

Lewiston-Porter Central School District  
Regular Board of Education Meeting 07.27.2020  
Transcript via Zoom Meeting

Danielle Mullen called the meeting to order with the Pledge of Allegiance and it was recited.

Mullen accepted the agenda, seconded by Orr

Mullen reviewed the upcoming meetings and reports; Administrative meetings were submitted.

Reopening Plan Dialogue from Dr. Grupka/Dr.Lyon/Mr.Casseri/BOE members:

We are going to shortly going to be working on a transparency report for our budget. In addition, you're going to see today we're going to go over the safety plans on the safety plan we're going to review the district safety training quickly during the regular meeting plans and then everything else is really good. We were forced to realign how we were going to approach learning at the third concept as a result of changing guidance on Wednesday.

The District emergency plan presentation. You've already been sent the district plan it's going to be posted online and almost nothing has changed from year to year, which is kind of interesting in light of everything that's going on in the world. But it shows that what was in the original plan really was viable not really detailed very general but the same procedures and practices will follow. The components of this plan are really team identification if there's a crisis that something happens who are the go-to people how does information disseminate. Then training drills and exercises if the plan goes over the required ones mandated how many you have at each building what type however you run implementation of school security. Early detection and violent behaviors that's kind of a little fact sheet. The hazard identification is where the plan gets really kind of complex when it goes into detail and what you would do in each one of those circumstances notification again would you notify in each instance. It's going to be different depending on what your hazard is so in one instance you might call department of health and I know you might have local police activation whose job is it to make the calls how does that get done and then coordination of resources adoption of this plan it's approved annually it has a 30-day open comment period for the public so this will be placed on our website and publicly have 30 days to submit comments one public hearing which is today and then it will be approved hopefully and posted on our website the bill now the district plan is a public docent so it remains on our website the building level plans which actually have schematics of the building will copy so changes for this year our Administrators names are updated and we added some programs that we purchased through the year for social and emotional programming and learning and those are really the only changes to this year's. What I did give you as a handout you'll see this it is the communicable disease. When I talk about the different hazards and the epidemic pandemic and I thought it would just be interesting to review these if you want to take as you have these in the docent but just so you see when we go through our plan for our re-entry plan that these do align with that and our procedures align with what we said we would do in our safety plan so that's really the only reason I handed these out to you so you can kind of see that this is a general view of what would happen when we get into our re-entry plan we're going to be much more specific questions for those that are new to this we work very closely with Paul Nowaka who is our safety person from BOCES and he really helps walk us through a lot of these so at a district level while our plan is unique to us it's not

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really, it's not it's not a lot different than other school districts because we would all do the same thing in different situations how far did we get with the so raptor we have at one building and quite frankly with all of the budget cuts we had this year we did not make it into the other programs this year that was a bit of a disappointment we are still keeping it and maintaining it at the middle school you know unfortunately all of our extra funds this year are going to be going towards buying other safety items for students related to the pandemic how did it work. I mean how is it working it's working well we haven't you know I mean the goal is you hope that you never really have to use it and I think we haven't had big instances where we've had to yet but it's you know it's working well people are coming in we have everything posted right at the door about what the procedure is so we haven't had too many questions or arguments about why I need to. It's been very good I think people are getting used to that just from seeing it in other places like hospitals and public buildings is it a student id or id for walking into the visitor it's part of our reopening and visitors are going to be very curtailed anyway right visitors are going to be pretty curtailed and they're going to have to do the survey we're going to have to have a temperature check we're suggesting that for most people if you don't need to be there if you don't matter if you don't need to be if you don't need a face-to-face meeting in most instances we're still going to test that another question thanks all right the administrators were working very closely with.

Last week retreat was largely precisely based on so this is the stakeholder so as you know this is the engagement of our community around as of two hesitate we've had over 1200 responses to our survey and so a lot of our alignment of our work last week was based on uh based on this docent so I just wanted to go through those a little bit so you can kind of see who's responding the bulk of our respondents were parent's family members a small number of students respond of our almost 200 teachers 112 we had to some counselors' staff and administrators but that's a very large number of respondents given the short time that we've done that, so I'm hopeful and thankful that we are getting at least a good understanding and you can see the breakdown of the schools with regard to parents and so was I am not a student or parent would be the staff that responded so it was pretty widespread across the board with the bulk of the response how has coven affected your household you can see from no impact which would be the blue which is very small to you know as you can see the majority said noticeable in that flat notice a little bit almost 40 percent of 40 plus 30 almost 70 percent you can see if there was negative impact in terms of employment that wasn't really an issue for our stakeholders negative impact almost 748 and then if you had in-person instruction would it improve your employment in accordance so knowing this how comfortable or are you or how confident was the word we used how confident you're sending your child back to school so this is an interesting you can see that if you take neutral confidence strongly so that's those three numbers right there so this is strongly confident or confident about 42 of our respondents are competent or strongly about 36 of our respondents are not very confident so that's pretty even if you think about it and then it's this this gap here now are they neutral that we're confident or neutral that we're not so if we take you know this if you take these groups together you're talking about 60 parts 62 point almost 63 percent of our respondents are neutral to confidence. So that's a split you know it's right about I would say based on based on reading the survey results the comments

