

Lewiston-Porter Central School District
Regular – Work Session Board of Education Meeting 09.14.2020
Transcript via Zoom Meeting

BoE President Riordan:

Start the meeting with the pledge of allegiance.

I would like to move to accept tonight's agenda for September 14th 2020 if I may have a second Mullen Seconded all in favor yes, any opposed so carried. Approved 7-0

We're going to open tonight with our work session discussion with policy review committee. Anne Orr take it away.

BoE Orr:

Acceptance for second read the leave of absence which covered the change out the hours of leave of absence for voting from four hours to two hours and some new language and the patriotism citizenship and rights education to ensure that we cover religious freedom etc. and then the others are all accepted as is there were no uh no edits from the existing reviews which had done in the previous four years we are deleting 7150 which is really about the involuntary transfer of students and that involves special ed so that'll be covered there because it's going to be replaced with two three new policies although I suppose they're revisions but they're new that focus on the circumstances of Covid-19 defines extraordinary circumstances uh defines remote working so that would be for the staff and teachers and remote learning which would be for the students so those policies are there they came from BOCES and seemed very comprehensive and the other second first reads are around student progress and we're actually going to take a closer look at what the circumstances are around acceleration and well everything acceleration and lack thereof shows and that's where the policy committee sits right now.

BoE President Riordan:

Great thank you, Mr. Casseri school opening update.

Mr. Casseri/Dr. Grupka/Dr. Lyon:

Well I'm I want to bring Dr. Grupka and Dr. Lyon of the conversation you've obviously you know read my uh material and know that school opened last week I thought relatively well we had a few as you saw in my email a few glitches with transportation but we're able to work all of that out I think pretty quick and so far o good with regard to those students that are with us on campus I think we've got that narrowed own the drop off and pick up at buildings is you know after a first day which was confusing particularly at the elementary level seemed to you know go real well and the second two days so I think that's just going to continue to grow and they continue to kind of hone and develop at the administrators at each of the buildings so seems to be going well uh today was obviously a big day the first full day of uh the first week of you know the heart and soul of uh the work and so we did have the bit of a glitch with google although it didn't seem to impact as many as I had originally thought people were finding way around it was working on some devices wasn't working on other devices there were some browsers that google like for instance I was able to get to google on chrome but I was able to get to google and I was actually working straight through all of that on Microsoft explorer so it was very weird we did not hear of massive issues today both at the elementary and secondary level I debriefed with all the building principles and got uh you know a fairly good uh debrief from them Mr. Hill and Dr. Lyon said that they thought one that went well I did speak with the teachers union and I also heard fairly good things there as well so people seem to be working

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through it everybody seemed to be prepared for it and there was minus some technology glitch individual family technology glitches there were all students were engaged in the virtual learning model uh today so that's good uh today was also the first day of the 100 remote model and in terms of you know getting down into work digging into the classes and understanding the schedule looks a little different at the elementary level than the secondary level Dr. Lyon's going to talk just a little bit about that but by and large that seems to be going relatively well it's still very few to people I'm sure so you know they're still trying to figure it out and working with their liaisons and so we'll have to see how that starts to play out but uh overall I thought that went pretty good I'm going to let Dr. Lyon just talk a little bit about more of the detail of both where we're kind of at with the hybrid and the 100 remote some things that we are that are going well some things that we've uncovered some areas that we're looking to continue to expand on with both of those models so if you just want to talk about the teaching learning piece.

