

In consideration of public health and open meeting requirements, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

To view this meeting, the live stream link is: <https://bit.ly/3pBQpPZ>

For public participation and to listen to the meeting, please call 1-646-558-8656

PIN 838 7394 7459#

Board of Education Virtual Meeting
January 5, 2021

7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 CONSENT AGENDA
- Donation to Reed Intermediate School
 - Donation to Newtown Middle School
 - Donation to Newtown High School
 - Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
- Item 4 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Student Representative's Report
- Item 5 OLD BUSINESS
- COVID-19 Update
 - Discussion and Possible Action on Charter Revision Considerations
- Item 6 NEW BUSINESS
- Discussion and Possible Action on Newtown Middle School Schedule
 - Special Education Update
 - District Assessment Report
 - Action on the Minutes of December 15, 2020
- Item 7 **PUBLIC PARTICIPATION
- Item 8 ADJOURNMENT

*****During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us***

THE WELLER FOUNDATION, INCORPORATED

P.O. Box 894, Newtown, CT 06470

(203) 304-9233

December 6, 2020

Dr. Matt Correia
Principal
Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

Subject: School Donation Proposal

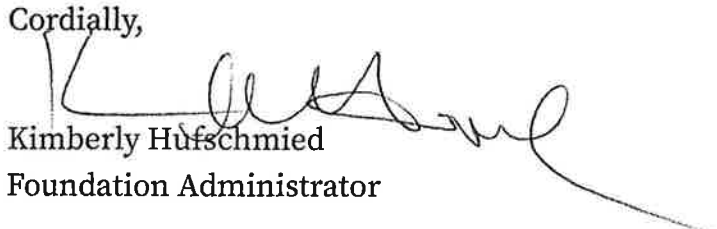
Dear Dr. Correia,

I am pleased to announce that our Board of Trustees at their December 1, 2020 meeting have agreed to grant \$1,700 for your donation request to support funding for the new Greenhouse at your school to assist the Science Department as outlined in your November 11, 2020 letter.

Enclosed is our Foundation Check #5286 in the amount of \$1,700. The Foundation is proud to support your school with this donation.

Thank you for all you do in the education of the students and allowing this Foundation to partner with you in the academic success of all the students.

Cordially,


Kimberly HüfSchmied
Foundation Administrator

KAH

Enclosure - Check #5286

THE WELLER FOUNDATION, INCORPORATED

P.O. Box 894, Newtown, CT 06470

(203) 304-9233

December 6, 2020

Mr. Thomas Einhorn
Principal
Newtown Middle School
11 Queen Street
Newtown, CT 06470

Subject: School Donation Proposal

Dear Mr. Einhorn,

I am pleased to announce that our Board of Trustees at their December 1, 2020 meeting have agreed to grant \$1,000 for your donation request to Purchase e-books for the library at your school, as outlined in your November 4, 2020 letter.

Enclosed is our Foundation Check #5285 in the amount of \$1,000. The Foundation is proud to support your school with this donation.

Thank you for all you do in the education of the students and allowing this Foundation to partner with you in the academic success of all the students.

Cordially,



Kimberly Hufschmied
Foundation Administrator

45050 0340000 - 44550
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KAH

Enclosure - Check #5285

December 23, 2020

TO: Dr. Rodrigue

FROM: Kim Longobucco

Please accept the donation of \$2,500 from Ingersoll Auto of Danbury to It's a wonderful life. This is a very generous gift to the Newtown High School Drama program. Newtown High School students will certainly benefit from this donation.

Thank you.



Newtown Middle School
21-22 Proposed Master Schedule
BOE Presentation
1-5-21



Tom Einhorn, Principal
Jim Ross, Assistant Principal

Schedule Redesign Process Solicited the Input of all Stakeholders

- Committee began meeting in September
- Committee representation from general ed, special ed, intervention, unified arts, paraeducator, parent, as well as building and central office administration
- Committee members gathered input from area schools
- All staff members were surveyed for input
- New schedule outcomes were considered and prioritized
- Draft schedules were produced and refined

Major Features of Proposed New Schedule

Area/Element	Current Schedule	New Schedule	Benefits
Instruction Minutes Per Day	314 Minutes Daily	329 Minutes Daily (No Learning Lab)	<ul style="list-style-type: none"> ● Increased overall instructional time
Increased Opportunities for Math Support	1 math interventionist & 3 reading interventionists	Dedicated math and reading interventionist at each grade level (2 math and 2 reading)	<ul style="list-style-type: none"> ● Balance support based on student needs ● Increased opportunities to deliver interventions during a dedicated intervention block
Co-taught Teaching Model in every cluster	Special education teacher support in only 2 clusters	Special education teacher support in every cluster	<ul style="list-style-type: none"> ● Better balanced classes across clusters ● Special ed students receive direct instruction from ELA and Math teacher WITH special ed teacher support to meet IEP goals and objectives. ● More time with typical peers

Area/Element	Current Schedule	New Schedule	Benefits
<p>Addition of a World Language Teacher to each Cluster</p>	<p>4 Teacher Cluster - ELA, Math, Science, Social Studies</p>	<p>5 Teacher Cluster - ELA, Math, Science, Social Studies & World Language</p>	<ul style="list-style-type: none"> ● Doubles the amount of language time ● Comparable to surrounding community offerings ● Spanish I in 7th; Spanish II in 8th ● Greater flexibility for enrollment shifts
<p>Conversational Spanish (CSPAN)</p>	<p>Approximately 135 students are unable to take world language due to needed interventions, special ed services, prior foreign language experience or inability to keep pace</p>	<p>Opportunity for ALL students to take Spanish (Modeled after existing Spanish 1A & 1B @NHS)</p>	<ul style="list-style-type: none"> ● Better language preparation for all students in advance of high school (grad requirement)

Area/Element	Current Schedule	New Schedule	Benefits
Tiered Intervention Model (SRBI)	<p>Limited opportunities for consistent math support, fixed Reading Class (in lieu of world language for duration of middle school), frequent UA pullouts</p>	<p>Flexibility for students to move in and out of intervention, as needed</p>	<ul style="list-style-type: none"> ● Intervention plans developed based on student's specific instructional needs ● Increased flexibility in terms of both frequency and duration of intervention ● Opportunity for CSPAN
Provide time for other middle school experiences identified as priorities	Non-existent	Special Schedule once in every 12 cycle days	<ul style="list-style-type: none"> ● Opportunity for ensemble music practices ● Dedicated time for social and emotional learning to be delivered in cluster ● Common time for grade level meetings

