

WATERBURY BOARD OF EDUCATION
MINUTES ~ REGULAR MEETING
Thursday, September 17, 2020 at 6:30 p.m.
Virtual Meeting via ZOOM and Teleconference

In an effort to adhere to social distancing guidelines, this meeting will be held without normal in-person public access. However, the meeting will be broadcasted live on the City of Waterbury's Government Access Channel (Comcast 96, Frontier 6096), streamed live at <https://youtu.be/ZDe40s1f5q0>, or listened to via teleconference by calling 1-701-802-5303 with access code 7755337.

PRESENT: Commissioners Brown, Harvey, Hernandez, Orso, Serrano-Adorno, Stango, Sweeney, Jason Van Stone (7:20 p.m.), and Tom Van Stone.

ABSENT: President Pagano.

ALSO PRESENT: Superintendent Verna D. Ruffin, Chief Financial Officer Doreen Biolo, Assistant Superintendent Noreen Buckley, Chief Operating Officer William Clark, Assistant Superintendent Janice Epperson, Chief Academic Officer Darren Schwartz, Attorney Tara Shaw, and Director of Communications Sujata Wycoff.

STUDENT REPRESENTATIVES: None.

1. SILENT PRAYER

Vice President Harvey called the meeting to order at 6:33 p.m. with a moment of silence.

SUPERINTENDENT: In our moment of silence, a prayer for Commissioner Pagano whose Aunt passed away this afternoon. So let's remember her in our prayers and Commissioner Pagano and his family during this time of loss. Additionally in our moment of silence for tonight, let us remember former members of the Waterbury Public Schools education community who have passed away:

- *Imelda "Mel" Wallace: retired secretary at Driggs Elementary School, passed away on August 21, 2020.*
- *Joan Mancini: retired food service worker at Carrington Elementary School, passed away on August 23, 2020.*
- *Raymond Andro: former special education teacher, passed away on August 26, 2020*
- *Antoinette DeSantis: retired office aide at Hopeville Elementary School, passed away on September 10, 2020.*

Let us remember and recognize the service, dedication and passion both to the students of Waterbury and those they cared for this evening.

2. PLEDGE OF ALLEGIANCE TO THE FLAG

The Board proceeded with the Pledge of Allegiance to the Flag.

3. ROLL CALL

CLERK: Commissioner Brown.

BROWN: Here.

CLERK: Vice President Harvey.

HARVEY: Here.

CLERK: Commissioner Hernandez.

HERNANDEZ: Here.

CLERK: Commissioner Orso.

ORSO: Here.

CLERK: Commissioner Serrano-Adorno.

SERRANO-ADORNO: Here.

CLERK: Commissioner Stango.

STANGO: Here.

CLERK: Commissioner Sweeney.

SWEENEY: Here.

CLERK: Commissioner Jason Van Stone (arrived at 7:20 p.m.) Commissioner Tom Van Stone.

T. VAN STONE: Present.

CLERK: President Pagano (absent)

4. COMMUNICATIONS

Upon a motion by Commissioner Sweeney and duly seconded by Commissioner Serrano-Adorno, it was voted unanimously to receive and place on file communications as listed:

- a) Email communication dated August 21, 2020 from CAGE regarding Policy Highlights.
- b) Copy of communication dated August 21, 2020 from Civil Service certifying Sheila Langdon-Watton for the position of Interpreter for the Deaf and Hard of Hearing.
- c) Email notification regarding Department of Education's Annual Report submittal to the Mayor.
- d) Email communication dated September 1, 2020 from Margaret O'Brien regarding limited mental health staff.

- e) Email communication dated September 1, 2020 from Carol Meglio regarding cleaning supplies and Chromebooks.
- f) Email communication dated September 4, 2020 from CABE regarding Policy Highlights.
- g) Email communication dated September 9, 2020 from Akieva Heath regarding homeschooling.

HARVEY: Discussion? All those in favor, opposed, motion passes.

5. APPROVAL OF MINUTES

Upon a motion by Commissioner Hernandez and duly seconded by Commissioner Serrano-Adorno, it was voted unanimously to approve the minutes of the Workshop of August 12, 2020, Special Meeting of August 12, 2020, Regular Meeting of August 20, 2020, and Workshop of September 3, 2020.

HARVEY: Any discussion? All those in favor, opposed, motion passes.

6. PUBLIC ADDRESSES THE BOARD

There were no public speakers.

7. SUPERINTENDENT'S ANNOUNCEMENTS

SUPERINTENDENT: My announcements this evening are going to be brief. We successfully opened school on September the 8th with an anticipated 40% of our students returning in person and approximately 60% of our students on the virtual academy. We have sent updates to the Board members as well as to our Mayor almost daily, sometimes multiple times daily, to share with everyone how the progress was moving along. We did experience some glitches with the, to the Google Classroom. Many of those issues have been resolved at this time. Most of the issues were also because people have either forgotten a password or because computers were distributed to the high school students that were brand new computers, they needed to actually be logged on at the school site before taking the computers home. If someone did not do that then they were not able to log in at home. And so we repeatedly have shared information, helped people to log on. I do want to thank the numerous staff members, not only from our technology department who has worked tirelessly in getting that done but also the school staff who worked with assisting families and logging on. While we continue to experience some issues with that and I believe we're going to continue for about another week or so, still having some issues logging on, we also need to recognize the fact that we have approximately 19 to 20,000 people logging in to an online platform and utilizing computers where this is actually a very first time that has occurred. We're not minimizing that we're just simply saying that it's going to take an additional time of patience to get everyone to not only log on but also established the protocols for the effective use of the computers.

I am very pleased to say that on the very first week of school however that I had an opportunity to visit schools to see teachers and students returning, staff returning, and saw some really exciting things where teachers were connecting with their students in person, very small attendance within the classrooms but also in attendance virtually, and had the opportunity to say hello to not only the students in person but also the students who were enjoying their lessons virtually as well. We expect to continue moving forward in that direction. We have additional computers that have been ordered that we anticipate a delivery in October. We understand that the availability of computers in August and even early September was not possible due to the number of computers that have been ordered throughout the nation. But we do expect additional supplies coming in in October. We are not in jeopardy of running out of computers at this point however so that's good news, it's just simply an update to let the Board know that we are and have other computers that will be coming in. We'll use those computers to replace any computers that students are having issues with if they have either been broken or outlasted their longevity then we're going to replace those computers with new computers once that stock arrives sometime in October. We do have some computers that some technical issues, our technology staff has been working on that and we will continue to work and try to mitigate those as we know that because it is a tool it will always need some kind of repair or tweaking as we move forward. And we anticipate to add additional staff in the technology department. We have moved forward four additional staff members which will be a great help to Mr. Zhuta and his outstanding team, while we are pleased that we have added four additional staff it's still gonna be insufficient to handle the fleet of tools that we currently have and the ones that we anticipate purchasing. Because it's not only the technology, the computer itself that we expect that we're going to be moving forward with but also those tools that will allow teachers to enhance their teaching and learning and we expect that that's gonna help us and that we will need additional staff in the instructional technology department and the IT department. But we're very pleased with the four new ones that I certainly hope will be able to get on board this evening.