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a lot of that has to do with some of our parents of our younger children concerned about having your students go back again this was asking about kindergarten and most of it was not if you have a child with an underlying health condition and not applicable about 12 of our population says that they have an underlying health condition but we'll see we'll end up seeing how that plays out any of the other districts are we're going to be encouraging all families whether they have a medical condition a child or someone with a family or they're just not comfortable to fill out most of the districts are not differentiating fewer stuff over the line but it appears to me that the state is going to ultimately allow to stay out and we're going to be required to construct them so we're planning on that but we will need a process so what we're going to ask is by building to fill out the home instruction paperwork regardless of doctor's move or not so that we have at because at some point we're going to need some elements now ultimately after the first week of school I won't know who's in that job but that's probably how it's but I'm hopeful that most will fill out the appropriate paperwork at disability level for home instruction so this is the question about home school where you'd be homeschooling your child not relying on us and that's how we bring that in this just to kind of get engaged and as you can see yes about 14 responded that they will be homeschooling, almost 60 said no they won't be homeschooling and small and then about 30 so very small percentage of the respondents. There's a process to homeschool your child so a child whose home school is still connected to the school district there are quarterly reports that a parent must file they must follow the curriculum we don't allow them to participate in the finished classes, but to allow children to participate in some particular activities just the question are we going to find out the underlying reason why they want to homeschool and if they have a medical condition. Our home tutoring is going to be done separately from what's happening in the classroom so we're going to we have a program at the 6 to 12 called APEX and then we have a program instructing those that are home taught. There is a specific member of our staff that are going to be just managing the homeschool people because our teachers are going to have to we'll see in the hybrid model are going to have to manage the bulk of their kids on the off days so for them to also then have to manage all of them that are homeschooled it's going to be difficult so we're going to have a second of instructors district wide there's going to be a secretary attached to them who's going to check the attendance of those of those kids at home instruction and then they're going to still have to have zooms and those hands but it's going to be a very strict program. Students can log on to do the work check in with the future so the teachers will have that because those teachers much like when we send a teacher through a tutor to people's phones they're basically just facilitating the work is not being taught necessarily by the sciences and we can't we can't the kids aren't going to be able to sign up for ap that's going to be you're going to be taught the core curriculum so you're looking at. There's going to be four options for learning you're going to be doing the APEX what if they bring them back and then take them home again can they do that sorry are you doing a 10-week sections like let's say if you say I don't my child has a medical condition or I just don't feel comfortable with my child being there or whatever and you're heading to ten weeks can they come back and can they leave again well it might not be that they don't like the instruction it might be the change in the environment so yeah I hope it might improve kids who have been in school my assumption is kids who have been in school are looking at a model that says it's going to look very similar well they're coming back and it's not

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going to work pretty much do whatever you want you know could you many districts use those as uh for these instances north we were chained to this different learning situations whether they're suspended or those kinds of things so there is there is a little bit of overlap between courses if you're taking earth science yes you could given the fact that our teachers are going to be teaching in a very unique hybrid way and I'll show you what that's going to look like I don't know how I they may be not as far along as you would be in this but I don't know. I believe school should not reset September and all students should continue distance learning strongly disagree 40 and another 20 percent disagree so almost well 35 and almost 20 so 55 strongly disagree or disagree then if you add in the neutrals you can see a very small percent smaller perception I'm not a small percentage but about 30 agree to strongly agree that we should not start so that's if you take about 30 percent of our population let's see it will be as much because they were assuming we were going to come back to the full learning hybrid thing so it's maybe not as much exposure around 200 students so that's broken down let's just I don't know what the numbers but let's say it's cut in half so 100 are elementary 100 are secondary if I have two teachers responsible for those hundred along with and that's like they have to be responsible for 50 students each if you think about a teacher's case load it's off in fact so we'll see how it plays out but I'm hoping that four teachers you know and we'll be obviously Heather, myself, Nick will be collaborating with that core team that will be working on this uh 100 remote and I think knowing the teachers that we think we're going to have to do that I think we're going to be all right I think it would be creative and I think that they will be very much on top of it but we'll see we do have to uh we don't have anybody dedicated right now to the middle school so we're going to work on to see how that's in the ball play out we may end up having to use our sub line to use a long term sub it's just we can't free up the stack number we have max highland obviously I don't see ale running so it's solid certainly would probably handle the high school I need someone to handle the middle school so we're looking at that now we've got our enrichment teachers at the elementary level and that's going to come to something that we they really could be attuned to because they're already doing the distance and stuff and that's technology oriented so I'm hopeful that we can get them to work with our elementary kids with the backup being our school librarians you know our immediate specialists that would help them again. As you know Rhonda Shiah runs our international programs significantly reduced to because we're running in person learning. At least for this school year is going to administrative assistant attached to that remote learning so that would be her responsibility this year that we'll see where international programs fit in the budget. She will be the person who does the attendance records all that kind of stuff.

There's a transportation survey that that we will be pushing out, parents letting us know if they will be driving or needing transportation. They will be required to wear masks and socially distance on buses, the survey will determine how many buses and such. The survey had a variety of different comments, many about safety protocols. We are purchasing temperature scanners, there's a health questionnaire that I am going to show you that every staff has to take we're going to encourage families to take it daily but it's going to be pushed out weekly through our email and a variety of different media, so the parents can take the survey.

On September 21st a very short season for fall seasons or the second model would be the

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interscholastic all sports would take place starting in late winter early spring but no decision has been made on that in terms of extracurricular activities clubs the district is putting those on hold for the first five weeks of school so there will be I don't know what's going to happen with concerts and all of that so we'll see how that play currently right now the guidance uh we can't have a group larger than fifth so the max group. A large gathering of more than 50 people and they must be and you must be socially distanced and you must wear mask. We're going to limit the extracurricular I talked about will there be opportunity to have a concert. We're working on each of the individual buildings working with the music and we've already reached out to the music department, we're devising a music department plan.

So, this is our district reopening plan and I don't have any power just kind of this is obviously a draft version all right so this is what we must submit to the State. We have to do is check yes to every box to say that we assure the State that we're meeting all these requirements but as I mentioned to you on page two of the docent you can see that we must add a link and so the link that we're adding we haven't done it by building we have one district. Reopening plan and then within the context of the reopening plan, we have the building level plans are read throughout so what we will do is be adding the links there and then obviously right now we're just working on finalizing this docent you can see that the first portion of that aligns with the mandatory assurances and that's communication with family and engagement and it just talks a little bit about how we have tried to engage our community around the development of this plan survey we've been meeting regularly with we've discussed this as with the board of education and board retreat with all of our unions to discuss it with them.