Area/Element	Current Schedule	New Schedule	Benefits
Sunsetting Family and Consumer Science (FACS)	Health, Tech Ed, Computer Integration, and FACS (22 classes)	Increases instructional time for Health, Tech Ed, Computer Int. (30 classes) New course opportunities	<ul style="list-style-type: none"> ● Increase in instructional time for health, tech ed, computer int. ● Two new courses will be designed to meet the interests/needs of middle schoolers (New course proposals will be forthcoming) ● Cooking Club to be offered to students interested in culinary

Staffing Implications

Reduction of Staffing: Total of 9 Positions

- 6 Current Cluster Positions (Offset by anticipated retirements and possible reallocations to other positions i.e. math intervention, new courses, etc)
- 1 Reading Position (Currently a 1-year Position)
- 1 School Counselor (Potential Retirement)
- 1 Rotation Teacher (Potential Retirement)

Additions to Staffing: Total of 8.2 Positions

- 3.2 World Language Positions
- 1 Math Interventionist
- 2 New Course Positions (TBD)
- 2 Special Education Positions-(Case Manager on every Cluster, request in the Sp.Ed. Budget)

Net Reduction to Staffing .8

Thank you for listening...

Any Questions???

Data Presentation: NWEA and PSAT/SAT results

Frank Purcaro

Director of Teaching and Learning

January 5, 2021



NWEA

- Test Window & Schedule
- Newtown Fall 2020 NWEA Results/Comparisons
 - RIT Mean
 - Predicted Proficiency
 - Student Growth



NWEA – Testing Window & Schedule



- Testing Window, Nov 2nd through Dec 10th
- Testing environment, began during All-in & Hybrid (Nov 2nd) then shifted to fully remote (Nov 23rd)
- Between 10%-20% of testing administered remotely
- Remote testing – an emphasis is placed on the 3 way communication between at home caregivers, test proctor, and student in an effort to re-create an in-school testing environment

Newtown 2020 Results – Math and Reading

Types of Reports

- Grade-on-Grade Mean RIT Comparisons
- District Predicted Proficiency Comparisons
- Matched Cohort Student Growth Comparisons

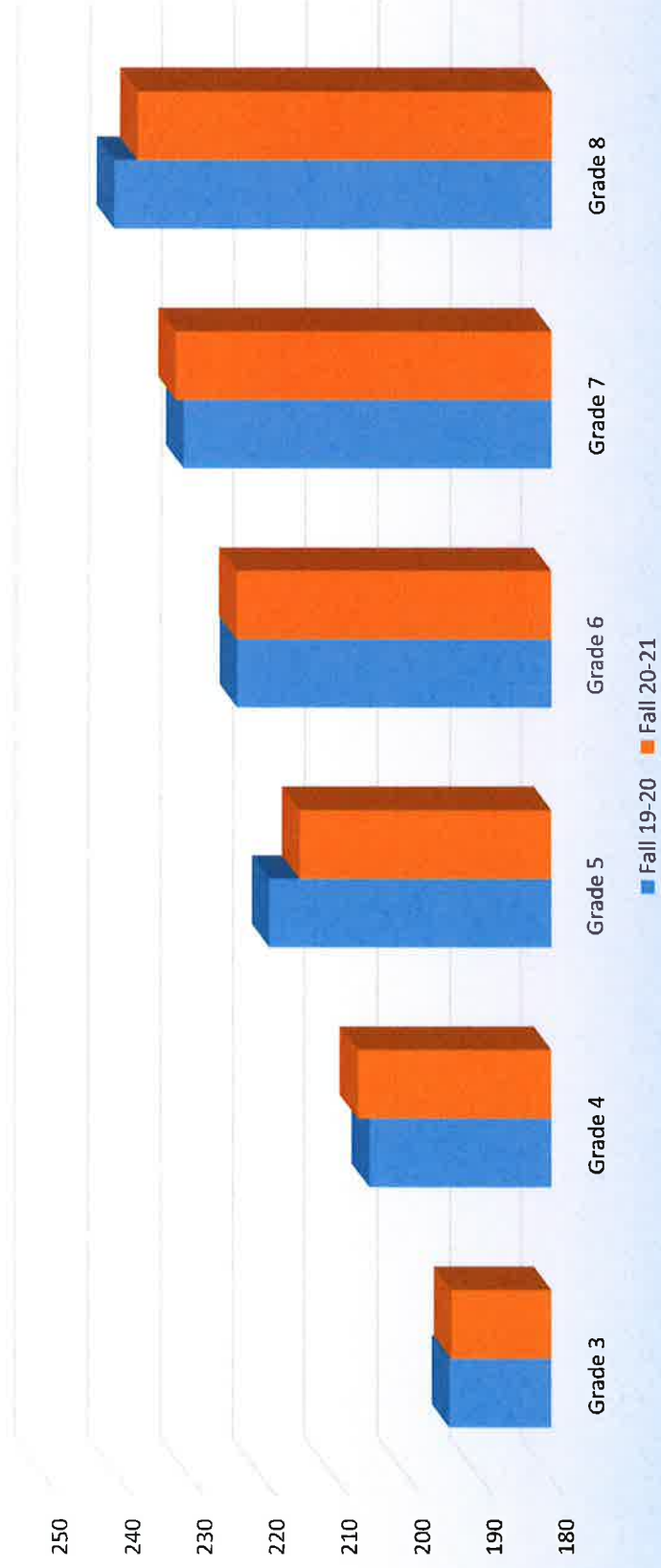
Grade-on-Grade MEAN RIT Comparisons

- Fall 2019-20 vs. Fall 2020-21 in reading and math.
- MAP Growth uses a scale called RIT to measure student achievement and growth.
- RIT scores range from 100–300.
- Students typically start at the 180–200 level in the third grade and progress to the 220–260 level by high school.
- Using RIT scores make it possible to follow a student’s educational growth from year to year.