We have had reported cases of COVID positives. We have responded accordingly and notified the Board and notified the families as soon as those protocols were established. We had practice at several different scenarios and we were actually able to put those practices that were created jointly with the Health Department and Emergency Management Team from the City of Waterbury, our staff her, our COO Will Clark, as well as our Communications Director Sujata Wycoff and the Assistant Superintendents and we worked very closely with Human Capital as well depending on all the different contacts that needed to be made either because of contact tracing or because of notifications in a timely manner to ensure our families as well as our school families, school staff, were apprised of exactly what we were going to do in a situation where someone tested COVID. We currently have a situation that has required three different scenarios – one where a student or someone was tested positive for COVID and we were able to mitigate that by going through the procedures of self-isolation, the medical release before a person would return to school in person. We were able to utilize that practice as we discovered and we were notified that someone tested positive. We have in one scenario closed a classroom because of the contact tracing and because that was the right thing to do at that time for that classroom because there was very little to no contact with anyone else. We also had another situation where an entire grade level needed to be isolated which is ongoing now until Monday and that's because in some of our middle schools the sixth, seventh, and eighth graders can be isolated by wings so

that's why only a grade level was closed at that point, so we experienced that scenario. And then we experienced another scenario where the entire school was advised to close until such time as additional contact tracing could be conducted and then of course total cleaning of the school and disinfection of the school and then a return back on Monday with in-person instruction. We expect that we're going to continue to monitor this at a high level, that my staff and I are constantly aware and want to be apprised whenever someone tests positive or even if someone suspects that they are so that the appropriate testing can occur. We made it possible for people to know that there are two sites in the Waterbury area for rapid testing but we also are sensitive to the fact that sometimes the rapid testing might need to occur more than just one time because sometimes those positives or those false positives or false negatives do occur and we're aware of that so we do not act in haste, we are always cautious for safety and take that as a top priority for everyone. Additionally, we want to advise everyone to be aware that the cases of COVID are not caused because students are in school, that we have experienced larger numbers of people testing positive for COVID either due to other scenarios that might have occurred at home or community or just going out. So it's not a school, it's not a virus we are seeing a resurgence of because school is open, we expect that we're gonna see some additional cases of COVID but we want to remind everyone about all the cleaning protocols, all the safety protocols, about wearing masks. Not only wearing masks but being aware that while, we are still in a pandemic and so just dropping one's guard when you're with family or you're going out to restaurants or you're going out to have just a little recreation that we must be highly aware that this virus is not over and that it is not being caused at school but sometimes the situation occurs either because of a family outing or because of being out in the community or someone else from the home may have it. So there is no blame in this virus, there's just the fact that it still exists and that we must be highly sensitive of the fact it's not going away and we must have masks even if we are in close proximity to family members and we are trying to relax a little bit by being closer with family and friends. So it's not over. Protect one's self, have the mask, wear it, regardless of who you are meeting with, keep the social distancing. We find that that is the best way at this time that we know how to mitigate this COVID-19 situation. So if your people are going out of town please be very open about that, we want to know, we should know, and also share that with your immediate supervisor to take precautionary steps. It's not always a self-quarantine especially if it's not traveling from a red state, it's not a quarantine, but an awareness one must have that we are here not only to protect ourselves but to protect each other and that's what it's gonna require as we continue to navigate this pandemic. But we had a very successful school opening, we had some challenges with technology, we had very little challenges with transportation, those were mitigated very quickly. We had a very successful distribution of the meals; we're very pleased with our Food Service staff. We're serving a few more meals now and I think that will trickle in just a little bit more but it was a real challenge to work, how are we going to prepare the meals and distribute the meals for the students that are in person and then how are we gonna make certain that the meals for the students that are virtual are gonna have time to come in and collect their food while not missing instruction. And I think all of the departments have worked very well to make certain that we're coordinating that with our best efforts to make certain all of our children can eat, to eat.

Additionally we are pleased that our Maintainers have prepared our schools so they are ready for students. We have sufficient masks, most students and staff have their own masks but we do have supplies there. We do have schools that are not only disinfected

and cleaned on a continuum but we also have a team that comes in whenever there's even a slightest report that someone may have contracted COVID and they're taking care of that in a timely manner so I want to commend the staff for the amazing work that they've done and they continue to do. Everybody's vigilant, I don't believe we're operating in a whole element of fear but we have to recognize that that still exists and we want to . . . to know that we as a school system are taking it very seriously when it comes to safety, when it comes to health, when it comes to protocol and when it comes to notifying people of the facts, not rumors, but the facts, so that people could make the best decision for themselves and for their children and for their families.

At this point this is all that I have to report. I do have one additional piece is currently we are navigating how to effectively take attendance in this in-person and virtual world, and this is our second week of actually doing this. We estimate at this point that we have 10,172 students that are enrolled virtually and that we have approximately 7,573 students that are in person. And we continue to navigate the two different platforms to assure that we take attendance accurately. We also report to the State Department weekly and we want to continue to remind our families that we want and we encourage you to register and to attend pre-k, that our children are being well taken care of by some outstanding educators . . . we're still ready and available for you to register pre-k students because they too are such an integral part of the teaching and learning piece for families who feel comfortable with their students returning in pre-k, we're excited about that, but please don't forget to register and it's not too late to do so.

HARVEY: Thank you Dr. Ruffin. If you have questions please just kind of wave at me. Commissioner Tom Van Stone.

T. VAN STONE: Thank you Madam Vice President, through you, thank you Dr. Ruffin for that update on everything. I think the team is doing a wonderful job. I do have some concerns that I did email earlier in the week about the decorum with the virtual students and within the last 24 hours I now have concern with discipline. I'm not sure if you had the opportunity to see all my questions that I did ask in my email about decorum that has to do with how students are presenting themselves on camera, whether they're on camera or not, instances where teachers have told me there are notes, I guess they have like a sticky pad type of version of virtual, are being erased and then yesterday we actually, many of us received a video where students were both talking fairly derogative about a teacher, using language that certainly should not be used, so my concerns are there that, how do we police that, how do we get students, how to we get parents to understand that we have a decorum and a discipline that much like the classroom must be observed when we're doing virtual learning.

SUPERINTENDENT: Thank you Commissioner. I have not seen a large number of emails today, I will probably do that later on tonight but I am aware of a situation and more than one, where the student behaviors are totally inappropriate and we need to address it. I do want to share with everyone that the teacher has total control over that and what I mean by that is students can be blocked, students can be disciplined, and it's a different world because you have the in-person and you have the virtual, but they're the same guidelines and what is appropriate for in-person and virtual never changed. So the standards for student conduct haven't changed just because we have a virtual component of it. And a teacher does have control over it in terms of being able to block that student and prevent other students from having access or being subjected

to such filth. And I would say. Professionally speaking, it is our responsibility as teachers to make certain we don't just watch the inappropriate behavior, that we dismiss it immediately and follow the protocols just like we would in normal time by reporting it to the assistant principal and the principals who can then take some additional consequences. But the teacher themselves have full authority over that. The teacher can also eliminate that student's email access until such time that that behavior has been corrected. And when we were discussing whether students should have an email address or not have an email address, we had mixed views on whether some felt they should, some felt they should not, for this very reason. However, I don't believe that all students should be penalized because you have a few students who probably would have done that behavior whether they're in person or not. And so I think that the consequences need to be that if you're not going to use the access to virtual learning environment appropriately then it's going to be denied to you until such time as you and your parent have the opportunity to be able to understand what that decorum has to be in virtual or in person learning. But I want to be very clear because I did see the email that you're talking about but I do want you to know that that did not happen . . . , that teacher had total control over addressing that and so while it did go . . . it's still the teacher's control and it could have been stopped instantly and then reported to the principal because that's where the consequence is going to happen, at the school level. And I don't believe that a teacher and other children, other students, should be subjected to filth at all but I think that the teacher is going to have to really make certain that they discontinue that student's access until such time as the consequence is appropriately delivered.

