace with the distance learning. But really the criteria for spending is very much like your Title I to support your disadvantaged kids or kids who need additional support is your primary use of that.

And that may mean additional human resources to support those children at least in the first year to get them caught up. Sounds like a lot of money, 378,000. It's not a lot when you talk to human resources. So but that is specifically what it is for. And I anticipate as we go forward, there may be or may not, more for that in the second year when we realized not all kids got caught up in that first year. They're still a half a year or a quarter of a year behind.

Mr. Gildea: I know you said that, Doc, but I think it's critical and I know you said it, absolutely critical that people realize two things, one is that the funds could not supplant operating budgets that this money has been released with the thought that there are students who have fallen behind rightfully so, not being in school too much and these funds have to be used for that. So again, you know, you know sometimes that people think is that this money can be used, you can't. It can't be supplanted. Secondly, if I'm not mistaken, St. Mary's and St. Michael's gets a chunk of this as well.

Mr. Izzo: That's correct. There's a formula, that will be in there. In the application – I'm sorry I thought you were done.

Mr. Gildea: No, the point is, a, it's not all ours.

Mr. Izzo: Right.

Mr. Gildea: And b, it can't be used to supplant it. I just wanted to reinforce that. I know you guys did a

great job.

Mr. Izzo: Yeah.

Dr. Conway: Correct.

Mr. Gildea: Any questions. Item number 11.

#### XI. Healthy Food Certification Statement for School Year 2020-21:

Mr. Gildea: Is there a motion here, Doc?

Mr. Izzo: Yes, there is. There's three motions actually.

Mr. Gildea: All right.

Ms. Netto: I don't have any motions here on this.

Dr. Conway: They're on the screen.

Ms. Netto: Pursuant to C.G.S. Section 10-215f, the Board of Education or governing authority, certified that all food items offered for sale to students in the school under its jurisdiction and not exempted from the Connecticut State Department of Education will comply with the Connecticut Nutrition Standards during the period of July 1, 2020 through June 30<sup>th</sup>, 2021, this certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources including but not limited to school stores, vending machines, school cafeterias, culinary programs and any fundraising activity on school premises sponsored by the school or non-school organizations and groups.

Did I ask, is there a motion?

Mr. Izzo: That is the first of three motions, yes.

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

Ms. Cannata: I second.

Mr. Gildea: Ms. Cannata, thank you. Doc, you want to break this down real quickly. We do this every

year, is that correct?

Dr. Conway: That is correct.

Mr. Gildea: We do this every year. It doesn't include nighttime events, if I'm not mistaken.

Dr. Conway: That is correct.

Mr. Izzo: Right.

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

Board Members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

Mr. Izzo: Motion number two.

Ms. Netto: Motion the Board of Education or governing authority who will allow the sale to students of food items that do not meet the Connecticut Nutrition Standard provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of a regular school day or on the weekend; 2) the sale is at the location of the event and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice meeting or extracurricular activities. For example, soccer games, school plays, the interscholastic or events. But soccer practices, play rehearsals and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be in the same place as the food sales.

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

Ms. Harris: Second.

Mr. Gildea: Ms. Harris. Any discussions? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Oppose. Motion carries. Motion three.

Ms. Netto: Motion the Board of Education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of a regular school day or on the weekend; 2) the sale is at the location of the event and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the beverage sales.

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

Mr. Kurtyka: Second.

Mr. Gildea: Mr. Kurtyka. Any discussions? All those in favor?

Board Members: All Board members say, yes.

Mr. Gildea: Opposed. Motion carries. Item number 12.

#### XII. Graduation, Prom and Senior Events:

Mr. Gildea: Dr. Conway, are you talking about this or Mr. Pasquale.

Dr. Conway: Mr. Coplin shared what we have discussed.

Mr. Gildea: Thank you.

Mr. Pasquale: Good evening everybody. Thank you for allowing us to speak on the graduation presentation. Ms. Gerckens, our Board rep did assist. She has created a power point presentation that has outlined some of the options that our graduation committee discussed this week. Am I permitted to share, sir? Is that possible or is that not possible.

Dr. Conway: Yes, you can.

Mr. Pasquale: The Derby High School one that I would be sharing. Okay. This is going to be for the students. We do have some class meetings coming in tomorrow, but we wanted to give the Board of Education an opportunity to review some of the options that were discussions.

Option one: Option one would be to wait for social distancing guidelines to be loosened and have the ceremony on the football field. Students will be spaced out and we have obviously limited guests. Tickets will be determined by the capacity of the bleachers and also what we will — who we will be allowed to have in regards to State guidelines at that time. So we will include social distancing. Most likely, we'd be looking at 250 or so people at a minimum. So we would have to be somewhere in the 300 range to be allowed to have some type of live graduation. I did happen to see a presentation, graduation presentation that was happening in Alabama. Large school, 400 kids. They had the entire football field, six foot spaced out with chairs. They had the folks in the stands. And then there was a stage. Students came up. They got their diploma. The administrators sat away and students came up, got their picture taken and then returned back to their seats. So that is option number one.

Option number two: Option number two is a drive-in style ceremony. We have looked at the parking lot at Derby High School. That capacity for Derby High School is roughly 110 cars. That would not be enough space. The next location that would be the Edge parking lot that has space for about 180 cars. That's using a 9 x 17 measurement, that's average width, average length. I'm giving you a buffer for vehicles. We're talking about 180 cars. We would still need permission from the group that manages that parking lot.

Option number three: And then the third option would be the Connecticut Post Mall, which would hold about 800 cars or so. Other schools are looking at that venue as well. We went and got some quotes for audio/visual equipment. The quotes are anywhere from 10 to 14,000 dollars to rent a full set-up for the graduation. That would include a giant LCD screen, which basically is brought in. It's 9 x 13. They have some that are larger, some that are smaller. There would then be a 4k audio visual set-up in which people could watch the presentation on there device. We have also secured WEBE108 to assist with broadcasting the ceremony. I spoke with the gentleman this week. And he is, they're still figuring this out as well whether that would be something on-site or if we would simply like plug in to their air waves. They would assist with that. So that is option number two.

Option three: Kaitlyn took liberties, Dr. Conway had putting masks on us. This would be a drive-up graduation. There will be a set up on the stairs of the school where students will have a set time. They would pull up with their families. Dr. Conway and myself would be there as would may be a few other staff and then students will have the opportunity to obtain their diploma with their cap and gown and then they would have the photographer take their photos. We contacted Sylvia already. She'll be the

photographer. So she is still on board as long as the ceremony is outside. If it's inside, she most likely will have another photographer come. But this is an option as well. I've seen a couple of schools in the mid-West that have done this. It worked well for them. The pictures came out nice, but again, this is about our kids and our set-up.

Option four: Would be an online ceremony, just using the Zoom platform. Students and families would then have time to come to DHS and pick up their diploma. And then we can try and plan out something, some kind of celebration later on in the year. We were thinking most likely some kind of home coming celebration or something in the fall, where we can then gather and celebrate the class. We would have an online ceremony with speeches, slideshow for graduates. But everything will be done remotely very similar to what universities are doing. And finally, option five.

Option five: Would be – hello. Option five would be plan for an in-person ceremony for August and then if it starts to trend that we'll be shutting down things instead of opening them up we could then shift to a drive-in style ceremony if that's what people would like to move towards.

These are all the options that were discussed within the group. Ms. Netto joined us. We also had students that joined us. Both of the advisors joined us. And also, our PTO, PTA president joined us to kind of look at what's available and out there. I will say in speaking with other principals and looking at some other options, it's really all over the place. Everybody is doing really their own thing. There's no set like this is the model. So these are the options that we have drafted. The Board is obviously going to decide which ones are feasible. And then we voted to bring those options to the students to have them weigh in on what their thoughts are.

Mr. Gildea: Did the Board have any questions on any of the options? Ms. Netto.

Ms. Netto: I have a ton of questions actually. The first one is on the liability of the driving up. I'm curious as to what our liability is when we fill a parking lot full of parents and teenagers who I'm pretty sure our insurance provider would pay. That's my first question. Did you want all my questions at once or one at a time, Doc?

Mr. Gildea: However, you want to do it? Doc, do you want to answer one at a time?

Dr. Conway: We would have any answers to any questions prior to. But, you know, if it's held outside, off grounds from our ends, I would have to check with our liability as to the owner of the parking lot that it's in. And you know, who would be instructed for something like that.

Ms. Netto: So then my next question with the drive-up. They're not questions, I think their more concerns. My next question is the drive-up, kids someone who doesn't have a car, someone who has multiple students, their ability to come to that situation.

Dr. Conway: Great point. It's for those that would not have transportation coming up, they would have to do fortunately something different for those or find a way to get them transportation. Whether that be through Uber or other sources that are out there, would pick them up and they would be in that vehicle, which I think would be – volunteers or services, such as Uber.

Ms. Netto: Okay. And then the last thing that I want to put out there and I just have great concerns I am all for 100 percent for student involvement. I love the job that Kaitlyn does. That this class has

done. This class has been super involved. I do have concerns about putting too much of the decision-making process on the students. Once they're involved and Doc, I've said this to you the other day. You don't plan your own party. So this is something that is given to the kids, so I just don't want there to be too much pressure on them to come up with what they think needs to be you know, the greatest graduation. Emotions are very different than any of us can ever imagine, that none of us have ever gone through. And then I just I have the concern that we're putting out this information here with a lot of questions. They love the idea of a drive-up graduation, but then we find out after we've heard fill them up, what can happen and what can't happen because our insurance provider says its too much of liability. Then why would we have put that out there to them? So until we have, I just think we're putting out too many options without enough information. These kids are going to get fed up with a potential of even a greater disappointment in my opinion.