Grade-on-Grade Analysis Math: Mean RIT

	Fall 2019-20 Mean RIT	Fall 2020-21 Mean RIT	+/- Differential
Grade 2	N/A	N/A	N/A
Grade 3	194.4	194.1	- 0.3
Grade 4	205.4	207	+1.6
Grade 5	219.2	215	- 4.2
Grade 6	223.7	223.8	+0.1
Grade 7	231.2	232.3	+1.1
Grade 8	240.9	237.7	- 3.2

Math Grade-on-Grade Mean RIT Comparisons



Grade-on-Grade Analysis Reading: Mean RIT

	Fall 2019-20 Mean RIT	Fall 2020-21 Mean RIT	+/- Differential
Grade 2	N/A	N/A	N/A
Grade 3	195.8	199.3	+3.5
Grade 4	204.2	209.3	+5.1
Grade 5	214.1	214.8	+7
Grade 6	218.6	222	+3.4
Grade 7	221.5	223.6	+2.1
Grade 8	226.4	227.3	+9

Reading Grade-on-Grade Mean RIT Comparisons



Projected Proficiency Reporting

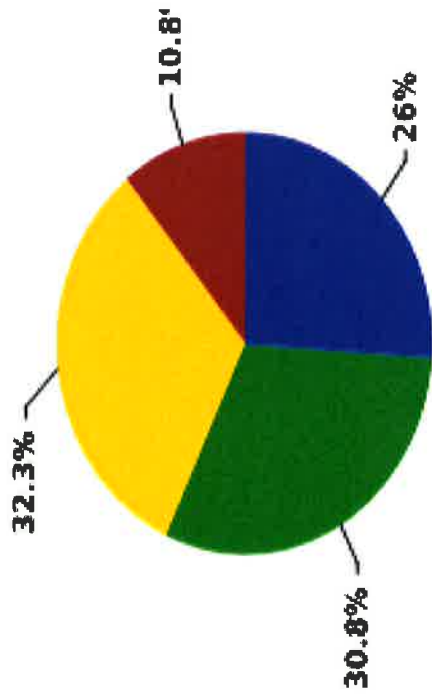
- Predicts the percentage of students that will score at Levels 1-4 on the state assessment in reading and math.
- Graphs in the following slides compare Fall 2020-21 Math and Reading Projected Proficiency with Fall 2019-20 Reports.



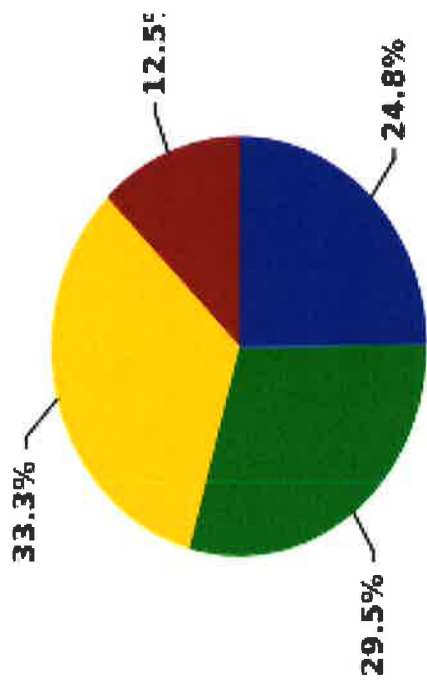
Predicted Proficiency on State Assessments: Fall 2019 vs. Fall 2020



Fall 2019 Math Projections
63.1 Level 3 & 4



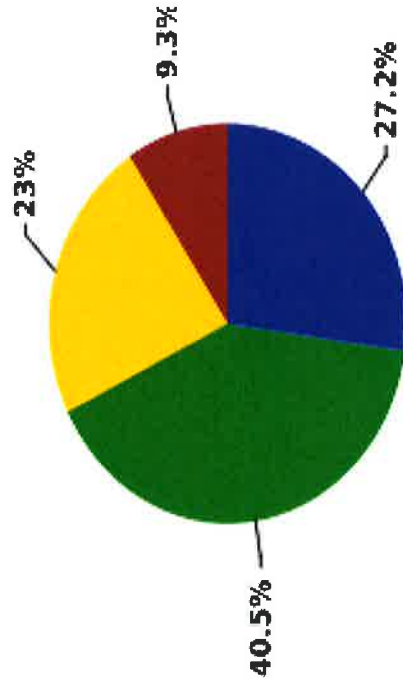
Fall 2020 Math Projections
62.8% Level 3 & 4



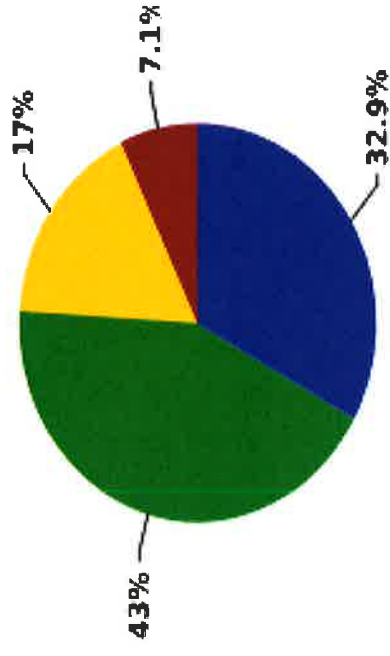
Predicted Proficiency on State Assessments: Fall 2019 vs. Fall 2020



Fall 2019 Reading Projections
67.7% Level 3 & 4

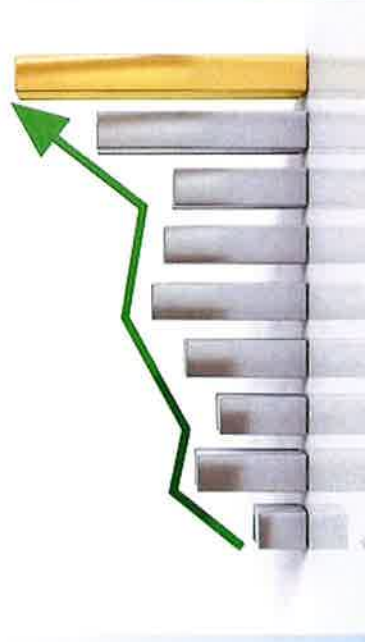


Fall 2020 Reading Projections
75.9% Level 3 & 4



Student Growth Summary Report

- Matched Cohorts from Fall 2019-20 to Fall 2020-21.
- Compares Actual/Observed Growth to NWEA Projected Growth for each grade.