I'm so glad that you brought that up because as a message to every single person who's utilizing the virtual learning which we all will and we all are, you don't have to sit there and record the filth, there are things we can do to stop it . . . then when you record it what you're doing is you're actually giving the platform for it and then you're subjecting everyone to it like everybody really needed to listen to that. And I don't believe that's appropriate either. And as educators I think we have a responsibility of knowing that we have a lot of power and teachers have total power in being able to say oh no, not in my class you're not, then you deal with it, there is such a thing as a verbal suspension and a virtual suspension, it still exists. And I think in some ways even more than before. I certainly don't want all of our students to be suspended but I don't believe the majority of ours students are doing that and I do believe that students have to be discerning in making certain that other students do not have access to their email address. So it's a different world that we have embarked on but with that comes some teaching and learning and mistakes at times but then you correct it and you make certain that you don't penalize everybody for the acts of those who are abusive.

T. VAN STONE: Thank you. Thank you Doctor, and if I may just follow-up quickly Madam Vice President, is, and that is my message, my message has always been back to teachers who may contact me directly for whatever reason, their first line of protocol is always going back to the school, discuss it, and those are the perfect answers and that's really what I wanted to hear. I wasn't sure how the system worked with teachers' capability to either mute or block or whatever their options are so I'm glad you brought that to our attention. And my message will always continue to be your first line of protocol is you're immediate administration. However, the email did come to us and I felt that it was only right that we forwarded it out and we asked some questions. I actually took everyone but the Board and yourself off the email when I replied, I did not

reply direct. So I appreciate the fact that this is how you want to handle it, I agree with it 100%, you know but if they do come to my attention I do feel an obligation to forward them to you for appropriate action. So thank you very much.

SUPERINTENDENT: Absolutely. But I'm not gonna listen to all of it. I will respond to it at the appropriate level but I don't want us to feel we have to listen to filth.

T. VAN STONE: I didn't listen to the whole thing either, I heard enough. Thank you Madam Vice President.

HARVEY: Okay, you're welcome Commissioner Van Stone. Commissioner Liz Brown.

BROWN: Dr. Ruffin, I just wanted to say I've heard from a lot of parents that they're loving the parent platform. They find it very informative and they're excited that they can get that information so quickly. So great job.

SUPERINTENDENT: Thank you Commissioner, ParentSquare has been a real asset for us.

HARVEY: Any other questions Commissioners? Thank you Dr. Ruffin.

8. PRESIDENT'S COMMENTS

HARVEY: I have no comments from the President. I did ask prior to our meeting but obviously he was busy. Dr. Ruffin, do we have a student representative yet?

SUPERINTENDENT: Not at this time. The student council and all of the various voting and everything will have to take place. We started school late, later than we typically do, so I would anticipate that by October we probably will have an update.

9. STUDENT REPRESENTATIVES' COMMENTS

There were no student representatives present.

HARVEY: Is there any item anyone wishes to remove from the Consent Calendar?

Vice President Harvey proceeded to read the Consent Calendar, items 10.1 through 10.6.

10. CONSENT CALENDAR

Upon a motion by Commissioner Hernandez and duly seconded by Commissioner Sweeney, it was voted unanimously to approve the Consent Calendar, items 10.1 through 10.6, as listed:

- 10.1 The Committee of the Whole recommends the Waterbury Board of Education approve a Connecticut Community Colleges College Facility Request/Reservation Agreement with Naugatuck Valley Community College (NVCC) for use of space for Waterbury's Transition Learning Center Program.

- 10.2 The Committee on Finance recommends the Waterbury Board of Education approve the 2020/2021 Special Education Rates as distributed and attached.
- 10.3 The Committee on Finance recommends the Waterbury Board of Education approve an Equipment Services Agreement with Riddell, Incorporated, for a three year period, to provide football helmet and equipment reconditioning and replacement services.
- 10.4 The Committee on Finance recommends the Waterbury Board of Education approve of the submission of the FY 2021 Alliance and Priority School District Grants as distributed and attached.
- 10.5 The Committee on Building and School Facilities recommends the Waterbury Board of Education approve the use of school facilities, at no charge, by the following school organizations and/or City departments:

GROUP	FACILITIES AND DATES/TIMES
Adult Education A. Musto	Kennedy rooms: September 21 – December 11, Mon. Thursday, 5:30 pm – 9:30 pm (Enrichment Program)
D. Basile Guidance D.H.	Wilby gym: Thurs., October 29, 8:00 am – 11:00 am (Annual Wilby College Fair)
*Pension & Benefits H. Boyd	Wilby - 10/5/20, Kennedy - 10/6/20, Crosby - 10/7/20, and Career Academy - 10/8/20, 1:00 – 4:00 pm, (Flu Clinic for city employees)

- 10.6 The Committee on Building and School Facilities recommends the Waterbury Board of Education approve the use of school facilities by outside organizations/groups and/or waiver requests.:

GROUP	FACILITIES AND DATES/TIMES
Sacred Heart HS M. Madden, A.D.	Kennedy pool: August 31 – November 15, 2020 Mon. - Fri. 4:30 - 6:30 pm and Sat. 8:00 - 10:00 am, (girls swim program)

HARVEY: Any discussion? All those in favor indicate by saying aye. Any opposition?
Motion passes.

11. ITEMS REMOVED FROM CONSENT

There were no items removed from the Consent Calendar.

12. COMMITTEE ON POLICY & LEGISLATION

- 12.1 Upon a motion by Commissioner Sweeney and duly seconded by Commissioner Brown, it was voted unanimously to approve the new Policy C-01, Policy Concerning the Use of Face Masks/Coverings, as distributed and attached.

HARVEY: Discussion?

SWEENEY: Attorney Tara Shaw is here with us tonight in order to go through this. This did not go through Committee, it did not go through a workshop, and Tara is going to give us some of the background that brought this forward.

ATTORNEY SHAW: The Board at this point does not have a formal written face mask/face covering policy but had been previously relying on and referring to Governor Lamont's Executive Orders 7bb and 7nnn, both of which required face coverings as well as the recommended guidance from the CDC, the Department of Public Health, and thereafter the State Department of Education in its reopen documents. However on August 31 the State Department of Education issued interim guidance regarding the use of face coverings in school during COVID-19. That guidance is set forth in Addendum 11 and there's a link in the legal reference list at the end of the proposed policy that you have before you. Much of the guidance in Addendum 11 restated the State Department of Education's earlier guidance regarding mask wearing by staff, students, and visitors. However Addendum 11 also included guidance that school districts should develop specific board approved policies regarding mask wearing in schools including what types of exemptions schools would consider acceptable in order to exempt mask wearing in school buildings. I believe that's on the second page of Addendum 11. And given that the district doesn't have a current Board policy, we needed to draft one. In addition I've been made aware, and that's sort of how this began, I've also been made aware of a number of issues that have risen up as a result of related staff issues or student issues regarding the wearing of face masks, issues that have come up through the Human Capital department and issues that have come up in the school buildings and have reached Central Office. Having a policy that clearly articulates the rules and the parameters of mask wearing exemptions facilitates a uniform guidance and creates a reference document for communicating expectations to staff, students, and visitors within our school buildings. I started by canvassing other school districts, other municipal boards of education, looked at their policies and I also looked at an available CABA template policy. In drafting the policy in front of you I was mindful of the very programming offered in Waterbury, the behavioral programs, the specialized programs, some of the unique challenges Waterbury faces, and the seemingly constant changes with respect to the COVID related guidance and the legal implications of course of certain . . . and exemptions to mask wearing in schools. And so if you've had an opportunity to review the proposed policy I'd certainly be able to answer any questions.