Dr. Conway: I can fully understand the questions and concerns. I'm going to address them all. Some of them are things that can happen, even if the graduation happens normally, we have parking lots full of cars, many more in most years that we would have in a year like this where they're going into a parking lot getting out and then sitting in bleachers. So that part of the process I don't know is as much of a concern when you think about we fill up parking lots every day, people would be remaining in them as opposed to getting out and taking their pictures.

The other things that do raise some other planning is those who could, things like that, and then having monitors on-site which we planned to make sure we're doing that while practicing social distancing and only so many in line for a bathroom at one time, things like that as opposed to the parking lot. Because we do fill up mall parking lots or gym parking lots every single day with cars and many more cars for a graduation than on a regular school day and we recovered liability-wise, even on our own site.

Mr. Gildea: Any other questions from the Board?

Ms. Hyder: I just have one thought at the top of my head. I haven't had a chance to think it through thoroughly, but in thinking about having an on-site graduation on the field, even with putting the kids, you know, six feet apart in their seats, it's not, it doesn't feel normal to be in a large group of the people you care about the most, your friends and your family. And that not hug. And be next to each other. And so, I'm not certain that that would really pan out as we might hope. And it also might include possibly elderly grandparents or people who close themselves to being in public and in gatherings. So those are some of my initial thoughts of having it out on the field. I would love for it to be on the field. My heart breaks for these kids. This is a terrible situation. But I also just want to think realistically, these kids aren't not going to hug each other and our families and celebrate if they are in each other's presence. So that's something that would worry me.

Mr. Gildea: I would just weigh in and say my only thought process here is you know, I go back to a few years ago when the football field wasn't open and you know, my concern is once you pack this off, then for the most part, you have to go and so a few years ago we had a choice of having it on Witek field, which I think the Board picked and the students picked having it at Ansonia High School. Once you bring that to the student and they pick one, the cat's out of the bag. And even if you tell the kids, the students, excuse me, the wonderful young adults that they are, even if you tell them it's not — even if you tell them it's just informational. Once you put that out there and they pick one, that's the one that it's going to be hard to get back in the bag.

Options, that we're ready to pass these off to vote on. Because again, once you pass that off, then they own it and we're not – the cats out of the bag.

Mr. Pasquale: So building on the comments of the Board members, is there any options you would like me to remove that we're looking at now.

Mr. Marcucio: Mr. Pasquale, the option where you were going to one of the shopping centers, that's already been, you already asked them?

Mr. Pasquale: No, all these ideas have just been discussed, that's it. Looking to connect with who is in the Edge, but that's going to be a phase II business, but no, that's something that we have to consider that you know, if we were to look at the Edge parking lot, we have to get the okay from them.

Mr. Marcucio: What was the other parking lot? The big shopping center.

Mr. Pasquale: That was the Milford Mall actually in which the Milford Schools have discussed having it there.

Ms. Netto: Ken, I can answer your question. I work for the Connecticut Post Mall. The company that I work with has offered us the parking lot. And when they found out that my son was in the same situation, they had offered us the back parking lot as well. Even with the mall opening at this point, we can still make it happen, but with that option, we would need to have a decision probably by the end of next week. So just so everybody is aware.

Mr. Kurtyka: Mr. Chairman.

Mr. Gildea: Yes, George.

Mr. Kurtyka: So maybe Doc can answer this too. So back in the end of April that they sent the petition to the Governor about the graduation, the standard proposals for graduation. I don't know whatever came out of it. So some of the things they mentioned about all attendees have to wear masks. All attendees have to have hand sanitizers. All staff with body temperature check. Got to have the police there. Somebody to clean the restrooms and everything like that. You know, I would like to have it on our property as well, but all these additional expenses, hopefully we could cover if we have it on site that we could cover all of this. So I don't know if the Governor came back out with his answers to this online petition. Have you heard anything about it?

Dr. Conway: He did. So his answer to it was, there will be no in person graduations at least until after June 29<sup>th</sup> and it will be a decision made the latter part of June whether that date will remain or get extended. So the answer to the petition was no in person until at least after June 29<sup>th</sup>. We do not anticipate based on after when you look at the one, two, three plan, which are basically 30 days apart from each other that even if you were to hold an outdoor wedding or party, not going to be considered allowable until phase two or three. So that could be in July or August upon phase number three. We don't anticipate moving into until June 20<sup>th</sup> or after.

Mr. Gildea: I believe that in the best, case scenario that an outside ceremony best case, would be July 20<sup>th</sup>, more real than August 20<sup>th</sup>. But I guess, you know, it seems like there's a few more options that I think need to be bedded out. I think the cost on the football field is an active one. I do think more specific safeguards would be helpful on the football field. I do think that the questions about parking

are all viable questions. I guess getting in tonight and expecting the Board to knock any offer or move some forward might be unfair or it might be short timing. I realize that some decisions need to be made. Listen, I personally like the football field, so that's just me. And other people may have other personal favorite ones. And again, so giving this to the Board at 8:12 or 8:00 it has to be bedded out. It's probably not fair. I would just ask for a little more time because I do think that one, two package is off. So I think at the very least we can come back to the Counsel of the Whole Meeting unless that's too far out, but what was the date of that?

Dr. Conway: The first Tuesday in June. June 2<sup>nd</sup>.

Mr. Gildea: June 2<sup>nd</sup>. About 11 days away.

Mr. Pasquale: Okay. So we'll table the student meeting and we will come back to visit this on June 2<sup>nd</sup>. During that time period, will the Board like me to continue to investigate or bed out?

Ms. Netto: Can I ask a question?

Mr. Gildea: Go ahead Janine.

Ms. Netto: Do other districts know what they're doing by now? Does Ansonia know what they're doing? Oxford know what they're doing? Are there plans in places?

Dr. Conway: There are pockets you know, some here and there, but the majority know some had made the decision. That was from last week made a decision?

Ms. Netto: So Oxford has a decision. Do we know what their decisions are?

Dr. Conway: Sure, I can share those out of the document with you. But they are, there are going to be different, we have the information on their 8<sup>th</sup> grade and 5<sup>th</sup> grade and kindergarten. So I'll share all of that.

Mr. Gildea: I would say, the only one I don't like is the online one.

Ms. Netto: I agree.

Dr. Conway: I don't agree with the virtual one either.

Mr. Marcucio: To Janine's about liability, are you just going to limit it. Are you going to limit it to just the parents?

Dr. Conway: We have to.

Mr. Marcucio: I wouldn't let grandparents go at all.

Dr. Conway: No, if you're doing the drive-in, either model, it would just be limited to the student and the parents.

Ms. Netto: How are we controlling this?

Dr. Conway: Even if you did it in outside in August, I would guess that grandparents would not be in attendance. You have to look at the impact on the populations that this is most unfortunately. It would

probably be live screened. There's a live screen every graduation for grandparents, but I would limit attendance even at those to parents and students. So reduce the numbers.

Mr. Gildea: It is sad, but you know, it is not going to be a typical graduation. It's not going to be a typical graduation. So there are, no matter what option we pick out there, we are going to trump people sadly are not going to be able to be there. Truthfully, in years that it rains, you also have limitations where not everyone gets to see it. So I hear the concern about, you know, who's going to be able to attend, but it is an unusual year. And I don't think everyone is going to be able to attend anyway. Janine.

Ms. Netto: Can I just say one more thing and you know, it's so hard for me just because I am a parent of a senior. But I'm trying to think for all the kids. And I think that for me, I'm just going to put my opinion out there because that's what I do. Option number three is the option to me that we have greater control of that will give every student the stage experience. When we put them in cars, when we put them over here, when we put them over there, the experience is going to be different just because so many outside factors. If we go with an option three, they all have the same experience. We can make a video with speeches from our valedictorian and still be given and then that video could be put out there to the grandparents, to aunts and uncles. My biggest concern is giving the largest amount of students the same experience, because that's their class, because they deserve to have the same experience.

And I just think when we start with cars and all kinds of stay in your car, there's just too many factors involved, but to me option three and then you know what, down the road when we have what our new normal is, we bring this class back at some point and we do something for them. You know, let them have a party. Openly that's what its about. It's about the kids. All they want to do is be together. And that's the problem right now. This grand experience to make up for something that they can't have, we're just creating a different experience for different kids, when I see if they need a unified experience. And I think option three can only give that option just because there's too many factors involved with everything else.

So I really understand. That we have to go to them. They might not be able to be a part of it. That to me is a greater loss than not having a typical graduation.

Dr. Conway: In that situation, we would still have to provide for some students transportation so that they could drive up and get their diploma. So we would still have to consider how we get those students and their parents to the high school if they don't have transportation.

Mr. Marcucio: How about an Uber?

Dr. Conway: A good suggestion as an option.

Mr. Pasquale: If I could just add one thing here. We've done some polling of the students previously just about a bunch of different events. We're a relatively small class and mid-July is when the kids start, is breakoff. We have a young man who is leaving for the military. We have another young man who is traveling across country. We have a young lady moving to Florida. So there is, the students wanting to be with each other, there's a variety of factors here. And I know losing three or four kids doesn't sound like a whole lot, but we're small, every student matters. So you know if we have a class of 500, if you said okay, three or four kids won't be there.

Mr. Marcucio: How many are in the class this year?