Dr. Lyon:

We find out sure new related to this hybrid model just about every day and that makes sense in light of the fact that we've never done this before so for example today I found out at the secondary level that some indeed that are not provided through baby cats that we have to provide for example copies of books most folks these days are available electronically or some we might already have within our little closet so that we can provide the students like those very handful of things that we may have to purchase but I have money available within textbooks and things like that to cover it the challenges that you didn't know about it until today we also have some questions from some families about do I really have to join in every day if I don't join in every day so those are the types of troubleshooting things that we're working on right now but the reality is that the teachers and the liaisons I use teachers to talk about k-5 because they're providing construction and liaison 6 through 12 because it really serves serving as not the direct instruction provider but the person who is checking in on social emotional wellness doing circles with kids the secondary liaisons related to special education or surviving study skills uh daily whatnot anyway the their plc already like everything that they have done on campus leading up to having to work in this capacity is manifesting in very natural ways spontaneously almost by them so even though we don't ask them to like they make sure that you connect with each other to see where you are they're naturally inclined to do that because of the culture of our district and that speaks voles right it's not what do you do when you're told to do it but what do you do when you have uh choices because it hasn't yet been said and they're just getting to that we initially purchased education.com thinking it was a little bit like an it's junior if you will and that the work that our teachers would have to do would be to assign assignments and look over those assignments but not necessarily provide the instruction because we thought the instruction and so within a very short window of time not even a day's turnaround we had trouble we were troubleshooting that and had solutions so now uh k one and two we've got one feature for grade level they're meeting daily with students to provide instruction for an hour and then the students are doing their work independently and then at the IEC they have approached it in a departmentalized way so that really all students are interacting with all three of those teachers but each of those teachers is tackling a content area else math and then we have one person doing science and social studies because our students get basically half a year we've talked about this at the core level before that science and social studies at the elementary level was really like a happier course so anyway if that's going very well but so far the open houses that we had for the virtual students went really well they were well attended people have their questions answered if they still had any and there was really positive feedback and then for our kids who are on campus you know again last week we got great

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feedback about how pleased they were with how things went and I really believe that there are three components that went into that going as well as it did I believe that that had to do with our planning that we did around uh reopening I think it had to do with our relationships and the communication that we had with people who were involved from the teachers and their 10 hours of planning to the family for and so forth then I think that third component is perspective and so people are looking at other districts and feelings within they're not in their district and so before our teachers we have already started with professional development and professional development has been happening e we are not holding teachers for that like right are we going to pay a subsidy in the classroom this is the normal train of thought can you pay the sub or do you pay the teacher to do that work and typically speaking we pay the sub because then that would be a captive audience we can guarantee that the teachers will get that information now we're paying folks to do it after hours and we can't guarantee a captive audience but so a question came up Dr. Lyon I just wanted to address it I addressed it a little bit so there's some concern uh at least concern or there's some discussion happening with some families in the 100 remote with regard to pacing and this notion that they're recognizing already that you know they can get quite a bit ahead and perhaps even take a second grade level this year so what are your thoughts on their I know that we have discussed this and one of the key roles of the liaisons is to try to facilitate the pacing well what I have said to the liaisons because they are getting those questions directly it is always credible to differentiate for kids right so regardless of where they're doing their learning we want to make sure that we're meeting their needs but at this point even though apex can do that I'm not sure that we have enough information yet about what this is I think just parents taking an initial look at and saying oh it's kind of maybe some families licking their chops a little bit saying oh this is a great chance for us to really get ahead and they haven't got and they haven't dug into the devil the detail which is there's more significant work than perhaps is uh and we as I mentioned particularly at this at the middle school level there are going to be other programmatic pieces coming online like some of the special areas facts and uh technology that aren't currently that we're working on developing and adding those to those middle school programs correct the other thing with apex is we have to remember that our students are going to come back to campus and so we have to be able to meet their needs when they come back to campus so if a student finishes essentially two math courses in a year two English courses in a year or something like that where does that leave them when they come back and so we need to think about short and long-term planning with those both of these things and we've never had to think about that with as many right does a seventh grade does a seventh grade uh student come back who is so inclined and they're going to ninth grade English and ninth grade social studies you know so we do have students who are accelerated right now so I was just working today there are two fifth grade students who will be taking sixth grade math and apex the remote students who are doing the departmentalization with their team and then but for math they're not joining for math uh with their fifth grade we're trying to be accommodating but we don't want people to take advantage and not lose sight of the fact that it's not a race and that this uh that the courses hey once I think people get into them they're going to recognize that it's not as easy as it looks number one number two that you also have to recognize what's educationally appropriate for your child and what's socially appropriate for your child and really what's the end goal you know what's the end goal because are you looking if you're looking to have your child graduate from school as a junior that's and you're that's a commitment you're interested to make which we do have one two three families every year make that choice it would be important to have that conversation with us but ultimately the 100 remote model is a stop gap measure in the middle of a pandemic to support those families it's not a be-all end-all replacement of school correct and that is why the all-end-all replacement right the be-all end-all