HARVEY: Are there any questions? Commissioner Orso.

ORSO: This might be a ridiculous question but I'm assuming that the school system is exempt from the fines that Governor Lamont has imposed on people who are not wearing masks.

ATTORNEY SHAW: I don't think specifically they've been exempt however, the other related guidance across the State including the State Department of Education exemptions that they have set forth which are limited I think would certainly run afoul of any fines that would be assessed for the failure to wear facemasks.

HARVEY: Any other questions? Commissioner Brown.

BROWN: Good evening Tara, I was just wondering what, building on what Commissioner Orso said, is there a protocol for say somebody does come in the building without a mask, do we just ask them to leave the building or put a mask on? How do we deal with that?

ATTORNEY SHAW: I think people would not be allowed into the building without a mask but for very narrow exemptions which have medical documentation to establish the inability to wear a mask.

BROWN: Okay, thank you.

HARVEY: Any other questions? All those in favor indicate by saying aye. Any opposition? Motion passes.

12.2 Upon a motion by Commissioner Sweeney and duly seconded by Commissioner Brown, it was voted, with Commissioners Brown, Jason Van Stone, and Tom Van Stone voting “no”, to approve the new Policy C-02, COVID Grading School Year 2020/2021, as distributed and attached.

HARVEY: Discussion? Commissioner Sweeney.

SWEENEY: This was drafted, it went through the Policy Committee but there was concern to make sure that since it was a grading policy that all the Commissioners understood what's transpiring here. So Darren Schwartz is here and available and he will do a small presentation on how this came about and be available for questions.

SCHWARTZ: Thank you. I just prepared a few remarks as it's difficult to give a whole presentation in the current situation and I'll be here to answer questions as Commissioner Sweeney alluded to. So everyone here knows that the use of grades integral to our education system, determining whether students advance to the next grade or in a place on the honor roll or graduate. *Education Week* actually said that grading is one of the most sacred traditions in American education, the practice that has acquired an almost cult like importance in American schools. So I don't take the grading policy lightly but with that in mind I come to the Board and ask you to review the current grading formula and scale. The proposed policy tonight is for the duration of the 2020/2021 school year only. As you recall last year we had a pass/fail policy due to the closure of our schools in response to COVID-19. The pandemic is still very much here, as we all know, and we have seen this week closure of grade levels and even a school here in Waterbury. In addition although assignments are being asked to be turned into Google Classroom right now, many students are still receiving devices across the district. But one thing for sure is that this pandemic has forced us to be flexible with our thinking and to live with constant uncertainty. There are days when wireless can be spotty, Google may be slow due to the servers, passwords are forgotten, virtual students may lose power thus lose access to their teachers that day. Families are being quarantined still, loved ones are still contracting the virus, housing and food insecurities still exist, all factors that are beyond the students' control that impact their grades. So many of the Commissioners wanted me to go into little bit about the 75/25 split but also the low grade of being a 50 due to the current environment. The effect of a zero on a student's final grade can be dramatic. The difference between a "D" representing very poor work and a zero is 65 points in the district. The difference

between a “D” and an “A” representing excellent work is 30 points. The zero as it stands right now has a disproportionate impact than any other grade on our scale. You may feel that students that fail to turn in assignments or complete them should face negative consequences for their behavior. Some students receive a zero sometimes as a form of punishment for inadequate effort or poor performance. However assigning zeros is not an effective response to poor academic performance or lack of effort. There is not a single study that supports the use of low grades or marks as a punishment that motivates students. Grading needs to be fair and equitable. The Board passed an equity policy last year to insure that all policies passed are passed with an equity lens and is fair for all children. The proposed policy tonight will not impact our highest achieving students. We are not changing the QPR scale, it’s not going to change class rank, it will also not impact our lowest achievers as those who do not turn in assignments will still fail. I do believe it provides a safety net for those who may miss assignments or have a poor performance sometimes due to conditions outside of their control without demoralizing that student and creating a situation where it is impossible to make up from. Living in education with the current pandemic, the policy before you takes into account all of these factors into consideration 2020/2021 school year only. I’m happy to answer any questions that you may have.

HARVEY: Thank you very much. Commissioners, if you have questions raise your hand. I have Commissioner Tom Van Stone.

T. VAN STONE: Thank you Madam Vice President, through you. More a statement. That was amazing and passionate that we just heard from however it’s no different then it always is. We’re told the student population is receiving the Chromebook laptop, et cetera they need, that shouldn’t be an issue, at least that’s what we’re being told. We made offerings to get better Wi-Fi out to our students . . . an issue. Maybe it is on a daily basis. But giving a full blanket pass for not doing your assignments when you may have one day of no internet service is just that, a pass. We’re not doing our children a service. You know we’re trying to bill it as we’re doing them a service. We’re giving them a pass and we shouldn’t be doing that. It’s no different than every day in the classroom. If you have circumstances that you bring to your teacher whether it be a Wi-Fi in this case in these extraordinary times or personal issues, I would hope that that teacher gives you some grace period to get an assignment. We’re not talking about a report card grade, we’re talking about assignments. If I owe something on a Tuesday and I can’t do it until next Tuesday, I go talk to my teacher and I say can I have one more week to get it in. We’re creating excuses, excuses that we keep putting before our students and we’re telling them they can’t achieve on time and that’s not the message. The message should be you do your assignments, if they’re late, okay, maybe I get a 70 instead of an 80, but to tell every single student just go do whatever you want to do, don’t submit an assignment, we don’t care what you’re doing, you’ve got a 50. Wrong message. There is absolutely no way I can get behind saying this is better for our students. This is absolutely an excuse, it’s absolutely a free pass, and that’s not what we’re about. We want equity? You want to level the playing field? Give them a grace period, let them come back and show that they want to commit. I was committed to not voting for this last week and after I have seen the decorum and what students think of our virtual learning, I’m more committed to vote no on this. So it’s not a question, it’s a statement. We’re giving a full pass, total excuse, we’re telling our students and I don’t buy the thing about our top folks because you know what, they’re going to take a week, two, three weeks off, they’re take their 50, they know they’ll

regroup and they don't even care, they don't care, because we just gave them a free pass. So this is a definite no for me. I appreciate the passionate speech but I'm not buying, there's no way we should stop at a 50. Thank you Madam Vice President.

HARVEY: Thank you Commissioner. Are there any other comments? Commissioner Brown and then Commissioner Orso.