Mr. Pasquale: 74 as of today. So you know, and I don't have a solution. I don't have a viable solution. I've seen it look really nice with a lot of these different options. My goal is safety and making sure the kids have a memorable experience. Those are my two goals. I'm sure it's the goal of the Board as well. I'm just asking for additional guidance of other things you need to do in regards to working with these options or if there's other things the Board needs to discuss.

Mr. Gildea: I think part of it is opportunity to let it fit in. I don't understand just one doesn't provide students a unique opportunity and if you're watching people at the gate, then you're in control of people coming in. In fact, again, I think a number of them are great. I just think again, you know, that's the Board in wanting a decision so we can rush it to the kids tomorrow is not the appropriate way to do this.

Mr. Kurtyka: And Jim, until the Governor decides too you know. The end of June is going to be the earliest if you could have people gathered.

Ms. Hyder: Just a quick comment about the interest in one. I've just heard a few comments you know well the grandparents just can't go. You know it's too bad, but it is what it is. And my heart literally skipped a beat when I heard that. Because in some cases the grandparents are the legal guardians who raised these kids and they are the most important person in the graduate. I don't think we can just make that decision and say, okay, grandparents are not welcome. Because there might be a graduate whose grandparent is the most important person in their life. So I just think we should be careful with setting that rule.

Mr. Gildea: And that's fair. And that's why, you know, just having this discussion, but let me tell you that, you're right, growing up, my grandfather was 30 times more important to me than my father, so then I would have just invited him, that's one of my two. When it rains, you only get certain options. On proposal one or two you know my guess is, you know, the grandparents may not be right. No matter what option we choose, I believe that someone in theory is probably not going to get the same experience they would get outside. I guess that's my only point. I didn't mean to be flippant about it, but and also I didn't mean to say that a person could invite, you know again in my situation, my parents were divorced. I didn't really know my father, I wouldn't have invited him. I would have invited my grandfather.

Mr. Marcucio: Jim, in all the phases that the Governor has, it's still over 65 stay at home. So I mean, that's the Governor's. There's a lot of 65 going out. So after the phases are done.

Mr. Gildea: So wouldn't that affect some of the options then?

Mr. Marcucio: It wouldn't let the grandparents go to any of the options. If you were in the car with your family, that's one thing. But if you're on the field with a lot of other people that's another thing.

Mr. Gildea: I guess you're going to have to run a mayday.

Ms. Netto: I have one more question and then I'll let it go. Doc, I'm just curious, so as we all know malls open today. So malls have levels that we have to cut in half. So I walked through the mall today. People are just walking. They're not six feet apart because there's no way to keep them six feet apart. I just have a question of why we couldn't take a football of our students only and put students only, Doc,

Marty and Ray that is the high school. You box them out on the football field. I don't know what the occupancy level is on the football field. I have to imagine our students would be half. So we would still be in within the guidelines if they're six feet apart to give even let's say, when we line up at Target, we're still in a crowd. So this is why I'm having a hard time wrapping my head around it. We don't have an audience. This is what I'm saying. We keep parents, grandparents everyone from the graduation. It's about the kids. The kids just want to be together. So is there a way to get the kids on the field. It would break my mother's heart but not really, but this is have to what my kid wants and that's to just be with his friends at graduation.

So I have to think that there's got to be a way for walking into malls so by June 30<sup>th</sup>, I have to think we would be able to find a way to get those 70 kids onto a field, six feet apart, with just the three people from the high school that they belong. And that's the last thing I'm going to say about it.

Dr. Conway: Great point. As you said, after June 29<sup>th</sup> that may be an option today, it's not. But after June 29<sup>th</sup>, that may open up.

Ms. Netto: I'm just saying to keep an open mind to remove the crowd from it. And I get that that will tear some people up, but we have to 100 percent think about these kids. They just want to graduate and be with their friends. They can be with their families after.

Mr. Pasquale: We'll be very easily able to accommodate the students on the field following the six foot.

Ms. Netto: And believe me, people who are listening right now who think I'm crazy to say that, but it's just when I asked my kid what he wants. How do you see graduation? When I asked his friends, they say it doesn't matter, as long as I'm with my friends.

Mr. Gildea: All right, folks. I think all the points are well taken. So what is the wish of the Board? Do you want the Board to come back to us at the Counsel of the Whole Meeting where we can dedicate more time, everyone has had a chance to think about it? Is that fine for everyone?

Ms. Harris: Yeah, that's fine. Laura has a question. Can we get the options emailed to us?

Mr. Pasquale: Sure. I can share this presentation with everyone, if that's acceptable.

Mr. Gildea: I think the presentation is fine. I think having it before the meeting would be helpful. Okay.

### XIII. Tech4College Survey Instructions for Derby High School:

Thank you, folks. Doc, is it okay for us to table the college survey or is there some time frame on it?

Dr. Conway: That can be tabled to the COW meeting.

### XIV. Summer Programs:

Mr. Gildea: Is there anything that we need to know or can we table that to the COW meeting?

Dr. Conway: No, just an update. We're still waiting for guidance from the State on if it will happen. So we're planning for it. We're still waiting for that additional guidance.

### XV. School Projects and Summer Work:

Mr. Gildea: Mr. Cunningham, would you like to give us an update on the summer projects?

Mr. Cunningham: Sure. We're looking at getting some rear fencing installed in the rear of the high school. I know the students eat outside sometimes when the weather is nice. So something we'd look into to make that area a little more secure. The exterior cameras are at the end of Irving School. We have the outdoor classroom now that was installed last year. We have no coverage that there at that facilities. That's something that I was working with IT with. Some of it would have to outsource and we think we can do inhouse.

Removing the brushes over the rear of the high school. We've had some issues in the past where people have tractor trailors back into our loading dock because the dumpsters are so far out. And so, we've cleared some of the brush off the side of the hill. I'm meeting with the Department of Public Works next week to see if they can give us a hand to sort of shaving some of that hillside back a little bit, putting some gravel down so we can get those dumpsters out of the top way there and make it a little bit easier for our deliveries.

The handrails are at Central Office are up. We're working on those now. High school stalls. The faculty bathroom has the original stalls from 1968. They're metal stalls. They're starting to rust. And so we wanted to see about getting those updated.

The backboards at the high school. So currently the side backboards don't have the breakaway rims. And what that means is, so if a really good athlete did a slam dunk, they can break the rims. So I'd like to see those updated, get some nice glass forms, it's not glass, it's like plexiglass with the breakaway rims and then upcycle those rims to Irving School. Irving School has your original 1954 backboards and rims. We can no longer get those replacement rims. The wells are broken. They have tape around, holding the nets to it. We can do better than that. So I'd like to see that you know we get sort of essentially new rims at Irving School and the High School with that deal.

Ms. McCoart's office at Irving School. It's something we talked about establishing an office for her. That is isolating and gives her some privacy in dealing with special ed students and their parents. So that's something we talked about. Doing a niche down at Irving there in the library and establishing a classroom there. I want to speak more with probably the building inspector to see what his expectations are. And then we can start to get some drawings going and looking to getting that accomplished.

The additional gate at Irving we have the fence in park playground at Irving School here last year. And the meeting with the SSOs, Dr. Conway and myself have been having discussions. It was decided that perhaps we should have an additional gate at the rear just so if you need to get the students in and out of there and they're out of their quickly. Exhaust fans at High School and Irving, made a priority is that all of our HVAC is running at 100 percent capacity. And these are two exhaust fans that we discovered. These are ones that need to be replaced in their entirety. And we can actually install those inhouse. Complete the painting. The guys have really done a plefora of painting if you will at all the schools. You'll notice we change colors in the cafeteria and got some Derby Red in some place and used it. All the cafeterias are painted, lobbies, hallways. Done some touchup in the classrooms. So we're going to continue to doing some painting. Summer cleaning program, so that should be wrapped between the

next couple of weeks. The hands-free bottle dispensing. I'm sure people have seen they're very common place now we have them several of them at different schools. We even have them in the high school. But we want to install an additional one in the high school cafeteria. And actually having talked to with the principal, Rachel there, we're looking to install one there at that cafeteria too this summer. It just allows the kids to fill up bottles and not even have to touch it. Obviously, the way it's going now with being hands free. So those are some things. And this list changes as we get new ideas or things are brought to light. There could be additional things that we do over the summertime here.

Mr. Gildea: I will say that, I don't know if Stacey is on the line or not, but it is boarder-line inhumane the area that she works out of is next to get on the list.

Mr. Cunningham: Yeah and we already have electricity there. We have jacks there, so now it's really a matter of just getting the four walls up and what the expectations are based on fire code and such to make sure we're doing that up to code. I'll have some more information on that by the time we do our next meeting.

Mr. Gildea: Got it. Yeah, I think that's nice. Any questions, Ms. Netto.

Ms. Netto: So Mrs. Netto is requesting to backing up when we were on graduation, prom and senior events. We never discussed prom or senior events. So I just have a question on the status of the prom, please?

Mr. Gildea: Do you mind if we do that, Janine? All right. Make a motion for the four policies and then we'll go back to that.

Mr. Cunningham: Any questions on the summer work?

Mr. Gildea: We're good.

Mr. Izzo: Thank you.

Mr. Cunningham: Thank you, everyone. Enjoy your holiday weekend.

### XVI. Policies 4118.16-42118.16 – Domestic Violence:

Mr. Gildea: Doc, can you put the first three policies up for Janine to make a motion and then we'll go back to prom?

Dr. Conway: Yes, sir.