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replacement of school is homeschooling yes when they come back to campus what does that mean for them or if they decide not to come back to campus we no longer have these opportunities then what physicians I do want uh you to kind of make sure that you're keeping a watchful eye on that because we the consistent mission needs to come from you uh oftentimes building principles maybe interpret that a little differently than others and so right we need to have a consistent message on that and I need you to have that to be that consistent messenger on that because we want to hear people out you know and I want to understand what their end goal is for their child's education not that we are one of we as a district we already work significantly with families particularly in acceleration you know there's a lot of districts that they just will say to a family no that's not what we do you know you're not child's not moving ahead that's not how it works uh we've never done that well actually we did have a superintendent that did that yeah if we ended up bringing all the students back to campus right and there was a child that had accelerated and moved forward but that child was supposed to come back to campus do they still have access to the online remote learning and we have said that yes for the for those students that it's working for and there are going to even if we unless there are going to be I don't know how the state's going to play that out are people still going to be allowed to have the option if the state says to me you can open up and bring everybody back if there's no longer that option currently right now under executive order there's that option for family charlotte your point is well made in that that is part of the reason why pacing our liaisons are pacing this direction because we are all to believe that at some point they're going to come back to campus and we want to be able to integrate the students back to campus and smoothly get classrooms and so that is why the assigned we are working with the teachers on campus to understand what's being taught on campus and align with being taught in apex to parallel that to every extent possible so one way or the other if everybody needs to end up going on remote and they want to join that's correct and an actual teacher instead of using apex they can easily slide right back into the classroom that's said it is not always as seamless or a beautiful one-to-one match as possible so for example our sophomores are required to take CFM right that finance uh what's the career in financial mean yes thank you and so there is obviously not course and apex with that exact title but there is a course in apex that has most of the information that our students on campus and cfm learn so that's the course that we've enrolled them in it's like a money and business course yeah right because we want them to be able to learn that same information in their sophomore year like the sophomores because then we have too many students who might need that you see what I'm saying another thing that we might want to focus on too is getting the message out to parents that even though kids could work ahead it's not necessarily healthy to like for instance there's a lot of wasted time in school I mean it just is if there's passing time there's time when the teacher is collecting papers and settling down we're at home a student can maybe get a 40-minute class done in 20 minutes because they're working at their own pace and there's no wasted time but if they were to bulk up on so many more classes or whatever or if they're working six and a half hours a day on work they might be too much they're going to end up burning themselves out you know one of the things that our remote liaisons did last week before the actual implementation of the courses that started today was to say to the students you know here's your schedule in terms of hearing the courses that you're taking create a daily schedule for yourself and share that with me so that I can give you feedback about are you utilizing your time at home in an not just effective but also efficient manner because it probably doesn't take the same amount of time to get done at home what it takes to get done in school yeah any questions on teaching and learning from.

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BoE Mullen:

Dr. Lyon I have a question so for the elementary teachers are providing the instruction what is ixl providing us now to their adult learners uh that is providing additional supports there are videos that will go with it there are assignments that can go with it so it is it's meant to be supportive of what they're doing as a resource anything else foreign is the parent company education.com is a subsidiary of ixl our remote learners will have access to ixl and education.com our on-campus learners will have access still to education.com that the teachers might want to use this week it's on remote days or there are assignments in there and learners are giving direct instruction the issue with education.com was that it wasn't providing the instruction that we had hoped for but because our on-campus teachers are education.com becomes a nice resource sorry no it was because it just to.