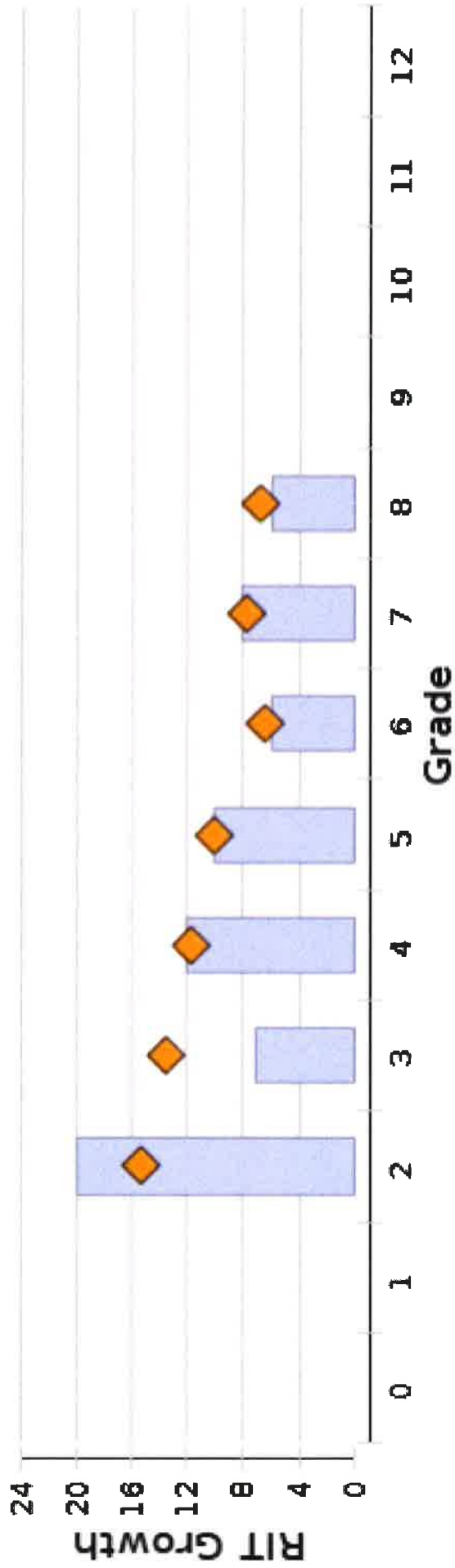


Cohort Analysis Math: Student Growth Summary

	Avg. Projected Growth	Avg. Observed Growth	+/- Differential
Grade 2	15.3	20	+4.7
Grade 3	13.5	7	- 6.5
Grade 4	11.7	12	+0.3
Grade 5	10.0	10	0
Grade 6	6.4	6	- 0.4
Grade 7	7.7	8	+0.3
Grade 8	6.8	6	- 0.8

Math Student Growth Summary

Math: Math K-12

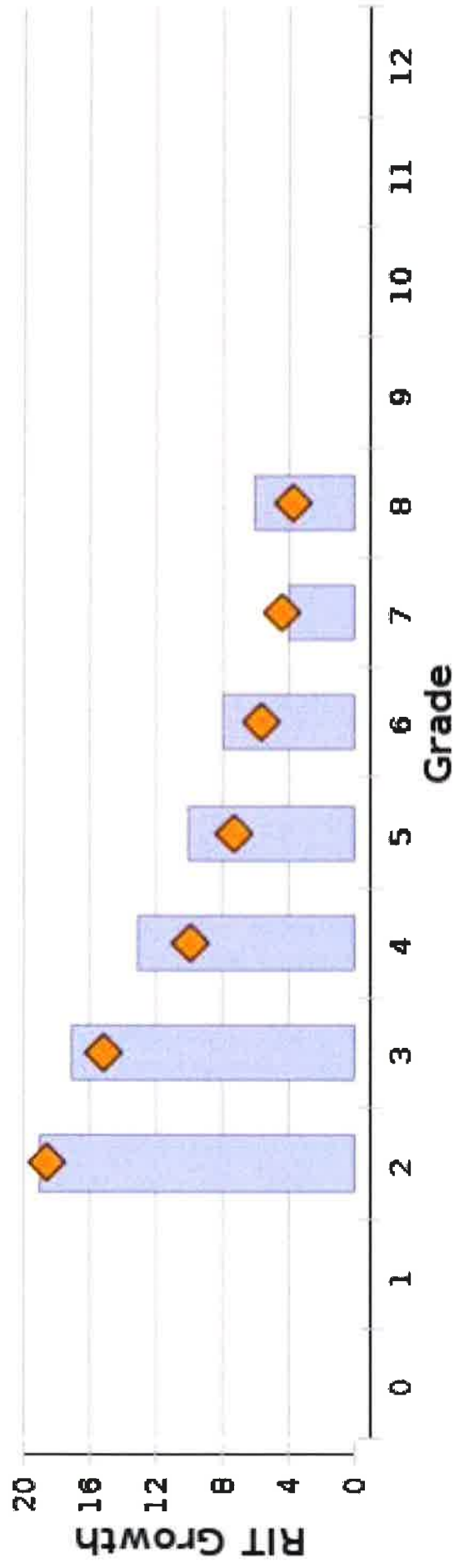


Cohort Analysis Reading: Student Growth Summary

	Avg. Projected Growth	Avg. Observed Growth	+/- Differential
Grade 2	18.6	19	+ .4
Grade 3	15.1	17	+1.9
Grade 4	9.9	13	+3.1
Grade 5	7.3	10	+2.7
Grade 6	5.6	8	+2.4
Grade 7	4.4	4	- 0.4
Grade 8	3.7	6	+2.3

Reading Student Growth Summary

Language Arts: Reading

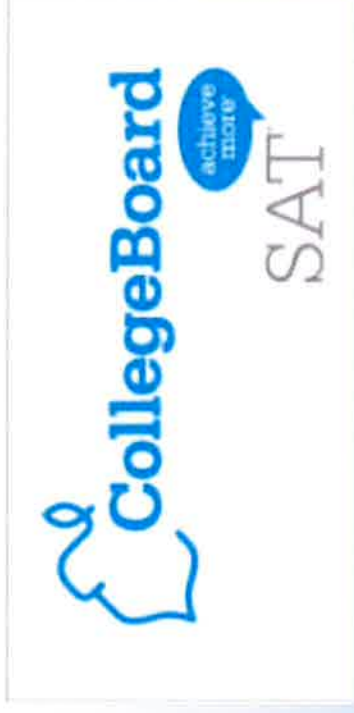


NWEA – Analysis & Next Steps

- Student math performance is lower than reading when comparing grade-on-grade and growth results, (NWEA math results are lower nationally).
- Student math growth from grades 2 to 3 is an outlier compared to other growth results, but still within the standard error.
 - *More challenging to engage in math instruction remotely, more challenging to address abstract skills in a remote environment.*
 - *Reading traditionally more widely supported at home.*
- **Continue to work closely with math and reading specialists as well as classroom teachers to identify specific skills that need to be addressed.**
- **Provide additional Tier II support where needed.**
- **Closely monitor and support full time distance learners.**
- **Closely review the performance of students piloting new math resources.**