Ms. Netto: Motion that the Board of Education review policy 4118.16-42118.16 – Domestic Violence as a second read and adoption as recommended by the policy committee?

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

Mr. Foley: Second.

Mr. Gildea: I heard Dan Foley. There you go. Let me get him in there. Motion has been made and second. Any discussion? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

### XVII. Policy 9134 – Derby Student Athlete Hall of Fame:

Ms. Netto: Motion the Board of Education review policy 9134 – Derby Student Athlete Hall of Fame as a

first read as recommended by the policy committee.

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

Mr. Kurtyka: Second.

Mr. Gildea: Mr. Kurtyka. Any discussion? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

### XVIII. Policy 3171.1 - Non Lapsing Educational Fund:

 $Ms. \ \ Netto: \ \ Motion \ the \ Board \ of \ Education \ review \ Policy \ 3171.1-Non \ Lapsing \ Educational \ Fund \ as \ a \ Policy \ Advantage \ Advantage \ Policy \ Advantage \ Advantage \ Advantage \ Policy \ Advantage \ Advantage \ Policy \$ 

first read as recommended by the policy committee.

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

Mr. Foley: Second.

Mr. Gildea: Mr. Foley. Any discussion? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

### XX. Policy 3430 – Periodic Financial Reports:

Ms. Netto: Motion the Board of Education review Policy 3430 – Periodic Financial Reports as a first read as recommended by the policy committee.

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

Ms. Harris: Laura will second.

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

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

Dr. Conway: So we just did 3430.

### XIX. Policy 3410 – System of Accounts:

Ms. Netto: The Board of Education review Policy 3410 – System of Accounts.

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

Ms. Harris: Laura, second.

Mr. Gildea: Laura second. Any discussions? All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

Mr. Gildea: Janine Netto, we'll go back to Prom. Mr. Izzo, have a good night.

Ms. Harris: I just wanted to thank Mark Izzo for helping out with the 3,000 series.

Mr. Izzo: Thanks, Laura. My pleasure.

### XII. Graduation, Prom and Senior Events:

Mr. Gildea: Janine wanted to go back to Prom, Dr. Conway.

Ms. Netto: Parents reached out to me looking for the status of the prom.

Mr. Pasquale: We have two prom tentative prom dates locked in. The first date is in the first week of July. And the second date that we have locked in is in the first week of August. We had a deposit still set up with a DJ. He is willing to hold two dates for us. We've also spoken with the venue. And they are willing to hold both dates for us. Looking at the executive orders and the projections, I don't think that the July date is going to fit the projection as we have over 50 people. I do not know what the August projections will hold. We will continue to work with the venue and the DJ to see what can be done to accommodate the crowd based on the executive orders that were issued. So we have two dates locked in. The venue was very cooperating in doing so so that it's for the beginning of July and also for the beginning of August.

Ms. Hyder: What are the dates?

Mr. Pasquale: Fantasia, North Haven. July 7<sup>th</sup> and August 4<sup>th</sup>. We'll have to revisit it in the fall. Other schools have cancelled their proms. I have not. I want to make --

Ms. Netto: But at what point are we going to look in pull the plug. You know, dresses are very expensive. It's very expensive to sit and hold on to cancel it for the junior portion and to focus on having seniors because then it doesn't have to be as large as the group. Because the juniors have the opportunity next year to still have a prom. So we would reduce our numbers significantly with the senior only prom. So I think it would give us a little bit more hope or I'm just curious on thoughts of just cancelling it all together. People need an answer really what I think where daily I have mother's of daughters asking.

Mr. Coplin: I understand Ms. Netto, you don't want to plan your own party, but we did one for the senior class given that they are very vocal and passionate about what they want. For them to have a voice, they really want to stretch it out as long as possible before we cancel it. With regard to prom, we've made it very clear that it might not happen. Graduation obviously. But with regard to prom, we've made it clear that it might not happen. And the students have gone as far as to say they don't want a virtual prom.

Ms. Netto: I appreciate all of that. And I love that the kids have a voice, believe me. I don't want it to come up like I don't want the kids to have a voice, but the kids also have parents that have financial concerns, we also have to take that into effect. Just my opinion. It's literally killing me inside to literally have to even put it out there.

Mr. Pasquale: I know. Would it be acceptable to bring that topic back to the Committee of the Whole Meeting and then make a decision that night with whether or not the prom will be cancelled?

Ms. Netto: Yeah, but I think we also on another hand have to look at removing through a classroom, reducing the prom and we have opportunities to pull off a prom with a reduced class. So I think that also has to be explored.

Mr. Gildea: So Marty, why don't you come to us and talk to the Counsel of the Whole Meeting with a number of seniors, number of juniors. Then we'll see where we're at.

Mr. Pasquale: Will do, sir.

Mr. Gildea: Doc, I have a quick question for you.

### XXI. Executive Session:

Mr. Gildea: I know it says Executive Session, but we don't have any new hires. We have the four letters of resignation. So, is that correct.

Dr. Conway: That is correct.

### XXIII. Resignation Letters:

Mr. Gildea: So if the Board is comfortable, we could just approve the letters of resignation publicly. And we don't need to go into executive session for that.

Dr. Conway: That's correct.

Mr. Gildea: Janine, if you're comfortable making the motion, there are letters of resignation.

Ms. Netto: Individually, Mr. Chairman?

Mr. Gildea: Doc, is that yeah, we should probably do that, definitely.

Ms. Netto: Okay. Motion that the Board accepts the letters of resignation for Michael Tramontalis, Science Teacher at Derby High School with best wishes.

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

Mr. Foley: Second.

Mr. Gildea: Mr. Foley. Any discussions. All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

Ms. Netto: Motion that the Board accept the letter of resignation for Monica Rowe, Special Education Teacher at Irving School with best wishes.

Mr. Gildea: Motion. Is there a second?

Ms. Harris: Second, Laura.

Mr. Gildea: Ms. Harris. Ms. Cannata is quiet this evening. All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

Ms. Netto: Motion that the Board of Education accept the letter of resignation for Micaela Doyle, Special Education Teacher of Derby Middle School with best wishes.

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

Ms. Cannata: Second.

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

Board Members: All say, yes.

Mr. Gildea: Oppose. Motion carries.

Ms. Netto: Motion that the Board accept a letter of resignation for Daniel Rehberg, general music choir teacher at Derby Middle School with best wishes?

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

Mr. Kurtyka: Second.

Mr. Gildea: He can't go. It's that simple. Mr. Kurtyka. All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carries.

Ms. Netto: Motion that the Board accept the letter of resignation for Rebecca Bell, head coach for the Derby High School Varsity Cheerleading Program with best wishes. And Rebecca is with us.

Mr. Gildea: Yes, how nice is that. Maybe somebody can say something nice about her, nah. I'm just joking Ms. Bell. A motion has been made. Is there a second?

Ms. Harris: Second, Laura.

Mr. Gildea: Second, Ms. Harris. And Ms. Bell been a wonderful, on a personal note has been a cheerleading coach for I think three of my children. So yes, she'll be missed. All those in favor?

Board Members: All say, yes.

Mr. Gildea: Opposed. Motion carried. Janine wants to go. I'm with you. Go for it.

### XXIV. Adjourn:

Ms. Netto: Motion that the Board of Education adjourn it's meeting.

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

Ms. Cannata: I second.

Mr. Gildea: Ms. Cannata.

Folks, this was a tremendously productive meeting, great discussions. Thank you everybody. At 8:50 we are adjourned.

Board Members: All say, yes.

Dr. Conway: Have a good weekend.

Mr. Gildea: Happy Memorial Day.

Marianne Samokar, Recording Secretary





## Derby Public Schools

## FY21 Operating Budget

## Board of Education Meeting June 18, 2020



### FY21 Budget Status

BoAT meeting held 6/9/20

# Proposed reductions to BoE request of \$19,716

- \$380,000 in special education costs during FY21 school year \$380,000 (FY20 transportation contracts savings); would be placed into Non-Lapsing Account; available to cover
- \$39,000 (funding amount of new positions); determine other fund sources to support this reduction



### FY21 Budget Status

BoAT tentatively agreed to support an increase of \$680,627

	\$(000)		Notes
Proposed Budget	\$19,716	5.90%	5.90% increase fm FY20
BoAT reduction: FY20 Non-Lapsing Funds	(\$380)		transportation "savings"
BoAT : add'l reduction	(\$38)		Exec Asst/ass't coaches
Preliminary City Budget	\$19,297	3.65%	3.65% prelim increase
<u>.</u>			
ECS Funding	(\$98,95)		
City Funding	\$12,431		
City Funded FY20	\$11,751		
FY21 City Increase	\$680	5.79%	

### For Discussion Purposes Only



### **General Discussion**







**Health Screening:** All staff will be trained to conduct screenings by school nurses. A screening checklist that was created by our school nurses will be completed for each entry along with their temperature taken daily.

**No visitors:** Visitors will not be permitted into school facilities unless required by law, or otherwise required by a student's individualized educational plan.

**Student Meals**: Lunch will be "grab and go" as students exit. No breakfast will be served in the facilities. Mealtimes can not be scheduled inside the school.

Class sizes: No greater than 10:1

**Instruction:** Students enrolled in ESY will receive instruction based on their goals and objectives outlined in their Individualized Education Plans (IEP).