I'm scrolling down there but you can see these are the uh dates of the elementary and secondary can you make that a little bigger that's all right so these are six events planned? Parent focus groups where people can come up and ask questions of us specifically but you can see August 12<sup>th</sup> August 19<sup>th</sup> about 26 August 13<sup>th</sup> August 25<sup>th</sup> 27<sup>th</sup> at the elementary secondary level. They'll be held at the high school on foreign things and then if we need to get into so that takes us up to the that's two weeks before school starts if you need to add more in probably certainly will depending on how many people okay and then it talks you have to you can see in the plan. There're certain trainings that we have to do so we've got links to hand washing videos face covering does and don'ts. Trainings by school nurses both with our staff and our students around this docent that you have a copy of which is and this is a big question that our a lot of parents have and a lot of staff in terms of return to work school. The flowchart following 19 related absence. The department of health guidance and so we came up with this flow chart, we have run it past our school physician Dr. Ferguson its kind of represents a culmination of the best information in terms of what how we will react if someone has a variety of different scenarios around program 19. The health department would do the contact tracing for positive cases. If a staff member went to Florida, they would have to quarantine for 14 days. Trainings will take place to cover the proper use of masks and use of PPE, nurses will be pushing into classes and talk particularly with the little kids' employees and students will be asked to use one clean mask per day you should wash them at the end of the week as well as employees and students should be encouraged to provide their own face coverage. In addition, the district has purchased an initial inventory of thirteen thousand disposable hospital grade masks to

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provide children, upon entering the school bus in the morning on entering buildings. If a person is medically unable to wear a mask edition will provide alternate face coverage such as face shield we have purchased those. Masks must be worn at all times, but there will be mask breaks for students.

We've been working with Hillyard for training on proper cleaning and disinfecting. Our custodial stand super happy but it's something that we really feel like we have to do in addition Hillyard gave us a schedule of how to clean a room specifically for the high touch areas. Those are going to have to have to be cleaned multiple times during the day some areas that you would deep clean more regularly will not be cleaned as regularly so it's a very different process and procedure for cleaning so those cleaning cards will be with each with each cleaner of every shift so they'll use the cleaning carrots and then we'll sign off on the walk after they let's face it you know it's going to be different there was even talk early on that when these plants first came up you would make parents sign but the bottom line is if something goes awry here and something gets seriously ill or passed away or it's something along those lines. I mean you're wide open for we have to prove that we call it all like fire and then we go into more detail on the various buildings in terms of the health and safety plans mostly aligned to the district plan obviously the facilities have to align with all of the regulations as you can see with the facilities and talks a little bit about a lot of this really focuses on if you're changing your physical structure your abilities yeah you still need to report it building condition surveys. For lead testing it's going to be pushed off a little bit because we have to have the water running first of all we're not going to run the water prior to students coming back because it hasn't been used in so long. The kids have to be here before we can do the lead testing on the water. We have our five-year facilities plan is still on schedule it's all of those little things that they just want to confirm we're still doing all the other safety things for kids.

Is there any support being offered for parents social and emotional? There will be there you have the possibility of parents who are going to have a hard time sending their children back as we start to as we start to break down.

Charlotte, so for instance I talk to you about the distance learning team you know we'll be planning Heather, Nick and myself but then also I'll be bringing the counselors back together we'll be discussing this more greatly in detail with them so that we can push these things out with our social workers and our counselors. I guess the reason it's important because parents are giving the initial messages to their children about attending school so if they're think we're mandated to give parents lists of support services yeah but they need so maybe that's something we can put into as a reminder yeah and our counselors like I said I know we're going to have to deal with this on a regular basis and then in each of the buildings it talks more specifically about some aspects of their social emotional uh that they're going to be working with students okay so school schedules so here if you want to take a look this is basically probably the most important it's this loose supporter central school but hybrid learning model so as as i've explained to you based on the fact that you needed to social distance and where mass not and or where mass became very proud to us that we needed to open schools up with a hybrid model that is to say that we would not be able to have all of the children at school at once in all of our buildings i

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can tell you that as far as there is no school Erie county I'm quite certain i had a meeting at Hamburg Central and it appears that just i know that there are some smaller districts maybe in the southern tier that may be able to do that it's socially distanced with you know they've got you know 200 kids as well those kinds of things but so this is the hybrid model that we came up with it is very similar to the models that are being expressed by our local school districts like we field Barker but ours is tailored to what we felt was the best case scenario for our school district so in our hybrid learning model so for instance on the first week of school on we have broken our kids down letters a through l m through z that's largely to keep families together and believe it or not if you break our entire district down through l and c there's like a 60 kid difference one so you know we know that some families have different last names so we're currently pairing those up right now to make sure that they're all in the same team so we've created a green group and a white group or a green team and a white team so on Mondays all of students k through l will be remote learning and that will be the teacher planning day uh remote learning day kind of the chance to be remote with the with their entire class on Tuesdays and Wednesdays we will have the green group in and the white group the m3zs will be remote so we're working with teachers they'll be one of two things will either happen either teachers will have a camera in their classroom and we're going to talk with them about that tomorrow some of them are interested to do that and so then the student can log in and watch from home park for those teachers that are not comfortable with that or just it doesn't work with their program the teachers would have to engage and be remote with those kids that are not in class from say for high school 240 to 310 or at the elementary school 8 10 to 8 40 or during the school day as needed so then on Wednesday Thursday the white group would come in uh the amateur z's and the a through l's would be at home and that's and so then that's how the plan would progress at least for the first 10 weeks of school so we would bring me bringing half of the students in two days a week and then half of the students in two other days and on one day of the week all of the students would be completely remote that day for completely remote but synchronous learning is important for rehearsal purposes if nothing else because the likelihood is that at some point you will have to be in all remote and it will be good practice for the teachers and the synchronous means of the student if they're supposed to be in the fourth period class and there's they're logging into a zoom or something at fourth period time and they're virtually immigrants modified schedule but it's their schedule now they but depending on whether the teacher wants to have the plaque the camera yes at the secondary level uh right as we're sitting here in this moment the secondary students are following a modified period by periods so we have all math teachers teaching it no they'll be following a modified schedule so if they have changed shorter at the elementary level it's different and that's in here so just sit tight so uh i do want to say that there's a couple things happening here so we've got so on the hybrid learning day you've got the greens and the whites that's then we have our daily lancers so our self-contained students and our ells will be coming and we're required to do that by the plan we have to make special accommodations for our more significantly handicapped students and our ells so our six one ones and our twelve one students will be coming Tuesday they'll be they'll be remote on the Mondays but Tuesday Wednesday Thursday there's an error in your paperwork your daily lancers the group you're talking about you have listed here for school on Monday, Tuesday, Thursday Friday oh thanks for that catch that's why this says draft Tuesday Wednesday, Thursday Friday and then we know that we're going to have some students who are going to act out of all of this and be 100 remote and that's