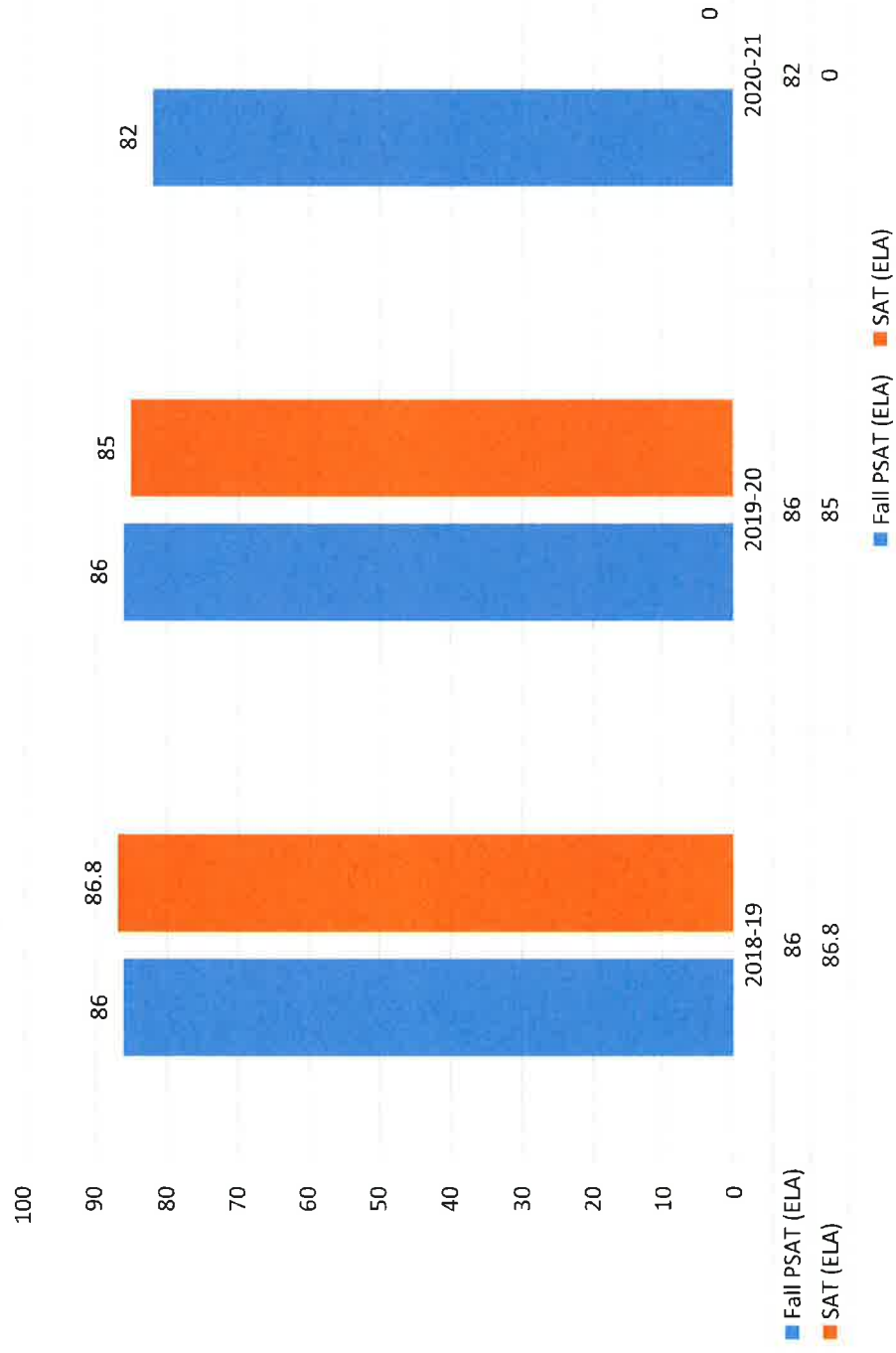
PSAT/SAT

- All students in 11th grade take the PSAT in October each year.
- Those same 11th graders take the SAT in March as well.
- The 2020 March SAT was postponed and instead administered to 12th graders in October of 2020.