BROWN: I have another concern, I guess having taught school for many years myself, I know that people, teachers give assignments on different levels; there's assignments and then there's assignments. I'm not sure that giving 75% weight to assignments is really an accurate measure of student performance. I mean some teachers could just say we'll here's a multiple choice paper, this is your assignment. I'm just wondering how are we handling the broad range of assignments that teachers do give to their kids and sometimes it does not translate into the assessments. So I guess, I have concerns about this whole 75/25, I just don't know how we take into consideration the ways teachers give assignments. Some are very easy, some are very stringent. So how is that going to be taken into consideration to make this work?

SCHWARTZ: The current policy has for elementary students 85% content knowledge, 5% homework, 10% classwork and participation. So I think your question could be asked for the current policy that we have. I don't think there's a difference between what, if the teachers are not providing students with appropriate assignments, that's more of a building administration conversation with the teacher, if they're not providing it but the, if you notice the language that is used here, assignments aligned to the standards, so the assignments have to be aligned to the standards of the current grade level and that was purposeful language because we don't want something, I think to your point Commissioner, maybe like a crossword puzzle for kids to fill out, considered an assignment. We want assignments in content knowledge and if students are mastering content knowledge along the way it actually reduces the need to heavily weight an assessment because it's how students are performing along the way. I just want to remind Commissioners as well that content standards are based on end of year expectations and so them mastering of those expectations don't happen right away for students. Fourth grade content grade level standards are for the end of fourth grade so it takes students awhile to get there to master it, and so, typically a year, so less student performance on aligned standards in the discussion I've had with principals and educators that talk to me about this policy that I worked with, felt pretty strongly in the current environment that if assignments are aligned to the standards that would be a pretty good ratio considering the current ratios we have in our policies.

BROWN: Okay. Thank you for that explanation. So just to clarify, so the assignments are then followed up with the assessments based on these assignments?

SCHWARTZ: Yes, typically the assignments are what we would call, well assessments could be formative as well and assignments are typically classwork assignments that are aligned to the standards, assessments could be something as small as what we would call a dipstick, like a little taste of how students are doing, five questions, formative assessment to large more comprehensive assessments. Could be group assessments, larger papers that are written for students. We recognize that mid-terms and finals would be very difficult in the situation, we heard that resoundingly from the high school administration and the educators that we were working with and that the

proctoring of those would be difficult and so those assessments along the way and those assignments along the way throughout the class become more and more important and it becomes essential that they are aligned to the standards so that we are not giving students grades on content that really isn't . . . grade level standard.

BROWN: Just one last question. So this will be, are we still going to be doing the report cards, quarterly report cards?

SCHWARTZ: Yes. Nothing else changes. Just before you tonight is the formula and the grading scale.

HARVEY: Thank you Commissioner Brown. Commissioner Orso.

ORSO: First of all congratulations Darren on your recent marriage. My question was going to explain the standards. You answered the question so thank you.

HARVEY: Charles Stango.

STANGO: I just have a concern more or less as an off shoot of this new policy and expectations of what we want and what the data will show as we move forward. I think that as we look at data for this year and next year that we have to report to the state I think we're gonna show that chronic absenteeism will shrink this year. I think that the graduation rate will go up this year. I think that out of school suspensions will go down this year. I think that bullying reports will go down this year. I believe that honor rolls will go up this year, more students on the honor roll. These are all good things; these are all good things that are an off-shoot from what we're doing here if we can find some light in what's happening, these are good things. But my concern is that when the state looks at these things I have listed that are improving then the following year they're going to say we're going to go back to regular, and we're gonna have, what we gained, we're gonna show loss, so that's gonna be reported. I just wanted, I wanted to comment on that as an off-shoot of what we're looking at. Thank you.

HARVEY: Are there any other comments? Commissioner Hernandez.

HERNANDEZ: So you are assuring us that all teachers are going to give assignments to school standards, across the board.

SCHWARTZ: I can assure you that that is the message. In terms of the enforcement of that it would come from the administration, I can't personally check to see if every teacher does it every day. But the expectation is and always have been, except where students have IEPs or other, something in their, 504, maybe not as much in terms of the standards, but the expectation is that standards are always taught to all students and I think to be honest the last five years the development of a lot of the new curriculums as Commissioner Van Stone as see go through, I can feel much more confident now saying it instead of five years ago or even three years ago, the material that teachers are working with now are standards aligned. And so that I can say more confidently now than I could of a few years ago. So yes, that is the message.

HERNANDEZ: Alright. And everyone knows the message.

SCHWARTZ: Everyone knows the message, the message will get repeated, but I also think that passing the policy will also help deliver the message as well because right now it is current policy to implement curriculum as written, which helps, but it would also be helpful to have language in there that backs us up as well.

HARVEY: Any further? Commissioner Orso.

ORSO: Hopefully, but theoretically, a vaccine and therapeutics are found in the next three or four months and students could safely come back to school in February/March, will this system go through the whole year? It won't change?

SCHWARTZ: You're quite an optimist, thank you for that. I think that if we could get students back in we could always revisit especially the floor, we can definitely revisit the 50 being the basement and the 75/25 split; that really would be up to the Board. So if we were coming back and the Board felt strongly we should revert back I think that rests on the Board of Education, not necessarily us. I think there's some things in the current policies if you really look at them closely in terms of classwork and participation and homework and what the research shows us is what's really best practices when it comes to grading we need to have a bigger conversation about this at some point in terms of what the original policy was. So for the current year you know this is the proposal, I would suggest if we make it all the way to April you mind as well stay with it for two more months for consistency for kids but I also think that at some point getting closer to those months we should have a bigger conversation about moving forward and what is best, what are the best grading practices, what is the best research behind grading, what are some other districts like Meriden have done, they've gone to a 50 grading policy before the pandemic actually based on their equity policy and they seem to be still doing well, they're one of the leaders in the state. So those are things that I think we can have conversations with as a Board. I don't think this is something that's a one-time discussion and it's gonna go away for a while.

HARVEY: All set. Commissioner Serrano-Adorno.

SERRANO-ADORNO: Hi. Thank you Darren. It's pretty much; well I have a statement and a question. I could see Tom's concern as far as some of the students either being late on assignments or stuff like that, I'm actually a stickler for a deadline, it teaches kids responsibility, eventually when they go to work or college there are deadlines, they got to go to work they got to be there at a certain time, so I think it does teach them more independent living skills but also with that said we got to take into consideration what may be going on in their homes. Someone could be sick, have the COVID, there's parents that are still working from home so they may have issue with their internet. I know I've received many complaints in regards to that. So we got to really take into consideration what's going on at the home that may not be permitting them to hand in their work on time. But with that said they should be able to reach out to their teacher in a respectable time, within 24 hours before it's due, try to make an arrangement with the teacher. So I do believe in the communication aspect so whether it's the student or the parent contacting the teachers I think that's important and that, and that, a week late, I mean obviously if they're sick they may take that time but I think that's up to the student and the teacher to discuss.

But Darren, my question, since everybody's concerned about the assignments being aligned with the standard, as far as the teacher evaluation are they going to be evaluated on virtual learning as well so that they can see how between the students and the teachers, how the interaction and the assessments or the assignments that are being done virtually?