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that other group of teachers that will be working to work with them the learning software that we are working to implement student placement in groups based on their last name all students will learn home on Monday so schools can be thoroughly cleaned and disaffected on Mondays teachers and staff will provide synchronous remote learning participate professional development and or meetings and plan for instructional holidays fall on Monday in school would otherwise be closed there will be no remote learning on those days all teachers and support staff members will work on campus every day students are on campus and they work from home where school and students are learning remotely hat's largely for child care issues that they make so that's our hybrid model currently right now Danielle you wanted to ask some questions yeah tomorrow they may be coming on campus on Mondays there were instances where they did help in a very limited way remotely but my guess is they'll probably but what they could be doing is putting together packets for teachers for the right learning sessions they certainly could help handing out the lunches but we're going to talk to them tomorrow about their responsibilities i just and i thought my next question is I don't think you mentioned this teacher's children what are they are we going to have special accommodations for teachers their students can go to school in four days but six through twelve because they're a little bit older and they can stay home well i thought we were going to try to spend the day right if we can't set up the daycare program i i don't know how that's going to play out and i don't know how accepting they are of that i know that they are very pleased that we would be willing to allow them a k through five okay so just our teachers Now okay and then but we're also looking at a possible day for them correct to keep it more fair with the rest of the community but they are also essential to so you know their kids are home on the green day in the daycare would they be during the show that well also in part when we were looking at Wednesday and Wednesday was the remote day our teachers would have some half their kids who already got the in school instruction and half the kids who didn't and so that made it really complicated for the synchronous learning aspect of it the teacher can set the stage for the weekend on any given week when you have holiday there's going to be significant cleaning every evening okay and then you mentioned cameras in the classroom so i guess my question is if the kids are learning something Tuesday and Wednesday is that teacher teaching the exact same material Thursday and Friday Wednesday and on Thursday Friday you're teaching your white group so why would they watch them why would you have the camera and then in on top of that they're going to be giving them extension work when they go home but yeah they're going to be basically covering that okay and then i think my final question is this is an easy one green and white students they don't correlate with the middle school you know there's going to be very limited uh we're probably going to get to a point where we're shut down completely I would get I'm guessing thanksgiving based on everything that we're hearing from you know CDC so I would be shocked if we are even in session for the winter into the early spring but we'll see but I don't see us moving away from this model unless the state lifts the guidelines it's still difficult because as I've stated to you often our staff our teachers are still there's a continue of their abilities and there there's a there's a continue of where people are at in terms of their work responsibilities like every child right there's some people you work with that are really well getters right and there's others that maybe you know they just you know those are pretty good I i have a question it's the same thing listen there's principles like that there's superintendents like that you know I mean it's life just life i have a question about the legality of putting children on camera when their teachers are being photographed do you ever have parents



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say do not photograph my students so they're going to make sure those children are right in the screen obviously the kids are all facing forward not answering the questions no I'm just you know I'm wondering how it's going to work for instance when you have elementary students who are home two days three days actually and parents are working if they're putting their kid into like a daycare situation how are we going to make sure that those kids are being able to be able to log into Chromebook.

Thank you go ahead we hope that we're going to be able to make contact with these daycares and try to provide that instruction remotely through the daycare we hope but we can't guarantee that you know if it's a home base there's a lot of different scenarios there are very legitimate reasons why this might be challenging right we're trying to make it we're trying to balance the ease of making this workable for our families and also an obligation that we have to provide instruction to our students right and that is why and also the burden that is placed upon our teachers to have to coordinate this now three-ring circus of that instruction because while they have kids who are in front of them they'll also have kids who are not in front of them on the days when they have all of their kids in front of them it's going to be remote it's going to be a challenge it's going to be an exceptional challenge it's super difficult my guess would be that the state is probably going to have to uh negate all state testing again next year as well because you know we're going to hope that we get better at it you know that we learn will you get through all the curriculum that you're doing right it's not going to be it's right so you've talked about the possibility that there'd be people who would keep their kids home full-time what about somebody who says you need to take my kid five days a week and there are those points who can provide instruction for those students because they're connected with a green group or a white group that are getting 50 percent really that's the state's decision though isn't it right well it's out of your hand right and ultimately we'll know next week what if we're going to be even open or in session right what have you been given any guidance at all like when we shut down last time they made you run a daycare for essential workers yeah we're going to have to do that again just like we don't we heard this morning when we met with child nutrition remember we could just give it to everybody whether they were free of the juice or not she thinks they're going to probably end up making that uh statement the woman from personal trustworthiness but you know right now we have to just focus on our freedom so go ahead and this next part goes because there's a question about elementary and what does that look like on Mondays so on Mondays again as we're sitting here in this moment prior to talking to LPUT and you know other important people on Monday synchronous learning will occur in smaller home groups and include a minim of 20 minutes each so 60 total minutes of reading writing and math for kids in K-5 and also a 30-minute virtual rug time to build a classroom community because we're thinking about the social emotional needs of the students and that that 30 minutes would be the time when really all students green and white so what that would look like is that a family would be able to choose from one or two sessions so session one which is from nine to ten and a session two which is from eleven to twelve depending on what their schedule might better accommodate with they could a parent do so that the child has a bigger break in the middle like the math you're saying reading math and it'll all be within that hour right but could somebody take the first 20 minutes the last 20 minutes and then in the next session take the middle 20 minutes I don't know okay I'm just wondering about breaks yeah little ones so I'm sure the teachers need the limit and then the special area teacher