**Social Distancing:** Six-foot distancing should always be maintained. In the few cases where distancing is not possible, appropriate face coverings and other protection (such as face shields) should be available. The only times when distancing may not be possible should be when staff members are:

Accommodating students with special health care needs or disabilities who may require direct contact (e.g. assisting with toileting or ambulation).
 Conducting health assessments or screenings (e.g. taking temperature or listening to lung sounds by the school nurse). In these circumstances, appropriate face coverings and other protection should be available and utilized

Distancing strategies: – Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing). – Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.

**Hand washing:** Proper hand washing is essential during Extended School Year. Handwashing will be incorporated into the daily schedule. Regular hand washing with soap and water for at

least 20 seconds should be done. – Alcohol-based hand sanitizer will be provided at every school entrance and in every classroom, kept secured in classrooms where children cannot safely use sanitizer without supervision.

**Materials:** Individual materials and pencil boxes will be provided for all fine motor tasks. No common play with sensory items. All items will be separated.

**Storage:** Each student should be provided with a specific cubby or locker to store their personal belongings

Transportation: A bus monitor will be employed to ride on the bus at all times to monitor student density and ensure the use of face masks. Screening process will take place upon pick-up. — Student seating must allow for social distancing and adhere to the following restrictions: No more than one student seated per row, unless from the same household; Students seated no closer than every other row; Students seated in a diagonal formation, where if one student is seated on the right side of the bus, the next student is seated on the left side of the bus. — Face masks for all are required on bus rides. Bus Drivers and bus monitors must wear face masks. These must always be worn when children are in the bus

**Proper PPE:** Derby Public Schools will provide face masks to any staff or students that cannot supply their own. All staff and students are required to wear masks at all times per CSDE guidelines. Face shields and gowns will also be provided.

Daily Cleaning: All services will be wiped down and cleaned daily with proper disinfectant.

**Training:** An in-person or video training that covers social distancing, cleaning protocols, and hygiene practices must be provided to and attended by all students and staff.

**Attendance monitoring:** Derby Public School will actively monitor staff and student absenteeism to identify any trends that would suggest spread of illness such as COVID-19.

**Distance Learning:** Students that are eligible for Extended School Year (ESY) as identified on their Individualized Educational Plan (IEP) are offered continuing educational opportunities through remote learning.



### Commissioner's Network Turnaround Plan Overview Derby Middle School, Derby

### **Key Priority Areas and Proposed Strategies**





### **TALENT**

### **Key Priorities:**

- Develop an instructional coaching model to increase teacher capacity and effectiveness
- Strengthen the teacher evaluation process and professional learning culture

### Strategies:

- Develop focus areas for coaching and capacity building that are aligned to district tenets for high quality instruction.
- Create a structure and system to provide in-class support.
- Assess and revise coaching focus based on formative assessment structures.
- Develop capacity for administrators to assess high quality instruction.
- Develop a system for timely evaluation sessions and feedback for teachers.
- Improve onboarding process for new hires, including a mentorship program and professional learning opportunities.
- Create pathways for teacher leadership through Lead Teacher and Literacy and STEM Coaching positions.

### **CULTURE & CLIMATE**

### (Y)

### **Key Priorities:**

- Implement the PBIS model with fidelity to improve behavior and decrease rates of suspension/expulsion
- Establish a school culture focused on achievement and engage families as partners in their children's learning

### Strategies:

- Implement the PBIS model with fidelity, including training and technical assistance for staff and the addition of a PBIS coach.
- Utilize data to monitor PBIS implementation, response to intervention, and changes in student behavior.
- Develop a coherent strategy for family engagement and communication.
- Establish student leader programs including Link Crew, Best Buddies, and Unified Sports.

### ACADEMICS Key Priorities:



### **Key Priorities:**

- Implement a rigorous curriculum that is aligned to the Connecticut Core Standards to ensure all students are college and career ready
- Develop a tiered SRBI model for early, targeted intervention to ensure success for all students

### Strategies:

- Develop common curriculum maps and curriculum implementation guides.
- Utilize i-Ready as the universal diagnostic assessment for math and reading to identify student strengths and learning needs.
- Develop system and structures for academic intervention, data review and analysis, and the development of SRBI plans for academics, attendance, and behavior.
- Hire a Reading Interventionist, Math Interventionist, and four tutors to ensure a robust SRBI model is in place with targeted instruction and data to drive the process.

### **OPERATIONS**

### **Key Priority:**

 Create school structures and systems that maximize instructional time and create extended learning opportunities

### Strategies:

- Examine and revise the school schedule to maximize time in core instruction by restructuring the schedule for interventions, the arts, and support services.
- Establish after-school activities and clubs for students.



### DHS End of the Year Planning Calendar:

		May 2020		
11	12	13	14	15
SIT Meeting	TOY Selection Committee Meeting	Scholarship Selection Meeting	SIT Meeting	
18	19	20	21	22
25	26	27 Academic Awards Night - DHS 6:30pm - Zoom	28	29 Exam Decisions Due From All Students

		June		
1 District-Wide Virtual Art Show	2	3	4	5
8	9	10 Cap/Gown Distribution - by appointment - DHS  Last day for work to be assigned (48 hr. window)  All senior assignments need to be submitted  Exams released to seniors	11	Last day for work to be submitted for all students  Students will need to notify their teachers of Pass/Numeric Decision  Exams can be released to all underclassmen
15 Graduation Practice Exam Completion Window Senior exams submitted by 12 noon	16 Graduation Practice Exam Completion Window	17 DHS Graduation Time/Location TBD  Exam Completion Window  Underclassmen exams need to be submitted to teachers by 9am  Grades submitted	18 Last Day of School  Teacher meetings with students  Exit interviews/surveys/cl ass meetings	19

<sup>-</sup>The expectation is that work will be assigned to students through June 10th with June 12th being the last day for work to be submitted.

-Culminating projects can be released by teachers to students at their discretion.

### DMS End of the Year Planning Calendar

		May 2020		
11	Awards/End of Year Ceremonies Committee Meeting 12:30 pm	TOY Selection Committee Meeting	Scholastic Book Distribution Locker Clean out	15 Scholastic Book Distribution Locker Clean Out
18 8th Grade Course Registration Meeting/ Introduction	19	20 Progress Report Grades Due Commissioner's Network Meeting 3- 4:30 pm	21 Board of Education Meeting	22 Progress Reports Issued
25	26	27 Academic Awards Night - DHS 6:30pm - Zoom	28	29

		June		
District Wide Art Show Presentation	2 Committee of the Whole	3 Commissioner's Network Meeting 9:30-3pm	4	5
8 Virtual Field Week	9 Virtual Field Week	10 Virtual Field Week	Virtual Field Week  DMS Academic Awards Night 6:30pm via ZOOM	Virtual Field Week Winner Announced!

15 Last day for students to submit assignments	16 Incoming 6th Grade Parent Orientation Night/ Q&A 6:00pm via ZOOM	17	18 Last Day of School All grades must be entered by 3pm.	19
22	23	24	Moving Up Drive Through Ceremony 2-7 pm	Moving Up Drive Through Ceremony 2-7 pm

### Irving End of the Year Planning Calendar

		May 2020		
18	19	20	21	22
			Kinder EOY Planning Mtg	Progress Reports
25	26	27	28	29
Memorial Day No School	Gr. 5 EOY Planning Mtg		Irving's Got Talent Video Release	

		June	· · · · · · · · · · · · · · · · · · ·	
1 Virtual Art Celebration	2	Tentative Date: Virtual Camp out (Gr. 5)	4	5
8 Virtual Field Day Week	9 Virtual Field Day Week Student Material curbside Pick up 10-12	10 Virtual Field Day Week	11 Virtual Field Day Week *Last Day of New Work	12 Virtual Field Day Week
Last Day to submit work!	Tentative: Gillon Awards via Zoom for Gr. 4	Tentative: Kindergarten Celebration by Zoom (with in person ceremony in Fall) Grades are finalized for report cards	Last Day of School - Grade Level Zoom Celebrations  Tentative: Grade 5 Celebration by Zoom/DRIVE thru promotion  Report cards available	19

### Elementary End of Year Activities-

### Grade 5 -

Gr. 5 - Nature's Classroom (Week of 6/1)- will decide next week on format for virtual portion, will deliver camp themed goodie bags and T-shirts prior to video event

Gillon Banquet (combined with promotion ceremony)- Zoom presentation that can be watched virtually/Kasual Kids scholarship (gift cards in place of trophies?)

Fifth Grade Celebration (June 18) - Surveying parents, but currently like drive thru idea, provide pre-recorded awards (including Gillon and Kasual Kids) along with end of year video

Link to parent input: Grade 5 Parent Input on Promotion Ceremony

Grade 5 Visit to DMS - DMS working on intro video, will accept questions for a Q & A session

### Kindergarten-

### From K team:

- o Idea-
  - i. Each do our own class- will sit in on each class to help and observe
  - ii. Create a slideshow-- 1 page for each student with their picture and 1 strength/memory of them from the year
  - iii. Clap and cheer after each student
  - iv. mail/email certificate to each student
  - v. Date? Monday June 15th?
- Aimee will talk to mario
- Possible event next year in fall
- Slideshow for each kid and video of highlights

### Link to parent input:

Kindergarten Parent Input on Promotion Ceremony

### Grade 4 -

Gillon Banquet awards - Zoom presentation that can be watched virtually (gift cards in place of trophies?)