SCHWARTZ: Thank you Commissioner. The teacher evaluation has changed slightly this year. I know that Dr. Epperson and Noreen discussed that with their group by now so it's slightly changed and I don't want to speak out of turn and I don't know if they want to jump I and talk a little bit about the teacher evaluation but it's not exactly like what is was in terms of when we were in school and you could do the formals, the informals, and the walkthroughs. I can tell you this that what we've done, I just sent it out actually yesterday morning we drafted off just a walkthrough protocol that we want to establish for the district to be able to do what we'd call best practices in a virtual classroom so when the administrator or supervisor or CAO or assistant superintendent or superintendent goes into a virtual classroom we have key . . . that we're looking for and that we're communicating that to the teachers as well saying best practices is you're doing these things while the virtual meet is on. So we're going to utilize our Google platform to be able to do those walkthroughs to assure quality during that time and I know that the assistant superintendents are encouraging their principals and the assistant principals to get into the classrooms and to learn about that. I think, just a small anecdote about that, I think that's how Lori Eldridge, Chase Elementary School Principal, found out this one teacher was doing this amazing thing and then sharing it with the rest of the staff. That's exactly what we're looking for. Because this is brand new, this is the biggest change I think we've asked educators to make in the history of education. So I think sharing those best practices just needs to continue. But in terms of the exact evaluation I don't know if Noreen or Dr. Epperson wants to join in or if that answers your question

SERRANO-ADORNO: That pretty much Darren answered my question, that's exactly what I was looking for because this is new to everybody. I just wanted to see if there was an administrator or an assistant superintendent that was overlooking some of the practices that are teachers are doing virtually and to give them feedback so that they know what it is they can improve upon. So you did answer the questions, it's okay, I just wanted to make sure in case if they were giving out those crossword puzzle assignments or something like that. So I do appreciate you guys just overlooking that and giving them some feedback. Thank you Madam Vice President.

HARVEY: You're welcome. Dr. Ruffin.

SUPERINTENDENT: Yes, I appreciate everyone's comments. I appreciate all of the various perspectives on it. I wanted to add to excellent presentation that Mr. Schwartz has shared with you so you can see kind of where my thought are in moving the district forward in years to come. Being a practitioner so many times you see students getting graded not on standards but they're given an assignment or they're given some work or they're given a test for that matter and then for whatever reasons the student hits a rock bottom grade in a very early part during the semester or during the beginning of the schools year and then that student has Fs and then the Fs are so low that no one could bring them up even if they made straight 100s. And that's not a really fair determination on assessment of what a student knows. All it tells you is that that student regardless of

how hard they work can never catch up. So it's not really a measure of what a student knows, it's just a measure of the fact the student can't bring up a 3 or a 30 and in all reality an F is an F is an F because when you add them up on a four-point grading system an F is an F is an F whether it's a 50 or a 30. What that 50 does however, it's still a failing grade, but it does allow an opportunity for a student who either gets back on track and demonstrates that they've mastered the skills and the standards to be able to say this is what I've learned and this is what I've learned and while my GPA may not be the highest in the whole world, I can demonstrate that I've mastered standards and that helps me to be able to know I am not a failure after the first nine week's period, I can actually do something to recover myself. So that's how I view that 50. I'll also say this, in terms of the standards, I do believe this is a learning opportunity for the administrators as professional development and what I would have planned for the principals as well as for the leadership team is now that we're in this virtual and in-person learning environment let's really look at what the student work is. We actually started some of that work last year before COVID hit, we were looking at standards based instruction and standards based lessons and grade level lessons and what we determined was that a lot of work was being given to our students that was below grade level. Well that's not going to stop just because we say that it needs to stop. What's gonna stop it is when it becomes a practice, when it becomes a learning tool that we use throughout the district from the top leadership to in the classroom where students actually have work that is far below the grade level that is expected of them and that we can learn together about how to elevate that work so that it does make certain that students are all receiving quality work regardless of what school they attend across the district. So I see professional development opportunities here for not only this year but for years to come where we actually examine the work that's being given to students and we examine it for the grade level appropriateness as well as the rigor that's being assigned to students as well as making certain our classes across the spectrum whether they're classes that have been modified or classes that have been accelerated, that they truly are accelerated classes or that they're modified but they're not reduced to the point where it's just let's get the student to pass instead of let's make sure the student actually has learned the standard. And I think that's a shift, that's a shift in the work that we do, that means that everybody is learning across the district, it's not just what the teacher is doing but it's how do we learn together as a leadership team, as supervisors of content area, to make certain that we help people to define what is that quality work, that standards based. Now this is not a discussion for tonight and I don't mean to shock everybody by what I'm getting ready to say and I know Mr. Schwartz knows what I'm getting ready to say right now, but what I would like to see our district eventually move towards is standards based instruction and standards based grading especially for our elementary schools. That's why we see today students that are all passing yet they're all in remediation when they go to college. You know that doesn't make sense. They're all passing but we have a 30 when it comes to the state test. That's because we're really not teaching the standard and we're not really teaching it at the level that we expect all students to be getting top level mastery of the content. So I would like to see us move in that direction, it's not going to happen this year, but don't be surprised when you hear that conversation continue moving forward because if we really want to elevate the instructional design of Waterbury Public Schools we have to make certain that students are not just getting a good grade because they're doing something, they have to be doing the right thing and so a standards based assessment, a standards based report card, is where I would really like to see this going especially for elementary school. For middle school and high school, not right now, it becomes a

lot more challenging because people are into GPAs, most colleges look for some kind of GPA, they look for that in terms of college entry, so I'm not really looking at that like within the next few years for our secondary schools but I think that is a direction that we have to go if we're really serious about saying our students in Waterbury are really learning and not just passing. So I'm just gonna stop right there but that's where I would like to see this . . .

HARVEY: Okay, Dr. Ruffin. Any further discussion?

EPPERSON: Vice President, I just wanted to kind of touch on, Mr. Schwartz asked me to comment and I just wanted to tell the Board and to Commissioner Adorno that on August 11th the State issued the guidelines Flexibility for Teacher Evaluations and we can send that to you if you'd like. But part of the flexibilities included teacher evaluations and teachers being able to measure the social and emotional issues or concerns the students have and they're addressing in addition to student engagement so like Darren said it does look differently this year and it's very well spelled out and we can send that to you all if you didn't get that from the State.

HARVEY: Thank you Dr. Epperson. Commissioner Sweeney.

SWEENEY: Dr. Ruffin thank you for that explanation, some of that is where I was gonna go here. We have talked about standards based in the past prior to COVID and tossed that around a bit, never got into it too deep up to this point but this current, this policy that's being proposed is kind of dipping our toes in the water for that. So it's a good place to kind of see where that lands you know how are students receive it and how well it plays out for them but you know the goal here always no matter what the grading policy is is to make sure that students are learning the content, that regardless of how they put forward what they've learned; sometimes students take a test and it's not reflective of what they actually know. So it's standards based, we try to get a little deeper into what the child actually knows. So thank you for that explanation, I appreciate that. I will point out for the Board that the policy numbering on these is different – they're policy C-01 and policy C-02. So the first one the mask policy, this one the grading policy. That was intentional because these are, our expectation is COVID is going away sometime and that these would no longer be necessary policies as they stand. This is to make it easier to make changes to these without delving into a whole existing policy on grading and everything else. Our book actually has three different policies for each grade level so this will make it much easier. And, again, as Darren pointed, this is specifically noted for the 20/21 school year so come next year we would have to look at either continuing this or moving to something else.

HARVEY: Thank you Commissioner Sweeney. Any further discussion? We have a motion on the floor – all those in favor indicate by saying aye...