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schedule so theoretically a student could you know go to a bunch of different specials on this day because there will be these different opportunities for specials and we'd encourage them to attend too but again we don't have we don't know what the home situation would be like right and then counselors OT reading speech teachers they would reach out directly to the families to schedule that time and work around whatever the schedule is so that is really what it looks like eight and five and like I said middle school high school is pretty straight forward because it's following the schedule it's just a modified schedule which we the reason to modify the schedule is because even if you are 18 years old sitting in front of a computer from 7 40 until what uh or 2 30 it's a lot to ask yeah and uh as well we want to make sure the teachers have planning time on these days because it's going to be a lot of additional planning with these models and then they're accustomed to BOCES currently right now uh we're told by Dr. Godshall our actually BOCES will be in the social distance at the center so that proceeds will run daily so we'll be transporting our students separate runs I was told that he was going to allow students to drive but then he just put on an email that's saying that they don't have enough parking spaces so you may not want I'm not sure if we've been through this yet there was a section that talked about different tiers like you know what I'm talking about it was like tier one and then tier two and then tier three was that apex model but it was just this information was just listed for the middle school in high school when I read it earlier I'm not sure if it's still into that oh that's for the remotes right yeah so that was consolidated and put in the district section okay so yeah because it I was interpreting it as that everybody the secondary kids had a choice to remotely the majority of our students would follow this model because it's going to be difficult to try to do those who stay home permanently I imagine that our high school at least those teachers will probably try to keep well 12 would try to complete the curriculum I mean those kids can teach themselves the other two days you know they'll have assignments I'm imagine that they'll be able to I think they're going to try to get as close right but the kid might want to take the ap whatever right and they might see something we're offering ap classes you can't expect that I can't imagine anybody would expect you to try to do that you can't expect yeah you know you would think that so though if we do get shut down again say like you say you expect it in yeah that's what i when i say expected that's what is being predicted right so we have a second wave and we get shut down again do you plan to go back then to the people who were enrolled and not on ends will they have to see if they're so are you going to join us in a fully remote scenario no i meant the other way around so the kids who are currently attending yeah two days a week and remote learning the hype and model when we go if we have to go full remote we'll be trying to maintain the classes that they are currently in yeah they're not going to go do that no they're not going to go we will maintain the classes but whether we will ask those students that are on apex because apex or the other program it does it the state recognizes it as a legitimate program so it does concept yeah the credit for a particular course so it counts for earth science it counts for biology it counts for global amount of accounts for global so we do have to track uh attendance and chronic absenteeism through this process which is why we do need on even on those uh off days whether it's the green team on the Thursday Friday or the white the green group by the Thursday Friday the white group on the Tuesday Wednesday there does need to be a an email a check-in there needs to be engagement by the teacher with those students on those off days to count the attendance it talks about in the plan that you have to engage those kids in a private model so it may be engagement so that could be as simple as they have like a five question quiz

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that they're supposed to take on google docs or submit some kind of homework or yes submission of work yeah we are expecting some kind of engagement uh on a daily basis between the kids that are not there and the teacher yeah we're going to get feedback on the work that was given to take home but that doesn't have to be live it can be override google classroom type of things and we talk about that asynchronous learning and what we've just described and talked about heather do you want to talk a little bit this just talks a little bit about uh you know how we're our instructional platforms yeah just basically what our students are being provided and what resources we have so that does help us in this process for sure in terms of in terms of distribution so the distribution of the technology will take place for the greens and whites we will need to create you know pick up for the remotes fully remote teachers are reaching out to the students who yes in fact there's a special section on special education much of what we just described is outlined in there i uh included just this the roles for students family and teachers teaching and learning expectations for each of those groups for an intervention for each of those groups and Jennifer there you go follow the IEP 504 accommodations here about the in-person model hybrid model and remote model the importance of interventions we have a plan to uh we'll be rolling it out to the teachers tomorrow offering them some opportunity to do some planning in august very guided planning for this hybrid model we can't require them to do that but we have a little bit of care to tell us the professional development money they do that that will be led by heather nick largely in preparation getting ready to teach in this hybrid model are we still going to do all the same universal screenings yes that's the plan we're going to have to be flexible with that because obviously we have a green proof that it went group what about the remote learners are they a great question I don't think that their parents are going to be administering although it is done on a device so for students in really second grade and see what we can do there how many k2 students do you have do you know charlotte's going to go door I've done it can you utilize your support not your support staff but your speech and reading people to do that initially for the remote people well some kids for the fully remote you were talking about yeah okay I don't know what you're doing for the ones who are going to be on campus we're doing it and who are doing yeah I imagine that program that they're going to be using against some assessments built into it right I really don't know that much about it yet I just was learning about it today so that's the teaching and learning portion of things let me get into special education which largely talks about you know following the IEPs that the self-contained will be on campus for the four days rather than just two or two it talks you know it talks about the need to be synchronous asynchronous it talks about the need to maintain contact with communication will be by see saw email school district website phone calls et cetera I think was going to you know largely run the CSC but really these are English language learners we only have a handful we have about 20 ells district-wide and they'll be in access learning foreign and that's because we want them to maintain immersion in English well and if we're going to be teaching the sync that they're just going to get repeated that really doesn't matter they're because we're not a bilingual program where English is a second language program so it might actually be better for them for a learning language because language is the priority and in the ESL program versus content is the first and they have an ESL teacher as well in some instances depending on their language their language needs they could be pulled out for up to three periods and did I hear that we're still working out with what's going on at pe ah yes all right what's the name of that program the pe program it's an online software type program that we're working on