### All grades -

Virtual Field Day activities (30 min a day 2nd to last week of school)

Talent Show - Will air on May 29th on YouTube

End of School Zoom Party/Activities - last week of school

### Bradley School End of the Year Planning Calendar

		May 2020		
11	12	TOY Selection Committee Meeting PTA Meeting	14 Scholastic Book Pack Distribution	15 Scholastic Book Pack Distribution
Grade 5 Completion Ceremony Planning Committee	19	Kindergarten Graduation Planning Committee	21 BOE Meeting	22 Progress Reports
25	BOE budget presentation to the BOAT	27	28	29

	June					
1	2	3	4	5		
Virtual Art Show	Committee of the Whole					

8 Daily Virtual Field Day Activities	9 Daily Virtual Field Day Activities	Daily Virtual Field Day Activities PTA Meeting	Daily Virtual Field Day Activities	12
15 Last day to Submit work	16 Grades 1-4 drivethru from 9am - Noon	Kindergarten drivethru from 9am- Noon Grades finalized	Last Day of School  Grade 5 drivethru from 9am - Noon  Report cards available to view through the Parent Portal  BOE Meeting	19



### Policy 9134 Derby Student Athlete Hall of Fame Committee

It is the policy of the Derby Board of Education to have a Derby Student Athlete Hall of Fame Committee. This committee shall be comprised of nine members representing the various demographics of the City of Derby. The terms of said committee shall be for 2 years commencing on July 1st of every other even numbered year beginning in 2020. Committee members shall be recommended by the Board of Education Chair and approved by the Derby Board of Education at a meeting prior to July 1.

Vacancies in the committee shall be filled in a manner consistent with the appointment process. The Board of Education Chair shall recommend replacements which will then be approved by the Derby Board of Education.

The Chairman of said committee shall be appointed by the Superintendent of schools. The term of the chairman shall coincide with the term of the committee.

The Student Athlete Hall of Fame Committee shall present an annual report due to the Derby Board of Education by July 15th of each year which shall include an accounting of money raised and expended.

As it is the goal of the Derby Board of Education to follow good governmental practice and to be transparent, the Student Athlete Hall of Fame Committee shall comply with all FOIA requirements, conduct open meetings, transcribe minutes, and post agendas.

The Derby Student Athlete Hall of Fame Committee shall furnish and maintain bylaws which explains the officer selection process and the governing procedures and how student athlete recommendations and the voting process works.

Adopted: XXXXXX 2020

P3171

### **Business and Non-Instructional Operations**

### **Non-Lapsing Education Fund**

The Derby Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized by the Board. Each expenditure from such account shall be made only for special education purposes.

The Board of Finance shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget

10-248a Unexpended education funds account (as amended by PA 19-117, Section 285).

NOTE: 3171.1 Appendix will be Memorandum of Agreement with City.

Policy adopted: June 18, 2020

DERBY PUBLIC SCHOOLS Derby, Connecticut



XVII

An optional policy to consider.

### **Business/Non-Instructional Operations**

### System of Accounts

The accounting systems and procedures for the school district shall be set up so as to conform to best business practice, generally accepted accounting practices and existing guides from the State Department of Education. The Superintendent and business staff will be expected to confer with appropriate specialists of the State Department of Education, school district auditors and any other knowledgeable persons or groups in achieving that objective.

It is understood by the Board that support for the purposes of the school shall be a prime objective of the accounting systems and procedures.

As advised by the Board's auditor, determination of liabilities and assets, prioritization of expenditures of governmental funds and provisions for accounting disclosures shall be made in accordance with governmental accounting standards. This process shall include leave accumulated by employees and all Board properties and funds.

### Another version to consider:

The Superintendent, through the Director of Finance/Business Manager, shall keep a system of accounts in accordance with Connecticut General Statutes and the requirements of the Connecticut State Department of Education.

Legal Reference: Connecticut General Statutes

10-222(b) Appropriations on budget. Financial Information System.

Note: Legal: The Governmental Accounting Standards Board (GASB) has issued Statement #54 — Fund Balance Reporting and Governmental Fund Type Definitions, to address how

Policy adopted:

cps 1/01

rev 6/10 rev 4/11



XVIII

An optional policy to consider.

### **Business/Non-Instructional Operations**

### **Periodic Financial Reports**

The Superintendent of Schools shall be responsible for accounting for all monies expended from within the school budget, shall keep files of all invoices and payroll authorizations, and shall keep a record for the information of the Board of the expenditures broken down into the same categories and numbered accounts as the budget and the approved accounting system.

The Superintendent shall submit to the Board of Education monthly reports on the status of the budget, showing appropriations and expenditures for the fiscal year to date.

The Superintendent, as agent for the Board of Education, shall be responsible for making annual reports to the Town, the State Board of Education, the Teacher's Retirement Board, and other such agencies required by law.

Policy adopted: cps 7/07

### **AGREEMENT**

between

THE DERBY BOARD OF EDUCATION

and

THE DERBY EDUCATIONAL ADMINISTRATIVE ASSISTANTS ASSOCIATION

AFSCME COUNCIL #4 AFL-CIO LOCAL 1303-294

July 1, 2019 – June 30, 2023

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### ARTICLE I RECOGNITION

1.1 This Agreement is made by and between the Derby Board of Education and Local 1303-294 for Council #4, AFSCME, AFL-CIO. The Board recognizes and certifies the Union as the exclusive bargaining representative for all non-confidential administrative assistants and clerical personnel regularly scheduled to work twenty (20) hours or more, excluding seasonal (as defined in MERA) and substitute employees, such personnel working less than twenty (20) hours per week, and the confidential positions of Administrative Assistant to the Superintendent and Executive Assistant to the Superintendent. Seasonal, substitute, and part-time workers will not be employed to effect full-time staffing levels and will not be used in the future as examples of shared work for the purpose of contracting out administrative assistant or clerical work to a subcontractor.

### ARTICLE II MANAGEMENT RIGHTS

2.1 It is recognized that the Board has and will continue to retain, whether exercised or not, the sole and unquestioned right, responsibility and prerogative to direct the operation of the Derby Public Schools in all aspects, including but not limited to the following: to determine the type of work to be performed by bargaining unit members; to assign all work to unit members; to decide the methods, procedures and means of conducting the work; to select, hire and demote unit members; to promote, transfer and lay off unit members; to decide the need for facilities; to establish or continue policies, practices, and procedures for the conduct of business and the management of operations, and from time to time to change or abolish such policies, practices or procedures, unless expressly limited by a specific section of this Agreement.

### ARTICLE III WAGES

- 3.1 Wages. The wages of all persons covered by this Agreement are set forth in Appendix A which is attached hereto and made a part of this Agreement.
- 3.2 **Retirement.** Retirement benefits shall be governed in accordance with the rules and regulations of the City of Derby Retirement system.
- 3.3 **Bi-weekly pay.** Bargaining unit employees shall be paid on a bi-weekly basis.
- 3.4 Direct deposit. Bargaining unit employees shall be paid by direct deposit.

### ARTICLE IV INSURANCE

4.1 The Board shall provide individual, two-person or family coverage under the Plan set forth below.

Effective July 1, 2012, the Board will provide a High Deductible Health Plan (HDHP) to full-time employees that elect to participate. The program shall be offered on a contract year basis (July 1<sup>st</sup> to June 30<sup>th</sup>) with open enrollment to be available in June.

The HDHP shall have a \$2,000 single and \$4,000 two-person/family deductible for in network services. Prescription drugs are covered as part of the program and are subject to the deductible. Once the deductible is met there shall be no coinsurance in network for covered services, except for prescriptions. Upon satisfaction of the HDHP deductible, prescriptions subject to a managed three tier drug rider with co-pays of \$10 Generic/ \$25 Brand Name/ \$40 Non Formulary Brand Name co-pay (unlimited maximum) (2x retail co-payment for 90-day supply).

Out of network services will be subject to an 80% plan / 20% member coinsurance to a combined in-and-out-of-network coinsurance maximum of \$2,000 for the individual and \$4,000 for the family, for a combined in-and-out-of-network out-of-pocket maximum of \$4,000 for the individual and \$8,000 for the family.

Effective July 1, 2019, the Board will fund seventy percent (70%) of the deductible for the 2019-2020 contract year.

Effective July 1, 2020, the Board will fund seventy percent (70%) of the deductible for the 2020-2021 contract year.

Effective July 1, 2021, the Board will fund seventy percent (70%) of the deductible for the 2021-2022 contract year.

Effective July 1, 2022, the Board will fund fifty percent (50%) of the deductible per contract year.

Enrollees in the HDHP shall have a Health Savings Account (HSA) to defray deductible expenses. Beginning July 1, 2020, the Board's contribution toward the deductible shall be paid in biannual payments, with fifty percent (50%) to be deposited in the HSA bank account of the employee on or before July 15 each contract year, and the remaining fifty percent (50%) to be deposited with the employee's first paycheck after January I<sup>st</sup> in a contract year. The employee's contribution toward the deductible shall either be, at the employee's option, via payroll deduction or contributed directly by the employee in his/her HSA bank account.

An HSA is not health insurance, it is a bank account. The parties acknowledge that the Board's contribution toward funding the deductible is not an element of the underlying plan, but rather relates to the manner in which the deductible shall be funded for active employees.

The HDHP described above shall be the core insurance plan. For any eligible employee wishing to enroll in a PPO plan, the Board will contribute toward the cost of that plan, an amount equal to the following: the dollar amount contributed by the Board toward the premium of the HDHP for the employee's coverage level (single, two-person or family coverage). Any employee enrolled in the PPO plan shall pay the full difference between the dollar amount contributed by the Board and the full cost of the PPO plan.