T. VAN STONE: Madam Vice President, I have a point of order I'd like to call.

HARVEY: Okay, we're in the middle of a motion. What is your point of order?

T. VAN STONE: I would like to know if Attorney Shaw is considered our parliamentarian because I would like to make a motion to actually remove this and take it under greater consideration by the Committee.

HARVEY: Okay. Attorney Shaw, are you still one?

ATTORNEY SHAW: I am still here, I'm sorry, Commissioner Van Stone, you're looking to...

T. VAN STONE: I'm looking for a parliamentary rule. I know your current position was initially was our parliamentarian that was on our Board years ago, I'm looking for a parliamentarian rule on whether I can remove this from the agenda for further consideration by the committee, the Committee on Policy.

ATTORNEY SHAW: I think it already has a recommendation from the Committee on Policy. It's come to the Board from the Committee on Policy so I don't think you can send it back there through the Board.

T. VAN STONE: Well I would like to make a motion then to remove this from the agenda because there are way too many questions. It did not come before the Board in a workshop setting. I think a number of Commissioners have questions on the implementation and I think a straight up vote that will most likely go to yes will not allow this entire Board to truly bring our concerns forward.

HARVEY: I'd like to mention also that we are in the middle of a vote. So...

T. VAN STONE: Which once again means if we vote yes those of the Commissioners on this Board that have concerns will probably be in the minority and it will go forward without this full Board ever being able to bring our concerns forward outside of comment. So you're telling me that we're gonna vote, it will go yes, and concerns of this Board will be ignored.

HARVEY: Attorney, if I could just interject, we went through a discussion and we are in the middle of a vote right now, so you know it is already in progress. I would advise, Attorney, you could correct me if I'm wrong, that you would vote no. And I understand your concern but I think we're past the time we could stop the vote.

T. VAN STONE: That would be saying that this went to a workshop to be discussed and vetted with other than five people on this Board moving it forward. And there are people on this Board that I know have great concern with this becoming policy. So I am vehemently in protest to this vote.

HARVEY: Understood. Attorney Shaw, did you have anything to say in that regard?

ATTORNEY SHAW: I don't, I think you're correct and that you're in the middle of a vote at this point.

HARVEY: Commissioner Van Stone, I fully understand but we are in, but we are in a middle of a vote and...

T. VAN STONE: So you're basically telling those of us who are not in agreement with this that we don't matter. That's what you're telling us?

HARVEY: Commissioner Van Stone, what I am saying is we had a full discussion, we had preparation prior to the meeting that this would come for discussion.

T. VAN STONE: What preparation prior to the meeting?

HARVEY: That we would be discussing it.

T. VAN STONE: There's no preparation for those of us who disagree.

BROWN: Point of order. I think the issue is that the time to make an amendment to, has passed, because we are in a middle of a vote. I would just say after the vote there's always the possibility to reconsider the vote, that's another parliamentary procedure that you may avail yourself of. Right now we're in the middle of a vote and there's no discussion, we're voting right now. So I would just say you need to move the question and get the vote going.

HARVEY: Thank you Commissioner Brown.

T. VAN STONE: Duly noted. There's no parliamentary procedure here. You guys are doing a dictatorship and I will duly note that and bring that forward.

HARVEY: Thank you. All those in favor indicate by saying aye. Any opposition?

T. VAN STONE: No

J. VAN STONE: No.

BROWN: No.

T. VAN STONE: I heard many no's; roll call vote please.

HARVEY: We have passed that.

T. VAN STONE: What is the count?

HARVEY: Carrie, we have two oppositions.

J. VAN STONE: I heard three no's, I was a no.

HARVEY: Point of order Commissioner, who else is in opposition.

BROWN: Liz

T. VAN STONE: I'm opposed.

HARVEY: Okay, Commissioner Tom Van Stone, Commissioner Jason Van Stone, and Commissioner Liz Brown. Anyone else? Motion passes.

T. VAN STONE: The norm, the norm.

13. SUPERINTENDENT’S NOTIFICATION TO THE BOARD

Upon a motion by Commissioner Orso and duly seconded by Commissioner Stango, it was voted unanimously to receive and place on file Superintendent’s Notification to the Board, items 13.1 through 13.4, as listed:

13.1 Grant funded appointments effective immediately:

- Cohen, Esther – Tutor/ Bais Yaakov, Part Time, \$25.00/hour, non-union, effective, 09/07/2020
- Cuevas, Nicole – Parent Liaison/Walsh, Part Time, \$15.12/hour, follows UPSEU, effective, 09/10/2020.
- Grenier, Anthony – Network Specialist/BOE IT, Full Time, \$19.00/hour, UPSEU, effective 9/17/2020.
- Levine, Nechama – Tutor/Bais Yaakov, Part Time, \$25.00/hour, non-union, effective 09/07/2020.
- Mendoza-Bonilla, Lissette – School Counselor/Adult Education, Part Time, \$33.00/hour, non-union, effective 8/27/2020.
- Rosser, Joseph – Network Specialist/BOE IT, Full Time, \$19.00/hour, UPSEU, effective 09/17/2020
- Wilkes-Looby, Lois – Assistant Tutor to the Homeless, Part Time, \$16.00/hour, non-union, effective 09/10/2020.
- Zhuta, Jeton – Network Specialist/BOE IT, Full Time, \$19.00/hour, UPSEU, effective 9/17/2020.

13.2 Teacher new hires:

Name		Position		Effective
Accomando	Taylor	Maloney	Pre-K	8/24/2020
Acosta	Elisia	Tinker	Gr 5	8/24/2020
Baechler	Stefanie	Washington/Regan	Art	8/24/2020
Ciarlo	Ashley	NEMS	Math	8/24/2020
Culver	Sarah	W. Cross/Annex	Art	8/24/2020
Dickinson	Rebecca	Wallace	English	8/24/2020
DiNicola	Deborah	Hopeville	Gr 1	8/24/2020
Donato	Chelsey	Wilby	Math	8/24/2020
Ey	Lauren	Duggan	Sped	8/24/2020
Fess	Michael	Kennedy	Social Studies	8/24/2020
Fox	Rachel	Wilby	English/LA	8/24/2020
Galanos	Eleni	Reed	Library Media	8/24/2020
Garcia	Ryan	North End	Social Studies	8/24/2020
Girolamo	Jamie	WAMS (HS)	Art	8/24/2020
Grosso	Nicolas	Enlighten	Phys Ed	8/24/2020
Hartzell	Esther	Career Academy	English	8/24/2020
Hebert	Rochelle	Rotella	Gr 2	8/24/2020
Hofler	Gregory	WAMS	Dance	8/24/2020
Hull	Deborah	Wilby	School Psych.	8/24/2020
Irizarry	Angelina	Kingsbury	Gr 3	8/24/2020
Kamradt	Anna	Academic Academy	ELA/SS Gr 5-6	8/24/2020