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the kids will be outside with bricks underneath their uh jacket but uh that's for the I'm sorry for the fully revolutionary no I'm talking about the kids uh as much as possible so it's going to be very limited so the state uh the teacher and principal evaluation system is not something that's determined by the New York State Department of Education it's uh determined by legislation it's still an effect so we're going is certified so you know certification incidental teaching something we've got to make sure everybody's appropriately certified you know my guess is that people are you know obviously in some school districts to do the hybrid model it's going to require significantly more staff you know so they want to make sure that they have certified people in there it's going to be very difficult to get substitute teachers I'm sure support because you're going to have families in crisis okay but I'm talking about crisis I'm talking about abuse I'm talking about those things what are we going to do what does the district we reported okay what are you going to do in terms of do you have a plan for how to assess whether that's going on okay I just think it's going to I think the potential for that is no different than we normally do there are very much certain signs that kids exhibit right yeah for sure okay and are we going to have our counselors and stuff have meaningful contact with their remote learners if we plan on it yeah we still have to you know that social emotional piece we talk about that but we have to obviously need them to get that down into the specifics they did during the whole closure this last time so as you can probably imagine there are probably other ideas out there that you know people might have about it but we thought there were 13 administrators in our room for nurses you know that this was the best case scenario and I will say you know families are not happy with it I'm not happy with it it's not school it's not what we're accustomed to the unfortunate part is there's nowhere you can go and not get it because everybody else is doing it in some fashion or another you know it's not like you can so you can either can either try to work with us if you want to go 100 to remote or you try to develop and work with us in this hybrid model or you can try to you know there's online schools you can go to there's America high school there's lots of other things you can do you can home school are you anticipating children falling off the radar well we were pretty good about that during the march through June and we were doing a lot of home visits so I when kids start to fall off the radar we're going to be aggressive we have to we have to aggressively go after them I can't begin to tell you how my home visits petty and i did knocking on doors hey your kids check in where they been you know so we will continue in a very aggressive way i thought we did a good job with it yeah I may have missed it in here when i read it at home in the beginning they were talking about cohorts within the building for the days that the kids are here where the kids don't move the teachers move or how are they how are they because you know we're going to mash them up and we felt that to certainly to a certain extent they are cohort at the elementary level because they want their individual teacher you know uh but six through twelve if we're going to cover they can't get out of that room middle school is pretty well coordinated too it's just that they yeah moving from all these kids go to that in the same hallway so to speak co-working was more for the social uh the contract contact tracing more than anything else I think that's that was the real reason behind the co-working uh suggestion that is in some of the docs well it's also like if you have kids going into like art rooms and stuff so they said if you can't really disinfect between we feel we will be able to feel we will be able to well they're also going to have individual supplies correct right so that so my friends that's the draft of our plan and I appreciate you listening I appreciate your excellent questions right along about where we're at with this I mean there's nothing here that

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we're asking of them that isn't being asked I mean every teacher. When I roll this out to the families I know I'm going to hear it I don't need to hear it from bone fads so I really like what they had at least the one the most important I mean obviously the teacher is the most important piece in this you know and then the families of course in order for the plan to work well the teachers really have to embrace it yeah get into it you know so I'm going to try to we want to try to be as user-friendly with that as possible because if this is a significant change no teacher no admit this is not what you've gotten into it's not what you signed up for you know it's not working it's definitely different look at work and so you know as much as it's not what families signed up for sign up for this school of school is what we always expected you know I do mean the most you know it's often said that you know child success is really related to the quality of the teacher in front of them and that's for sure because teachers it really gives kids an unbelievable experience and so we definitely need our teachers and our aides on board so hopefully it'll go well tomorrow I mean it is what it is you know I just I'm there to listen we tried our best this is not I'm not the type of person and I certainly haven't been the type of person through this pandemic that's for sure so that my friends is the Lewiston-Porter draft of the reopening plan we will continue to hone it the rest of this week I will have a final version of Thursday is our big final push day after talking with the teachers heather nick and I will and Patti will be hunkered down to finalize. I will ask you to approve it just from a legal standpoint obviously if it has more approval if someone were to we're all indemnified you know well I'm going to on Friday at our submission I'm going to say you know this is what we've submitted and this is the plan that we have in place and quite frankly charlotte if you think about so how do they look at every building planned 700 districts and then but then it's built you have to submit building levels I mean in New York City alone there's thousands and thousands of buildings we've written ours as you saw in such a way that it's a unified plan so there's not going to be a separate pec plan a separate IEC plan and so forth thank you very much on the list yes all right okay thank you for presenting the thorough uh school reopening plan and all i could say is yes there's going to be unknowns but that will all handle it and I wish everyone a smooth transition for the upcoming school year I think you did a great job on the plan anticipated that it would be a lot of work it looks like you've done a very nice job with that you've addressed many of the issues and I think you are being very receptive to things i do believe that it will be a flexible plan but it needs to be under the circumstances and let's hope that everybody can support we're not going to make everyone happy but we got to do the best we can is that it's focused on having our students learn and continue what may have not happened as well as it might have during the spring there was not enough as much synchronous learning so I'm optimistic that it will be really good for the students across all four buildings across all grades it's great it's a lot of work ready the idea what everybody else said it's obviously it's been a lot of work a lot of that went into this I think that we all agree that the best place for students in school but when it's not possible for them to be in school safely they have to do the best we can and as long as I think we're moving our children forward we're not going to be perfect we're not going to be able to meet all the metrics that we're used to meeting every year but it's another equal situation so we just have to keep them moving forward and then figured out when it's all over with now that we're getting all caught up that's true I just will echo what everybody else said that I think you can see the blood sweat and tears that run into this and I think the biggest most important thing is you guys grow flexible and adaptable and you're constantly adjusting your expectations and what you're doing

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which is the only way it can be right so I appreciate all the hard work thank you all right so we'll move on to district

Mullen: Approval of agenda items:

DISTRICT OPERATIONS		
<b>Minutes</b>	<b>RESOLVED</b> , that the Board of Education approve the Minutes from the June 23, 2020, Regular Board Meeting, as submitted by the District Clerk. <b>Motion made by Mullen, seconded by Fournier to approve M-1.</b>	<b>M-1 Approval, CARRIED, 6-0</b>
<b>Minutes</b>	<b>RESOLVED</b> , that the Board of Education approve the Minutes from the, July 1, 2020, Organizational Meeting, as submitted by the District Clerk. <b>Motion made by Mullen, seconded by Orr to approve M-2.</b>	<b>M-2 Approval, CARRIED, 6-0</b>
<b>Minutes</b>	<b>RESOLVED</b> , that the Board of Education approve the Minutes from the, July 15, 2020 Work Session and Regular Meeting, as submitted by the District Clerk. <b>Motion made by Mullen, seconded by Orr to approve M-3.</b>	<b>M-3 Approval, CARRIED, 6-0</b>
<b>Consent Agenda for Financial Operations</b>	<b>RESOLVED</b> , that the Board of Education approve the following, Items NF-1 through NF-5, in the financial consent agenda as submitted by the Administration: <b>Budget Status Reports</b> <b>Treasurer's Report</b> <b>Claims</b> <b>Transfer History</b> <b>Budget Transfers Pending Board Approval</b>  <b>Motion made by Mullen, seconded by Fournier to approve NF-1 to NF-5.</b>	<b>NF-1</b>  <b>NF-2</b> <b>NF-3</b> <b>NF-4</b> <b>NF-5</b>  <b>Approval, CARRIED, 6-0</b>
NEW BUSINESS - ADMINISTRATION		
<b>Policy Revision Acceptance of the Second Reading</b>	<b>RESOLVED</b> , at the second reading, that the Lewiston-Porter Board of Education accept the following policies; Policy 8410, Community Education Policy 8420, Opening Exercises Policy 8430, Independent Study Policy 8440, Homework Policy 8450, Home Tutoring (Homebound Instruction) Policy 8460, Field Trips Policy 8470, Home Instruction (Home Schooling) <b>Motion made by Mullen, seconded by Fournier to approve NA-1.</b>	<b>NA-1 Approval, CARRIED, 6-0</b>
<b>Approval of the Confidential Employee</b>	<b>RESOLVED</b> , that the Lewiston-Porter Board of Education approve the Confidential Employee Working Agreement for July 1, 2020 to June 30, 2023	<b>NA-2 Approval, CARRIED, 6-0</b>

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<b>Working Agreements</b>	<p>as recommended by the Superintendent of Schools for the following Confidential Employees;</p> <p style="text-align: center;"><b>Marisa I. Barile</b> <b>Lynn Braunbach</b> <b>Janet Cirillo</b> <b>Paul Feathers</b> <b>Kathy Moore</b> <b>Richard Salverson</b> <b>Rhonda Shiah</b></p> <p><b>Motion made by Mullen, seconded by Fournier to approve NA-2.</b></p>	
<b>Approval to Extend the Personal Touch Food Service Inc. Child Nutrition Contract</b>	<p><b>RESOLVED</b>, that the Lewiston-Porter Board of Education approve to extend the Personal Touch Food Service Inc. Child Nutrition Contract for the 2020-2021 school year, as recommended by the Assistant Superintendent for Administrative Services.</p> <p><b>Motion made by Mullen, seconded by Orr to approve NA-3.</b></p>	<b>NA-3 Approval, CARRIED, 6-0</b>
<b>Approval of the Disposal of Textbooks</b>	<p><b>RESOLVED</b>, that the Lewiston-Porter Board of Education approve the requests to dispose of textbooks as submitted by administration.</p> <p><b>Motion made by Mullen, seconded by Fournier to approve NA-4.</b></p>	<b>NA-4 Approval, CARRIED, 6-0</b>
<b>Approval of New Textbooks</b>	<p><b>RESOLVED</b>, that the Lewiston-Porter Board of Education approve the purchase of new textbooks, as recommended by the Assistant Superintendent for Curriculum, Instruction, and Technology.</p> <p><b>Motion made by Mullen, seconded by Warrick to approve NA-5.</b></p>	<b>NA-5 Approval, CARRIED, 6-0</b>
<b>Approval of Facility Service Agreements</b>	<p><b>RESOLVED</b>, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the following agreements for the 2020-2021 school year;</p> <ul style="list-style-type: none"> <li>• <b>Access Elevator</b> for the handicap elevator maintenance</li> <li>• <b>ACT</b> for the truck lease – year 5 of 5.</li> <li>• <b>ALPS Elevator Service</b> for the inspection of all elevators in the District.</li> <li>• <b>Cmins</b> for the preventive maintenance and inspections of generators in the district.</li> <li>• <b>Daikin</b> for the chiller maintenance at the High School.</li> <li>• <b>Ehrlich</b> for the District wide pest control service.</li> <li>• <b>Greater Niagara</b> for the preventative maintenance and startup for heating boilers in all buildings in the District.</li> <li>• <b>Hoot</b> for the backflow maintenance.</li> <li>• <b>Johnson Controls</b> for the fire alarm comprehensive, monitoring, sprinkler service agreement.</li> <li>• <b>Pitney Bowes</b> for the service agreement for the MailStream Mono Printer Module and the Connect+ 1000 Feeder.</li> <li>• <b>Ronco</b> for the telephone equipment maintenance service and CallPilot Partner Assurance Software support, Basic, Tier 2 Basic to the district.</li> <li>• <b>Schindler</b> for the High School elevator maintenance agreement.</li> </ul>	<b>NA-6 Approval, CARRIED, 6-0</b>