 PPO plan features:
 Co-pays:

 Office Visit:
 \$30

 Specialist Office Visit:
 \$35

 Hospital:
 \$500

 Outpatient Surgery:
 \$250

 ER:
 \$200

 Urgent Care:
 \$75

Prescription: Public Sector Option 2

\$5/\$30/\$40 (\$2,000 annual maximum)

Out of network deductible: \$2,500/\$5,000/\$7,500

Co-insurance maximum: 70% / 30%

Note: Prior authorization on high cost radiology; gastric bypass excluded; state fertility mandated benefits; prescription co-pay applies to all prescriptions.

4.2 The Board will contribute its share of the health insurance premium for the HDHP and:

Effective July 1, 2019 through June 30, 2020 eligible bargaining unit employees shall be responsible for payment of seventeen percent (17%) of that portion of their health, vision, and dental insurance premium attributable to individuals, two-person, and dependent coverage for the HDHP.

Effective July 1, 2020 through June 30, 2021 eligible bargaining unit employees shall be responsible for payment of eighteen percent (18%) of that portion of their health, vision, and dental insurance premium attributable to individuals, two-person, and dependent coverage for the HDHP

Effective July 1, 2021 through June 30, 2022 eligible bargaining unit employees shall be responsible for payment of nineteen percent (19%) of that portion of their health, vision, and dental insurance premium attributable to individuals, two-person, and dependent coverage for the HDHP

Effective July 1, 2022 through June 30, 2023 eligible bargaining unit employees shall be responsible for payment of twenty percent (20%) of that portion of their health, vision, and dental insurance premium attributable to individuals, two-person, and dependent coverage for the HDHP.

Subject to law, and independent of the requirement that employees pay a premium share contribution, the Board shall establish a Section 125 Plan to deduct from the employee's wages such premium contribution.

- 4.3 Life Insurance Policy. The Board shall provide life insurance coverage of \$15,000 for administrative assistant employees who are scheduled to work twelve (12) months and \$12,000 for administrative assistant employees who are scheduled to work ten (10) months.
- 4.4 All employees who are required to contribute a portion of their insurance premiums shall, as a condition of enrollment in the foregoing program of insurance, sign and deliver appropriate payroll withholding authorization forms to the Board, authorizing the withholding of the employee's share of insurance premiums from wages and/or stipends. Failure to deliver timely withholding authorization forms shall result in exclusion from the insurance program. Upon receipt of a properly executed payroll withholding authorization form, the Board shall request reinstatement of insurance as soon as practicable, subject to any re-enrollment requirements of the insurance carrier.
- 4.5 The Board shall have the right to change current carriers only if service, administration and benefits remain equal or are better on an overall plan benefit basis. Prior to any changes in carriers, the Board shall consult with the Union. If the Union agrees that the change will provide substantially equivalent or better service, administration and benefits, on an overall plan benefit basis, such change will be implemented. In the event the teachers' bargaining unit effects a change in medical or health insurance benefits during the term of this Agreement, the parties agree, notwithstanding this section or Section 20.1, to open Section 3.1 for negotiations under the

Municipal Employee Relations Act, provided the premium contribution under Section 3.2 shall not be subject to change.

- 4.6 Workers' Compensation. When an administrative assistant is absent from work as a result of a personal injury caused by an accident subject to workers' compensation arising out of and in the course of her/his employment by the Board of Education, she/he shall be paid her/his full wages for the period of such absence (reduced by the amount of any workers' compensation benefits) by use of accrued benefits, if available, until either such benefits are exhausted or to a maximum of one (1) calendar year, whichever occurs first. The Board shall have the right to have the employee examined by a physician designated by the Board of Education for the purpose of establishing the length of time which the administrative assistant is temporarily disabled from performing her/his duties. In the event that there is no adjudication of the appropriate worker's compensation proceeding for the period of temporary disability, the opinion of said physician as to said period shall control. The administrative assistant will be issued her/his regular weekly wages and will return the worker's compensation check to the Superintendent of Schools.
- 4.7 Employees hired after July 1, 2006 shall not be eligible for an insurance waiver stipend.

### ARTICLE V WORKING CONDITIONS

- 5.1 Probation. All new employees shall be subject to a probationary period of ninety (90) working days. Such probationary employees shall have all benefits of this Agreement except the grievance procedure, subject to applicable waiting periods for insurance. Working days shall be defined as days that the employee actually attended work.
- 5.2 Transfers. All vacancies for bargaining unit positions shall be posted in each school office at least ten (10) days in advance of any public notice. All administrative assistants currently under the employ of the Board of Education shall be given an opportunity to make application for such vacancies.
- 5.3 Administrative assistants currently employed by the Board of Education, who can demonstrate and document the necessary qualifications for the posted vacancy, shall be granted an interview.
  - Subject to priority consideration of the best interests of the schools, if in the opinion of the Superintendent of Schools the qualifications, past performance and experience of bargaining unit applicants are substantially equal, preference will be given to the candidate with the greatest seniority.
- 5.4 In the event that either no bargaining unit member applies for the posted position or no bargaining unit member is offered the posted position, the Superintendent shall fill the position with an outside applicant.

### ARTICLE VI HOURS OF WORK

- 6.1 During the school year, all full-time administrative assistant employees who are scheduled to work twelve (12) months will report for eight (8) hours per day, of which seven (7) hours are work hours and one (1) hour is unpaid lunch time, for forty (40) weeks during the school year (thirty-five (35) hours paid).
- 6.2 During the school summer recess, all administrative assistant employees who are scheduled to work twelve (12) months will report for six and one/half (6½) hours per day, of which six (6) hours are work hours and one-half (½) hour is unpaid lunch time (thirty (30) hours paid). The shortened work day will also apply to winter school vacations as designated by the school calendar.
- 6.3 All full-time administrative assistant employees who are scheduled to work less than twelve (12) months will report for seven and one-half (7½) hours per day with a one-half (½) hour unpaid lunch period at a time determined by the Superintendent or his/her designee.
- 6.4 At the Superintendent's or designee's discretion, the work year for the school guidance administrative assistant who is scheduled to work ten (10) months shall be equal to the student school year, plus an additional thirteen (13) days.

The work year for administrative assistant employees who are scheduled to work ten (10) months at the elementary schools or in the special education office shall be equal to the student school year, plus an additional twenty (20) days.

The additional days beyond the student school year set forth herein shall be scheduled consecutively either prior to the commencement of the student school year or after the conclusion of the student school year (and may be split between both prior to and after the student school year). The Administrator, or his/her designee, of the building where the administrative assistant is assigned, in consultation with the affected employee, shall determine the consecutive days when such additional days shall be scheduled.

In the event that the Administrator (or his/her designee) and the affected employee cannot agree on when the additional days beyond the student school year will be scheduled, five (5) days will be scheduled consecutively after the conclusion of the student school year and the remaining days will be scheduled consecutively prior to the commencement of the student school year.

The work day during the period prior to the commencement of the student school year and after the conclusion of the student school year shall be in accordance with Section 5.3 herein.

- 6.5 The work year, hours, and schedules for bargaining unit employees regularly scheduled to work less than thirty-five (35) hours per week shall be established by the Superintendent or his/her designee.
- 6.6 Regular work day hours and schedules for all bargaining unit employees shall be established by the Superintendent or his/her designee prior to the end of the preceding school year, and once established, these hours will not be changed without either the consent of the employee involved

(which consent shall not be unreasonably withheld) or in the event of a significant change in circumstances.

- 6.7 When school is cancelled due to inclement weather, all administrative assistant employees who are scheduled to work twelve (12) months are to report to work when road conditions permit safe travel, or unless otherwise notified.
- During inclement weather, when school is dismissed early, school administrative assistants shall remain one-half (½) hour after the dismissal of students. Effective July 1, 2020, during inclement weather, when the start of school is delayed, school administrative assistants shall report to work one-half (½) hour earlier than students. When a work day is shortened due to inclement weather (i.e., unscheduled delayed school opening or unscheduled early school closing), administrative assistants who report to work will receive their regular day's pay.
- 6.9 The middle school administrative assistant and high school guidance administrative assistant who are scheduled to work twelve (12) months shall not be required to work during the Christmas break, February break or April break (provided that there is a school break). Such non-working time shall be unpaid, except as set forth below.

By mutual agreement of the Superintendent and the employee, if the middle school administrative assistant who is scheduled to work twelve (12) months or the high school guidance administrative assistant who is scheduled to work twelve (12) months agrees to work during any of the aforementioned breaks, she/he will be paid her/his regular remuneration rate.

In the event that the middle school administrative assistant who is scheduled to work twelve (12) months or the high school guidance administrative assistant who is scheduled to work twelve (12) months has available vacation days, as set forth under Article VIII, Section 8.1, she/he may use such available vacation time to receive paid vacation for non-work days during any of the aforementioned breaks. The use of all other available vacation days shall be in accordance with Article VIII, Sections 8.2 and 8.3.

### ARTICLE VII FIRST AID

- 7.1 The following applies to all administrative assistants who work within the confines of a school where children are present.
  - The care of an ill or injured child shall be limited to the notification of competent medical assistance if the situation so warrants.
  - An administrative assistant shall not be required to make a decision as to the seriousness of the illness or injury of a student.
  - An administrative assistant shall be required to inform the Principal or immediate supervisor and school nurse of an ill or injured student.