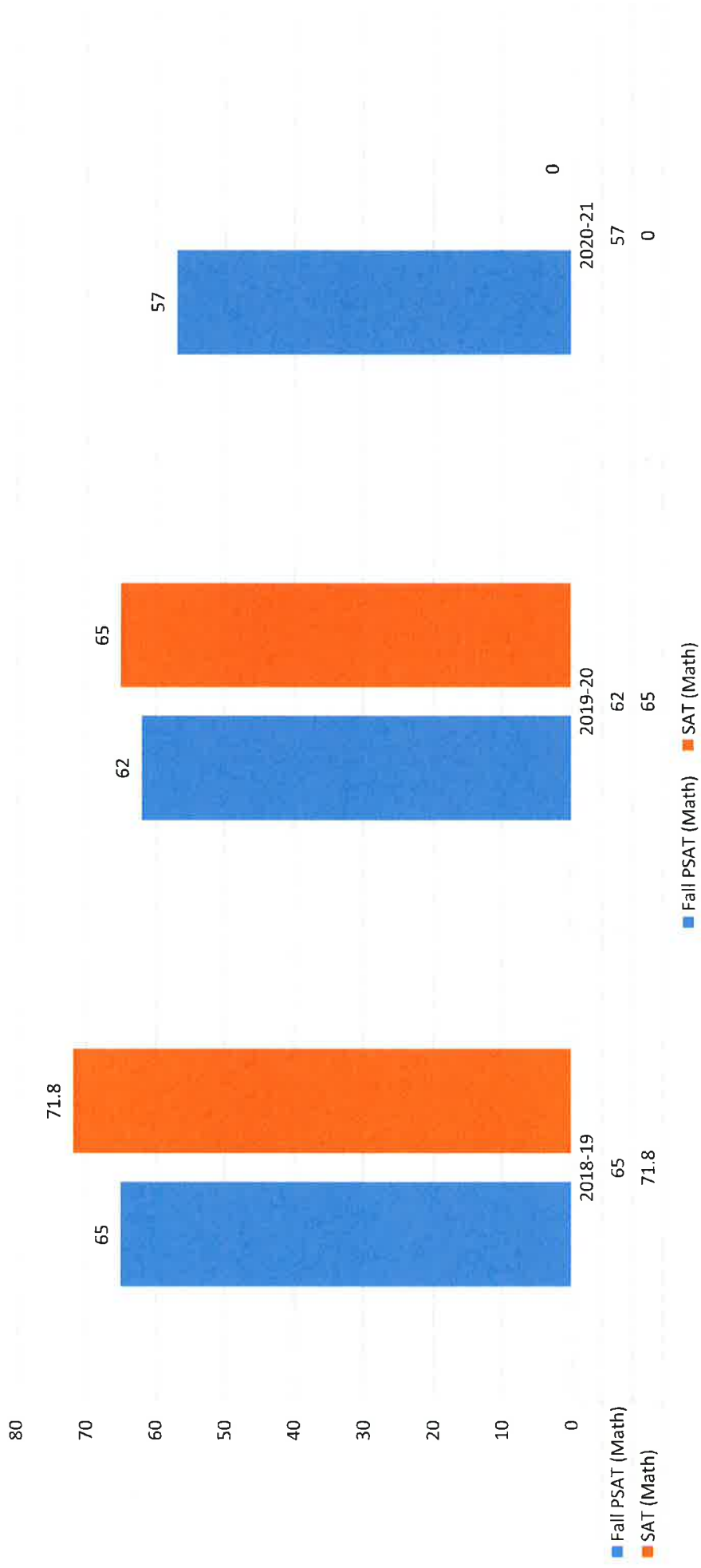


PSAT/SAT – ELA Scores 2018-2020

Percentage of Students Level 3 & 4

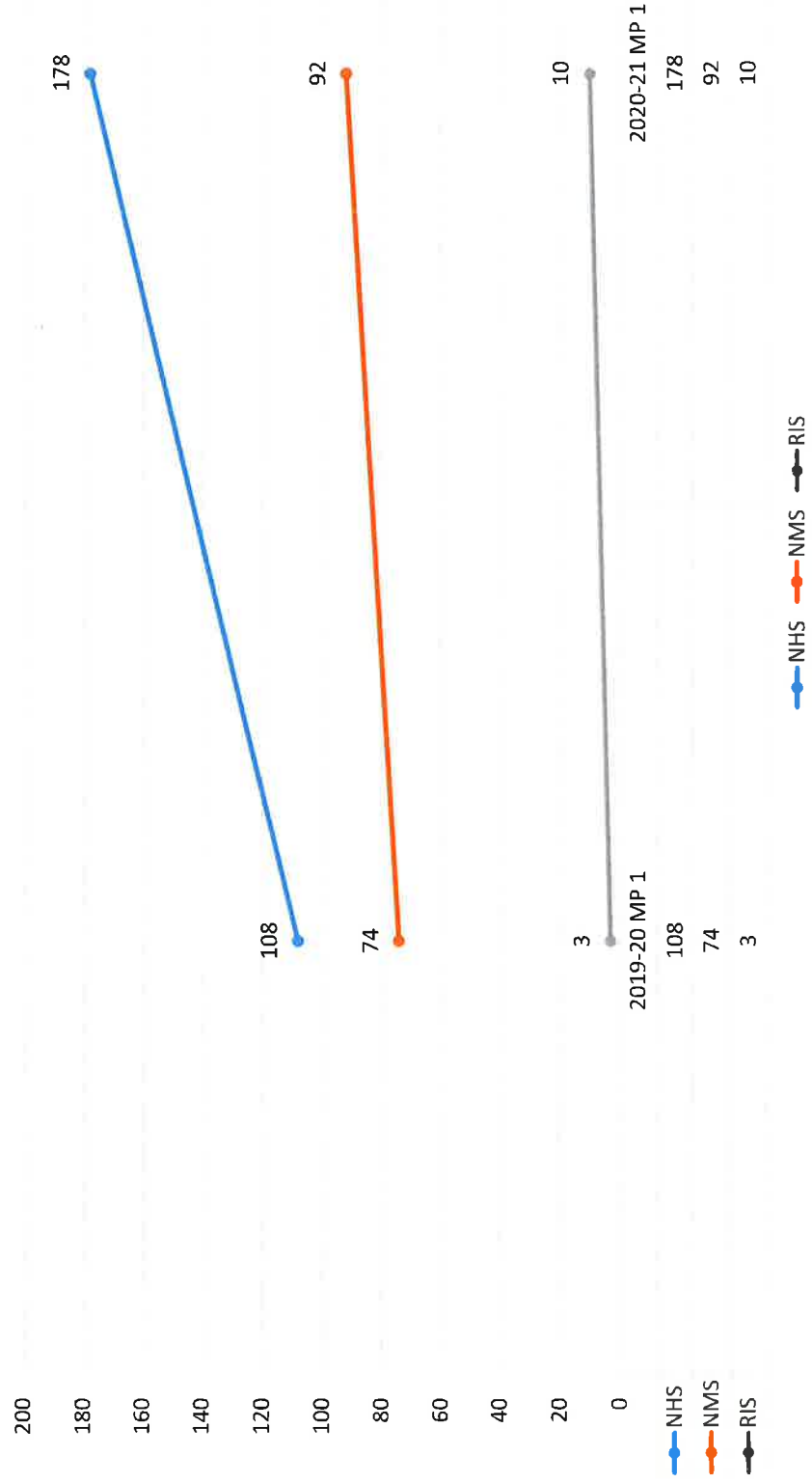


PSAT/SAT – Math Scores 2018-20 Percentage of Students Level 3 & 4



Number of students with one or more failing grades (below 65%) in the first marking period.

(1st Marking Period 2019 vs. 1st Marking Period 2020)



Grade Reports - Analysis

- Students in grades 7-12 have only experienced hybrid or fully remote learning environments.
- Students struggling with completion of assignments and with remote assessments.
- On-screen learning mindset significantly different from in-person learning.
- Students may perform well on state and large scale assessments such as NWEA and SAT but encounter more day-to-day learning challenges with hybrid and fully remote environments.

Feedback from K-6 Math Specialists

- Students are performing much better when in-person instruction occurs. When hybrid and remote occur, distance learning does hinder academic growth and progress.
- More students not doing as well on typical math topic/unit assessments this year. There is a lack of conceptual understanding in some areas as well as inconsistencies with student attention/focus when we are in hybrid and/or remote.
- ***We are seeing that some Distance Learners (Cohort D) who had not really struggled mathematically while in person last year are now being picked up for interventions and/or are struggling with the current concepts.***

Feedback from K-6 Reading Specialists

- We are seeing across the board a drop in reading fluency since we were remote in March. Dibels and DRA scores are lower than what a student may have scored on the NWEA, but we do not assess fluency on the NWEA.
- Most students were not reading aloud during distance learning and the remote learning environment does not open to the normal reading aloud and conversations between students that you would get during in-class instruction.
- ***Students perform significantly better when all-in. Engagement during distance learning is extremely difficult for elementary children.***
- Learning and teaching in person also has challenges due to safety protocols and changes to typical routines for meeting with small groups, partnerships, conferring and other best practices around teaching. However, students are more engaged, better prepared, and in an environment that allows for more consistent and effective hands on teaching, learning and feedback.

“Despite the uphill battle that has been ‘teaching and learning’ since last March, the children are making progress!! I applaud them, their teachers, their parents, and the district for all the creative and ‘out-of-the-box’ efforts it has taken to make instruction possible this year. It is a testament to the resiliency of this town.”