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	<ul style="list-style-type: none"> <li>• <b>Simplex Grinnell</b> for the service support of the fire alarm systems in the District.</li> <li>• <b>Thyssenkrupp</b> for the High School and Intermediate Education Center large and freight elevator maintenance.</li> <li>• <b>U &amp; S</b> for the technical professional support for cameras and fob system.</li> <li>• <b>Waterwise</b> for the water treatment and cooling tower services to the District.</li> </ul> <p><b>BE IT FURTHER RESOLVED</b>, that the Board of Education of the Lewiston-Porter Central School District hereby authorize the Superintendent to execute the above agreements on behalf of the District.</p> <p><b>Motion made by Mullen, seconded by Fournier to approve NA-6.</b></p>	
<b>Approval to Fund the Tax Certiorari Fund</b>	<p><b>BE IT RESOLVED</b>, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes funding of the tax certiorari reserve from the 2019-2020 general fund in the amount of \$433,589 for the 2020-2021 school year. The tax certiorari reserve is for tax refunds to do re-assessments levied after the final tax rolls have been processed or to pay for prior reassessments that have been challenged.</p> <p><b>Motion made by Mullen, seconded by Fournier to approve NA-7.</b></p>	<b>NA-7 Approval, CARRIED, 6-0</b>
<b>Approval to Fund the Repair Reserve Fund</b>	<p><b>BE IT RESOLVED</b>, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes funding of a repair from the 2019-2020 general fund in the amount of \$500,000 for the 2020-2021 school year. The repair reserve is for repairs to capital improvements or equipment, such repairs to be of a type not recurring annually, or at shorter intervals; or for other purposes authorized by Law. This will allow for transfers from this fund to cover the expenses related to COVID-19 Pandemic PPE and safety equipment costs in the 20-21 school year.</p> <p><b>Motion made by Mullen, seconded by Orr to approve NA-8.</b></p>	<b>NA-8 Approval, CARRIED, 6-0</b>
<b>Approval of the Buffalo Construction Contract</b>	<p><b>RESOLVED</b>, that the Lewiston-Porter Board of Education approve the Buffalo Construction Contract as the Construction Manager for the 2020-2024 Capital Improvements Project, as recommended by the Assistant Superintendent for Administrative Services.</p> <p><b>Motion made by Mullen, seconded by Warrick to approve NA-9.</b></p>	<b>NA-9 Approval, CARRIED, 6-0</b>
<b>Approval of the Community Education Program Contract</b>	<p><b>RESOLVED</b>, that the Lewiston-Porter Board of Education approve the contract for Ms. Anita Muzzi for the development of the Community Education Program for July 1, 2020 to July 1, 2021.</p> <p><b>Motion made by Mullen, seconded by Orr to approve NA-10.</b></p>	<b>NA-10 Approval, CARRIED, 6-0</b>
<b>Approval of the 2020-2025 Strategic Plan</b>	<p><b>RESOLVED</b>, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the 2020-2025 Strategic Plan.</p> <p><b>Motion made by Mullen, seconded by Warrick to approve NA-11.</b></p>	<b>NA-11 Approval, CARRIED, 6-0</b>



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PUPIL PERSONNEL																				
Recommendations for CSE Placement and Amendments	<b>RESOLVED</b> , upon the recommendation of the Superintendent of Schools, that the Board of Education accept the recommendations and amendments of the Committee on Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: <b>2019/2020 School Year:</b> 01/31/2020, 03/03/2020, 3/12/2020, 04/01/2020, 05/11/2020, 05/12/2020, 05/18/2020, 05/19/2020, 05/21/2020, 05/26/2020, 05/28/2020 <b>2020/2021 School Year:</b> 04/27/2020, 04/28/2020, 04/30/2020, 05/04/2020, 05/05/2020, 05/06/2020, 05/07/2020, 05/08/2020, 05/11/2020, 05/12/2020, 05/13/2020, 05/14/2020, 05/15/2020, 05/18/2020, 05/19/2020, 05/20/2020, 05/27/2020, 06/01/2020, 06/03/2020, 06/12/2020  <b>Motion made by Mullen, seconded by Warrick to approve NP-1.</b>			NP-1 Approval, CARRIED, 6-0																
PERSONNEL - CONSENT AGENDA																				
	Motion made by Mullen, seconded by Fournier to approve the Personnel Consent Agenda combining PRI, PAI, PAPC.			Approval, CARRIED, 6-0																
Resignations/ Rescissions - Instructional	<b>RESOLVED</b> , upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for resignations/rescissions. <table><tr><td>Name</td><td>Date</td><td>Tenure</td><td>Reason</td></tr><tr><td>Janelle Krajcirik</td><td>6/30/20</td><td>Science</td><td>Resignation</td></tr></table> <table><tr><td>Name</td><td>Date</td><td>Position</td><td>Reason</td></tr><tr><td>Maureen Castiglione</td><td>1/4/21</td><td>Teacher Aide</td><td>Retirement</td></tr></table>			Name	Date	Tenure	Reason	Janelle Krajcirik	6/30/20	Science	Resignation	Name	Date	Position	Reason	Maureen Castiglione	1/4/21	Teacher Aide	Retirement	PRI
	Name	Date	Tenure	Reason																
Janelle Krajcirik	6/30/20	Science	Resignation																	
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Maureen Castiglione	1/4/21	Teacher Aide	Retirement																	

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Appointments -

Instructional

**RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for Instructional and Long-Term appointments. *The probationary expiration date is tentative and conditional only (unless extended in accordance with the law). Except to the extent required by the applicable provisions of Section 3012 of the Education Law. In order to be granted tenure the principal/teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of he Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the principal/teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.*

<b>Name:</b>	Emily Sharpe
<b>Placement:</b>	Middle School
<b>Position:</b>	Math Teacher
<b>Effective:</b>	9/1/20
<b>Probationary Period:</b>	8/27/19 - 8/26/23
<b>Tenure Area:</b>	Math
<b>Certification:</b>	Math 5-9, Math 7-12
<b>Degree:</b>	Bachelors
<b>Step:</b>	3
<b>Salary:</b>	\$41,888

<b>Name:</b>	Laura McLaughlin
<b>Placement:</b>	District Wide
<b>Position:</b>	.5 FTE Registered Occupational Therapist
<b>Effective:</b>	9/1/20
<b>Probationary Period:</b>	9/1/20 - 8/31/24
<b>Certification:</b>	Occupational Therapist
<b>Degree:</b>	Masters
<b>Step:</b>	3
<b>Salary:</b>	\$23,668.00 pro-rata

PAI

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<b>Appointments -</b>	<b>RESOLVED</b> , upon the recommendation of the Superintendent of Schools that the Board of Education accept the consent agenda for Peer Coordinator appointments.				<b>PAPC</b>
<u><b>Peer Coordinators</b></u>	<b>Name</b>	<b>Appointment</b>	<b>Cat./Step</b>	<b>Stipend</b>	
	Amy Golden	MS Math	1-7/3	\$4,072	
<b>EXECUTIVE SESSION - ADJOURNMENT</b>					
<b>Executive Session</b>	<b>Motion made by Mullen, seconded by Fournier to enter into Executive Session at 8:19pm</b> to review the building level emergency plans.				<b>Approval, CARRIED, 6-0</b>
	<b>Motion made by Mullen, seconded by Warrick to adjourn from Executive Session at 8:24pm.</b>				<b>Approval, CARRIED, 6-0</b>
<b>Adjournment</b>	<b>Motion made by Mullen, second by Warrick to adjourn the public meeting at 8:24pm.</b>				<b>Approval, CARRIED, 6-0</b>