**Marquis	Hailey	Driggs	Gr 3	8/24/2020
Maunsell	Michael	Duggan	Math Gr 6-8	8/24/2020
Meringer	Cynthia	Wallace	Math Gr 8	8/24/2020
Moore	Megan	WAMS	Health/PE	8/24/2020
Nisbet	Grace	Wallace	Sped	8/24/2020
Nocera	Lauren	State Street	Sped GK-5	8/24/2020
Nott	Rachel	Wilson	Gr 5	8/24/2020
Patnaude	Nicholaus	Wilby	English	8/24/2020
Pelosi	Emily	Wallace	Math Gr 7	8/24/2020
Perkins	Ryan	North End	Eng/LA Gr 6	8/24/2020
Piccolo	Carla	Wilby	Sped	8/24/2020
Quinn	James	Carrington/Gilmartin	Tech Ed	8/24/2020
Reddinger	Megan	Sprague	Kindergarten	8/24/2020
Rosa	Christine	Sprague	Library Media	8/24/2020
Salinas	Reginald	West Side	Music	8/24/2020
Samaroo	David	Crosby	Phys Ed	8/24/2020
Santiago	Meagan	Tinker	Gr 3	8/24/2020
Shortt	Katia	Academic Academy	Science	8/24/2020
Sonleiter	Steven	Wilby	Tech Ed	8/24/2020
Spellman	Adriana	Wilson	Sped GK-5	8/24/2020
Spinella	Christine	Tinker	Gr 5	8/24/2020
Stokes	Blair	West Side	Science	8/24/2020
Torres	Lianne	Wallace	Math Gr 8	8/24/2020
Velleco	Jake	Bunker Hill	Sped	8/24/2020
Viegas	Stacy	Wilson	Art	8/24/2020
Wallace	Lisa	Driggs	ESL	8/24/2020
Webb	George	Career Academy	Counselor	8/24/2020

13.3 Resignations:

Augelli, Katie – Chase/Bunker Hill Math Coach, effective 08/31/2020.
 Baranowski, Judith – Chase/WCA Psychologist, effective 09/09/2020.
 Brown, Michelle – WAMS Theater, effective 09/11/2020.
 Comer, Sheryl – Bunker Hill Grade 2, effective 08/20/2020.
 Conner, Heather – Early Childhood Special Ed, effective 09/16/2020.
 Dudek, Caitlyn – NEMS ELA, effective 08/27/2020.
 Ensero, Caitlyn, - Duggan Kindergarten, effective 08/31/2020.
 Fernandez Troche, Arelys – Tinker Library Media, effective 08/19/2020.
 Gilligan, Amanda – W. Cross Grade 3, effective 08/20/2020.
 Goodman, Jillian – KHS English, effective 08/31/2020.
 Hanley, Jessica – Carrington Grade 4, effective 09/02/2020.
 Heavens, Andrew – Wilson Special Ed, effective 08/22/2020.
 Hewell-Walker, Kay-Ann – WCA Tech Ed, effective 08/21/2020.
 Kennedy, Lamar – WHS Special Ed, effective 08/25/2020.
 Kilroy, Cara – Annex PreK Special Ed, effective 08/21/2020.
 Mayoussier, Chase – WCA Social Studies, effective 08/20/2020.
 Mollengarden, Alex – Carrington Grade 5, effective 08/13/2020.
 Mowen, Bob – WHS Tech Ed, effective 08/31/2020.
 Nowak, Carolyn – Walsh Special Ed, effective 09/02/2020.

Ouellette, Michele – Sprague Art, effective 09/10/2020.
Perugini, Ellen – WCA Math, effective 08/23/2020.
Perugini, Maryellen – Maloney Special Ed, effective 08/20/2020.
Peterson, Jaime – WSMS Math, effective 08/27/2020.
Samuels, Anita – WHS Family Consumer Science, effective 09/24/2020.
Scarfone, Concetta – WMS Academic Academy, effective 08/21/2020.
Sideravage, Elizabeth – Sprague Grade 3, effective 08/27/2020.
Sonleiter, Steven – WHS Tech Ed, effective 09/01/2020.
Taher, Tanzina – NEMS Science, effective 09/02/2020.
Torres, Jessica – Regan Grade 1, effective 08/27/2020.

13.4 Retirements:

Carey, Sheila – Walsh Grade 5, effective 09/02/2020.
Diaz, Maria – Chase Bilingual, effective 09/04/2020.
Peck, Lori – WHS Vice Principal, effective 05/10/2021.

HARVEY: Discussion?

J. VAN STONE: I just had a question if I could Item 13.3, Doctor or anyone in the administration could answer, is this number of resignations kind of the average number for the beginning of a school year or is this an uptick higher than usual?

RUFFIN: I cannot answer that because I don't have a side by side of what happened last year at this time. I can get that answer for you but I do not have it tonight.

J. VAN STONE: Thank you. I guess my real question is does this many resignations this late into the summer, beginning of the school year, put you further behind the eight ball than you had expected and if so how are we mitigating that?

RUFFIN: Any time you've got this number of resignations when we're even close to school starting it places the district in jeopardy of not being able to have accurate staffing. What we've had to do is mitigate some of that especially in critically shortage areas like special education, is we've had to ask some of our teachers if they were willing to take additional blocks and teachers have risen up to that to assume the responsibility and commitment to do that. But yes, it jeopardizes the district when you have late resignations because the probability of being able to fill that many positions with the teaching pool that you need to get the job done at this time of the years is slim to none.

J. VAN STONE: Thank you for that info.

HARVEY: I believe we had a motion on the floor to receive and place on file Superintendent's Notification to the Board. All those in favor indicate by saying aye, any opposition? Motion passes.

Okay, Item 14 – Unfinished Business of Preceding Meeting Only. Tom Van Stone.

T. VAN STONE: Yes I, again, will bring about my objections to how we took this vote. The explanations, how we're going about this vote on grading is unacceptable and this

Board should be ashamed that we think we're doing the right thing for our students by accepting a no less than 50. Thank you.

ORSO: I have to comment Mr. Van Stone; I'm not ashamed of what I've just done...

HARVEY: Point of order, thank you Commissioner Orso, I understand. Any other comments? Item #15 – Other Unfinished, New, and Miscellaneous Business.
Commissioner Jason Van Stone.

J. VAN STONE: I guess my question, I'm sorry, I got stuck at work and was running late and I do apologize. I think we are all aware of some issues with especially the virtual setup, teachers' abilities to kind of run the virtual meetings and you know call and highlight certain students to speak or mute when they should be quiet. Have we worked at all to give teachers a little better control of the classroom in the virtual setting?

HARVEY: We did talk about that.

J. VAN STONE: Then I'll watch it tomorrow. As long as it was addressed.

SUPERINTENDENT: It was addressed and teachers rule Commissioner.

HARVEY: Thank you. Any other comments?

EXECUTIVE SESSION

Upon a motion by Commissioner Sweeney and duly seconded by Commissioner Brown, it was voted unanimously to recess into Executive Session at 7:58 p.m. for discussion concerning strategy and negotiations with respect to collective bargaining


Upon a motion by Commissioner Sweeney and duly seconded by Commissioner Hernandez, it was voted unanimously to return to the regular order of business at 8:53 p.m. with no votes taken.

Present: Commissioners Brown, Harvey, Hernandez, Orso, Serrano-Adorno, Stango, Sweeney, Jason Van Stone, and Tom Van Stone. Also present were Dr. Ruffin, Attorney Shaw, and Will Clark.

ADJOURNMENT

Upon a motion by Commissioner Sweeney and duly seconded by Commissioner J. Van Stone, it was voted unanimously to adjourn at 8:53 p.m.

ATTEST:



Carrie A. Swain, Clerk
Board of Education