Questions/Comments



**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education virtual meeting held December 15, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary(absent)	T. Vadas
D. Leidlein	2 Staff
J. Vouros	1 Press
R. Harriman-Stites	Public by phone
D. Zukowski	

Mrs. Ku called the meeting to order at 7:01 p.m. and stated it was being recorded and being live streamed.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue spoke about celebrating our nurses because they have worked tirelessly advising parents, helping students, and have been a comfort to the entire school community. They are the true behind-the-scenes heroes. Anne Dalton our Nursing Supervisor has worked with Donna Culbert, Health Director, on contact tracing. She recognized Donna Culbert attending the meeting and thanked them all on behalf of the entire Newtown staff and schools.

Mrs. Ku also thanked them for their work keeping our schools safe.

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of December 1, 2020 and December 8, 2020 and the correspondence report. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 4 – Public Participation

Stephanie Strover, Possum Ridge Road, appreciates the teachers and nurse Maddie at Head O'Meadow. Staffing issues are preventing students from being in school and she feels we are over-quarantining our staff. She proposed the schools create a scientific advisory council to talk about the virus and evaluate how the CDC is implemented in our schools.

Liza Leuallen, 10 Wills Road, formerly Liza Mecca, thanked the teachers and staff and is concerned about social emotional learning. Decisions come with a price. There was no transparency in dealing with the staffing issue. Students need to be in school January 4.

Jen Larkin, 10 Marlin Road, thanked Dr. Rodrigue and the Board for returning to school in January. She is concerned with sub-par education. Students and parents are riddled with anxiety. In-person instruction provides the best education. She is sympathetic to the teachers but the model we are in is not sustainable and encouraged the opening of the buildings.

Jennifer Salinger, 68 Marlin Road, is a healthcare provider to Covid patients. The mitigation efforts and PPE works. There is data supporting that the children are safest in school and data should be used to support decisions.

Janet Guzma, 12 The Boulevard, thanked the teachers, administration and Dr. Rodrigue for taking time to meet with her and other parents on Friday. Her children often have anxiety over remote learning. Our schools have proven to be safe. It's imperative to be given a choice to send their children to school.

Item 5 – Presentations

Counseling Services and Support:

Dr. Rodrigue introduced Dr. Longobucco who will talk about the Kids in Crisis and Hope Squad at the high school and Bret Nichols who will talk about the K-12 counseling services.

Mr. Nichols spoke about this challenging time and that we are reaching out the students. He also reviewed his recent newsletter.

Mr. Delia asked what type of training helps them get ready to deal with this challenge the students are facing.

Mr. Nichols said he was a member of two different DRG groups to share professional development and feels we are ahead in a lot of ways in comparison to other districts.

Mr. Delia asked if there was anything he needs from the Board that isn't in the budget or something he didn't plan on to help support the children.

Mr. Nichols believes we have been supported and are meeting the needs but he appreciated the offer.

Dr. Longobucco spoke about Teen Talk which is a school-based mental health program that reaches students through individual counseling, group sessions, and presentations. The Hope Squad is a school-based peer-to-peer suicide prevention program to reduce youth suicide through education training and peer intervention.

Ms. Zukowski asked if they have spoken with Social Services and Youth and Family Services about leveraging that type of program.

Dr. Longobucco stated they work with those groups but wasn't sure they would use the Kids in Crisis program because it's a school based program.

Item 6 – Reports

Chair Report: The Legislative Council dates for the CIP are January 6 and 20. With this being the last meeting of the year, Mrs. Ku thanked the Board that works year round and the Superintendent and all of our staff during this incredibly challenging year for their pivot to a new learning environment. Thanks to Dr. Rodrigue for taking on the weight of running the district during a pandemic. She wished everyone a happy holiday and new year.

Superintendent's Report: Dr. Rodrigue noted that yesterday was the 12/14 anniversary and thanked the Matt Crebbin and the Interfaith Council for putting together a prerecorded service for staff which was truly appreciated. She started her day at Sandy Hook School but even eight years later it was very difficult. Our thoughts and prayers go out to the victim's families. PEAC subgroups are putting together a model for K-6 to work with peers. With snow coming we plan on a snow day on Thursday with no remote learning. We are close to our winter break and hopes everyone finds time to pause, take a breath, and enjoy their families.

Committee Reports:

Mrs. Harriman-Stites reported the Policy Committee was looking at personnel policies with the evaluation of coaches coming next.

Mr. Delia said the CIP Committee met. The Board of Finance expanded the Hawley project over three years.

Mr. Vouros reported that the Curriculum and Instruction Committee met with the principal of Newtown Middle School regarding their schedule change for next year. They will meet again on

December 22 to discuss the special education portion of the change. January 5 we will provide the Board with the complete change that will occur next year.

Ms. Zukowski said the Communications Committee met and hopes to get the next newsletter to the Board in January focusing on technology.

Student reports:

Mr. Jerfy reported that school has been tiring sitting in front of the screen but we do get some breaks. Clubs are going well and the National Honor Society is getting their events planned. We also had an event at Maplewood with Christmas caroling.

Ms. Clure focused on getting information on the arts in the high school. Choir and jazz band are having virtual practices, which is difficult. Regarding electives, ceramics and painting students have a day to pick up materials from school so they can work at home on their projects. Baking pastry and culinary can use their home kitchens. They can record themselves or send final project to their teachers. The NHS drama "A Wonderful Life" started filming this weekend with the performance on Saturday.

Financial Report:

MOTION: Mr. Delia moved that the Board of Education approve the financial report and transfers for the month ending November 30, 2020. Mrs. Harriman-Stites seconded.

Mr. Delia noted that Covid expenses are over \$1.5M but our budget doesn't show a deficit for that amount. The community needs to understand that money budgeted has not been sent but the strain is there. We are in the red for technology by \$700,000 and there are significant expenses related to Covid.

Mrs. Vadas spoke about the Covid expenses document, the financial report, and the comparison of the lunch program from last year to this year.

Motion passes unanimously.

Item 7 – Old Business

COVID-19 Update:

Lorrie sent a letter to staff and parents for our plan to return in full on January 4. We will continue to review our classroom space and lunch distribution. All of the prep time for teachers is equitable. In the last week parents and community members were starting to get applications to help as substitutes. We have to make sure we don't compromise safety. Data shows there is no spread in schools. We worked with Donna Culbert and Anne Dalton and feel confident that we can come back and be able to manage with staffing and social distancing to ensure safety. The flexibility of keeping students home is still in place.