### ARTICLE VIII PAID HOLIDAYS

8.1 The following holidays shall be observed as days off with pay for all administrative assistant employees who are scheduled to work twelve (12) months:

Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day
New Year's Day
Martin Luther King Day
President's Day
Good Friday
Memorial Day

Christmas Eve Floater Day — as agreed upon between Superintendent and employee

In the event that school is in session on any of the above-listed holidays, if the employee is required to work by the Board or its designee, the employee shall receive his/her straight time hourly rate for work performed on such day and an alternate day off with pay as determined by agreement between the Superintendent and the employee.

- 8.2 In order to qualify for holiday pay, an employee must work the last full day scheduled before the holiday and the first full day scheduled following such holiday, unless the employee is excused from doing so by the Superintendent, his/her designee or the Business Manager.
- 8.3 The following holidays shall be observed as days off with pay for all administrative assistant employees who are scheduled to work ten (10) months:

Labor Day

Columbus Day

Veteran's Day

Thanksgiving Day

Friday after Thanksgiving

New Year's Day

Martin Luther King Day

President's Day

Good Friday

Memorial Day

Christmas Eve Floater Day – as agreed upon between Christmas Day Superintendent and employee

In the event that school is in session on any of the above-listed holidays, if the employee is required to work by the Board or its designee, the employee shall receive his/her straight time hourly rate for work performed on such day and an alternate day off with pay as determined by agreement between the Superintendent and the employee.

### ARTICLE IX VACATION

9.1 All administrative assistant employees who are scheduled to work twelve (12) months shall be granted the following vacation time with pay, based upon years of service within the bargaining unit as of July 1:

> Completion of 1 year 5 days 2-5 years 10 days

6 years	11 days
7 years	13 days
8 years	14 days
9 years	15 days
10 years	17 days
11 years	18 days
12 years	19 days
13 years and over	20 days

- 9.2 All vacation times must be cleared with the Superintendent or his/her designee.
- 9.3 No vacation time may be taken without at least a month's pre-arrangement with the approval of the Superintendent or his/her designee. Mutually agreeable arrangements are allowable, provided, however, that no vacation time may be taken during either any part of the first or last five (5) days of school.
- 9.4 Administrative assistant employees who are scheduled to work twelve (12) months who have completed less than one (1) year of service prior to July will be entitled to vacation with pay of one-half (1/2) working day for each full month of service up to a maximum of five (5) working days.
- 9.5 When an administrative assistant employee who is scheduled to work twelve (12) months resigns, is granted a leave of absence, retires, or upon death, her/his annual vacation shall be prorated, based on the term of this Agreement, and paid to the individual or her/his estate.

### ARTICLE X LONGEVITY

10.1 Upon completion of the following years of service, employees hired prior to July 1, 2006 shall receive a longevity payment as follows:

5 years	1.5%	to a maximum of \$500.00
10 years	2.0%	to a maximum of \$600.00
15 years	2.5%	to a maximum of \$860.00
20 years	3.0%	to a maximum of \$960.00

10.2 Upon completion of the following years of service, employees hired on or after July 1, 2006 shall receive a longevity payment as follows:

5 years	\$250.00
10 years	\$300.00
15 years	\$350.00
20 years	\$400.00

10.3 Eligible employees must complete the number of years of eligibility on or before July 1 of each fiscal year. Longevity payments are prorated over the employee's work year and paid in the first pay period in December. Only those years of service in a DESA collective bargaining positions shall be credited through longevity.

### ARTICLE XI SICK LEAVE

- 11.1 Administrative assistant employees who are scheduled to work twelve (12) months shall be granted fifteen (15) days sick leave per fiscal year cumulative to one hundred thirty-two (132) days. Upon attaining the maximum one hundred thirty-two (132) days, the employee shall be entitled to, on an annual basis, fifteen (15) days sick leave, but at no time may the cumulative total exceed the one hundred thirty-two (132) day maximum. Administrative assistant employees who are scheduled to work ten (10) months shall be granted twelve (12) days sick leave per fiscal year cumulative to ninety (90) days.
- 11.2 Failure to provide appropriate notification to the building supervisor shall result in forfeiture of pay for the claimed period.
- 11.3 For absence for which sick leave is claimed, the Superintendent of Schools may require evidence at any time in the form of a note from the physician treating the employee for the illness/injury. Such note shall state the nature of the illness or injury and the expected duration.
- 11.4 On the death or retirement as defined by the City of Derby's Retirement plan, the member is entitled to one-third (1/3) of the total unused sick leave paid to the individual's estate or as a direct payment.

### ARTICLE XII PERSONAL LEAVE

- 12.1 Administrative assistant employees who are scheduled to work twelve (12) months shall be entitled to five (5) working days and administrative assistant employees who are scheduled to work ten (10) months shall be entitled to four (4) working days per fiscal year for the following:
  - 12.1.1 Attendance in court, or legal demands beyond the administrative assistant's control;
  - 12.1.2 For an administrative assistant's own wedding, including the day before the wedding, non-transferable:
  - 12.1.3 For the marriage of children, parents, siblings, and siblings of spouse;
  - 12.1.4 For additional bereavement leave if such leave under Article 11, Section 11.2 has been exhausted;
  - 12.1.5 For attendance at the funeral of someone other than a member of the immediate family, limit one (1) day per occurrence, provided that the Superintendent or his/her designee may request a written submission from the employee as to the relationship of the employee to the deceased. A request for funeral leave under this subsection may be denied and not subject to the grievance procedure set forth under Article XVI;
  - 12.1.6 For attendance at the college graduation of self, son, daughter, or spouse when such falls on a work day;

- 12.1.7 For religious holidays this is limited to personal participation, limit to two (2) days per year;
- 12.1.8 Two (2) of his/her days for matters that cannot be conducted at any other time;
- 12.1.9 Administrative assistant employees shall be entitled to use one (1) of his/her personal days without reason.

Personal days shall not to be used before or after a holiday or as a means of taking a vacation regardless of reasons or circumstances.

12.2 **Bereavement.** Five (5) days of bereavement leave with pay shall be granted to a unit member for each occurrence of a death in the immediate family. Such leave time shall include the memorial service and/or funeral. If additional time is needed beyond the five (5) days for a single occurrence, either of two options can apply. The administrative assistant may take the time without pay or have it charged to his/her personal leave time.

Notwithstanding the above, the administrative assistant must return to work forty-eight (48) hours after the funeral or memorial service.

Immediate family is defined for the purpose of this clause to include: spouse, mother, father, son, daughter, sister, brother, mother-in-law, father-in-law, grandparents, grandchildren.

- 12.3 Deductions for any days above the limits shall be at the rate of pay for one (1) day, based on the employee's scheduled work hours.
- 12.4 Administrative assistants may be granted two (2) professional days per fiscal year upon the approval of the Superintendent of Schools.
- 12.5 Administrative assistants shall participate in one (1) in-service workshop per year, as designated by the Superintendent of Schools.

### ARTICLE XIII JURY DUTY

13.1 Any administrative assistant who is called in involuntary jury duty will immediately notify the Superintendent of Schools of said demand.

### ARTICLE XIV MATERNITY LEAVE

14.1 An administrative assistant who becomes sick or disabled due to pregnancy or childbirth shall, upon her request, be placed on sick leave for child-bearing purposes. Any administrative assistant who becomes pregnant shall so notify the Superintendent of Schools at least five (5) months prior to the expected date of commencement of said sick leave. When there is reason to believe that she may have become unable to perform her duties she shall provide a doctor's certificate indicating her continued fitness for work. Leave shall begin when a physician's certificate indicates she no longer is physically able to work and said leave shall expire when she is physically able to return to work. The Board may require certification of her disability from a physician. Except in cases

of medical difficulties, sick leave is not normally expected to continue for more than six (6) weeks after delivery. Upon her return, the administrative assistant shall be assigned to her former position, subject to any intervening reduction in force. In the event that the administrative assistant taking maternity leave is subject to a reduction in force, she shall be placed on the recall list set forth in Article XIV for a period not to exceed two (2) years.

- 14.2 Leave under Section 13.1 shall be with pay, to the extent available through sick leave accumulation, and with all other benefits customarily provided during sick or disability leave.
- 14.3 Any administrative assistant who becomes pregnant shall adhere to the notification and reporting procedures as stipulated in Section 10.3 for as long as she remains actively employed, whether or not she intends to return to work after her child is born.

### ARTICLE XV REDUCTION IN FORCE (RIF)

15.1 Reduction in force shall be at the sole discretion of the Board of Education or the Board of Education's designee. In the event that a layoff becomes necessary, the least senior employee in a job classification (as noted in Appendix A) shall be laid off first.

Probationary employees and bargaining unit members regularly scheduled to work less than thirty-five (35) hours per week will be laid off prior to laying off any full-time employees.

When it is necessary to eliminate a position, any employee so displaced shall have the opportunity to exercise bumping rights, if applicable. Bumping shall take place as follows:

First: bump the least senior person within the same classification;

Second: bump the least senior person in a lower job classification (provided the displaced

employee has greater seniority than the least senior person in such lower

classification).

With the approval of the Board, an employee may voluntarily elect to be laid off in lieu of a less senior employee.

Employees who are laid off shall be placed on a recall list for a period of one (1) year. A laid off employee on the recall list shall be recalled in inverse order of his/her layoff to available position(s) within his/her job classification.

No new employee shall be hired by the Board for a vacant position until all laid off employees on the recall list within the applicable job classification have first been offered the opportunity of recall within his/her prior job classification.

A laid off employee on the recall list shall be notified by certified mail, return receipt requested, and shall respond to such notice within five (5) business days after receipt of such notification. Failure to respond within the five (5) day period or rejection of the offer shall be cause for removal from the recall list and loss of all seniority rights.