Mrs. Culbert stated that regarding students coming back in January, students in person in school is a safe environment. We will continue to run into cases where we will have to quarantine. The nurses and teachers the first part of the year worked well in contact tracing. She wants everyone to be prepared because we have seen cases rise but it will have an impact on school. We may not peak until mid-January so we need to be prepared. What people are willing to do and not do is based on human behavior. She is confident because we have a good team and excellent system.

Mrs. Ku appreciates all that Mrs. Culbert has been doing with Anne Dalton and Dr. Rodrigue regarding information from the State.

Mrs. Leidlein asked how it is determined when a faculty member needs to quarantine.

Mrs. Culbert said we look at their environment and if they have been 6 feet apart and less than 15 minutes and the level of activity between student or other staff member. We need to rely on the adults for this information as they are the guardians of the students when in school.

Mrs. Leidlein asked if an exposure happens outside the school, who makes the decision to quarantine.

Mrs. Culbert said she would make the decision to quarantine when exposed to a case.

Mr. Delia wanted to know how many substitutes we need and do we have a goal.

Dr. Rodrigue said we wanted 20 to start and have close to 11 now. It's hard to determine because we don't know what to expect in January. We are down 17% of staff and paras. The flexibility from the State has focused more on substitute teaching and not needing the two years of college but there is more to being a para. We have two that need waivers to sub. She thanked the parents and the community for stepping up to solve this problem.

Mrs. Harriman-Stites was concerned if our pay was competitive.

Dr. Rodrigue said we were at \$80 per day when she started, then it was increased to \$85 and now it is \$90 per day.

Mr. Delia asked if the Board had the authority to increase it and make it more appealing.

Dr. Rodrigue said we still have time and thinks we'll be okay but an increase in the pay could help us but was not convinced it was just the pay. Every district was looking for staff so the competition was greater. We aren't alone with this issue.

Mr. Vouros agreed to revisit the amount of money we pay substitutes. We are not nearly as competitive as we should be and we don't have the ability to attract substitutes.

Mr. Delia asked who makes the decision to raise the substitute pay.

Dr. Rodrigue said we've done that in the past. We just looked at it again and we are competitive. She thinks it's a combination of things.

Mrs. Ku asked to bring information on subs and the shortage and comparison of what we are paying compared to other districts.

Dr. Rodrigue said we have gone to teachers when we don't have enough subs to cover classes and our teachers give up their prep time to help with coverage.

Dr. Longobucco stated that it's always harder to get subs at the high school level. Our staff stepped up during their prep periods which are longer this year. The extra building subs also help.

Dr. Rodrigue said we anticipated this happening so we added additional building subs at every level and still there was an issue.

Mr. Vouros said the block scheduling works at the middle school and the high school but at the lower levels the teachers don't have time to cover other classes. In those buildings the sub situation is very problematic.

Mr. Delia asked if we can get data on the impact on learning and how the students are doing.

Dr. Rodrigue said that was planned for the next meeting.

Mr. Delia is significantly concerned about student's well-being and mental health. He thought we should bring in more counselors as a Covid-related expense.

Mrs. Ku asked how we were ensuring that students are learning in this environment.

Dr. Rodrigue stated that we will look at that once everyone is back from the holidays. It's important to wait until everyone is back in full.

Mrs. Harriman-Stites felt we need to look at psychologists and social workers and the special education department to fill in the gaps during the time we've lost.

Mr. Delia said it was critical for us to use the data and try to anticipate what is coming. He appreciates opening up the schools in January and thanked Dr. Rodrigue for that decision.

Conversations on Race Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the Conversations on Race curriculum. Mrs. Harriman-Stites seconded.

Mr. Delia was in full support of this except for the movie which has a lot of significant strong language and wanted to state that for the record.

Motion passes unanimously.

Policy 5145.5 Sexual Discrimination and Sexual Harassment

MOTION: Mr. Delia moved that the Board of Education approve Policy 5145.5 Sexual Discrimination and Sexual Harassment. Mrs. Harriman-Stites seconded.

Mrs. Harriman-Stites said a couple of issues were brought up and changes were made in the definition of sexual discrimination and the procedure on page "b" so it has similar language that's in the racial harassment policy.

Ms. Zukowski said the racial harassment policy has a requirement for the Board to hear summaries of reports and it might make sense to have it in the sexual harassment policy too.

MOTION: Ms. Zukowski moved to amend the motion to add the language "A summary of all such incidents and their dates of resolutions shall be included in the annual report required as outlined in Policy 0523" as the second paragraph of the Procedure section.

Mrs. Harriman-Stites would like to here if Dr. Rodrigue would be able to furnish this.
Dr. Rodrigue said she would.

Vote on amendment: Motion passes unanimously.

Vote on amended policy: Motion passes unanimously.

Policy 5145.6 Student Grievance Procedures (Title IX)

MOTION: Mr. Delia moved that the Board of Education approve Policy 5145.6 Student Grievance Procedures (Title IX) Mrs. Harriman-Stites seconded.

Motion Passes unanimously.

Item 8 – New Business

Mrs. Ku stated that the Charter Revision Commission is being reviewed by the Legislative Council and she suggests we use the same format and bring any suggestions. Their next meeting is January 15 but we would need this by our January 5 meeting. Five items she thought for possible discussion are the Non-lapsing Account, the appropriations process, the Board of Education being defined as a department, the Board of Education election process and balance of political parties, and the date for the referendum.

Ms. Zukowski volunteered to work with someone on this.

Mrs. Ku asked for thoughts to be emailed to her and she and Ms. Zukowski would refine the list.

2021 Board of Education Committees:

Mrs. Ku said this is consistent with our Policy 9130 to vote on the establishment of the committees.

MOTION: Mr. Delia moved that the Board of Education approve the 2021 Board of Education Committees. Mrs. Harriman-Stites seconded.

Ms. Zukowski asked if it would be possible to create an acronym for a short name for the CIP/ Facilities/ Finance Committee to be called CFF. The short name we are using is CIP which gives more weight to CIP than to facilities and finance.

MOTION: Ms. Zukowski moved to append the title CIP/Facilities/Finance Committee to (CFF). Mr. Delia seconded. Motion passes unanimously.

Main motion passes unanimously.

Item 9 – Public Participation

Lisa St. Louis, 137 Currituck Road, said the distance learning has been stressful for her children and asked why there was such a discrepancy with staffing here compared to other districts. The process for quarantining has been concerning and reckless with 85 students quarantined for possible exposure to a coach at an outside event and a PSAT class quarantined because one had it.

MOTION: Mr. Delia moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:54 p.m.

Respectfully submitted:

Michelle Ku
Chair