Dr. Lyon:

Danielle's point so that those teacher liaisons are implementing the ixl curriculum they're not teacher liaisons I'm sorry t-shirt I didn't have I've had my verbiage wrong and that's the nice part about who is teaching these things like Katie Reese for example is a kindergarten teacher on campus that she has all the remote kindergartners so she's a part of the kindergarten team has been knows what they're learning and so she can provide that instruction to our kindergartners that is as parallel as anything so we had said that our fully remote kids were going to be asynchronous but now are they synchronous too it's only secret for an hour we always said that they were going to be with us for a period of time for check-ins and things like that so in addition to the check-ins we're doing the instructions so there's a set time that they just need to log in yes but that was always going to be are we having any issues I know we were worried about like people who might have their kids at daycare or whatever might not happen there are a couple people who have expressed concerns about that because they didn't understand that that would be a part of it but for the most part the remote the elementary remote learners are with somebody who is helping them we did send out a survey early on to ask them to ask the family who is going to be with your child during the real learning what is their capacity with technology you know questions like that so we can get a nice understanding and work with them okay any other questions this has not been without increased costs unfortunately and there have been some increased personnel costs and I wanted to kind of give you an idea of where we're at right now in terms of costs that we're not necessarily budgeted for so Patti's going to hand out uh some materials and then look at some off setting costs as well uh to make up that difference well let's get let's let them get out first so what you're looking at if you look at.

Dr. Grupka:

The first column where it's peaked these are some of the additional costs and these are not any of the costs that go into last year so if you remember last year we were closed for a few months but we still ended up buying some PPE we had to buy additional cleaning supplies we delivered lunches we did leverage bulk mailings families to homes none of these costs are included in here this is really this year's cost one of the things that occurred as our unemployment went from about 45 000 a year to over 200 000 a year so our substitute teachers this year were allowed to collect unemployment well the district was not on the hook for the 600extra that people got we are on the hook for any benefits that people get that is a significant change in what we're used to seeing we did have to hire remote teachers to replace we hired teachers some of them to replace the remote teachers and some to be remote teachers so if we had to pay them out for the full year with benefits we're looking at about nine and a half teachers for a total of five hundred and seventy three thousand dollars

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roughly I factored in a family for single plans for all of these new teachers could be a little bit more could be a little bit less depending on what the teachers needs are this is asking that we're working all year we are providing our nurses with some additional time in each building so they felt that they really needed it needed to be there a little bit earlier to check the kid I was in but they still have kids that they see at the end of the day for a variety of things so that just seemed very reasonable during this time we spent about 100 at night well we spent exactly 195 000 on PPE and additional cleaning supplies this year that includes all the sanitizers that we're using at the buildings and our spray guns it includes the spray guns some new mop heads it includes masks all different kinds and sizes of masks it includes face shields desk shields for our elementary kids and some of our reading teachers it includes hand sanitizer just lots and lots of stuff it also includes some filters because remember we talked about getting upgraded filters and we know that in addition we'll be needing three changes so we ordered them now because the lead time on those has been incredible I didn't put the charge in here for this but we needed additional laptops for child nutrition so that they could run remote locations and I just didn't get that in time today apex and education.com was 31 995. we purchased some webcams for four thousand dollars for teachers to try out so they can teach remotely funny hot spots for 18 000. those are one-year licenses will support through BOCES we brought on four additional techniques and one of each building those are 3 800. we're paying teachers to be tutors and the tutors are going to be content specific so if I'm a remote learner and I have a liaison my liaison at the secondary level might be a Spanish teacher but if the support I need is in chemistry I would not expect her to be able to help deliver chemistry instruction or chemistry support so we're trying to get tutors in every content area so that if child is struggling at the secondary level they have a tutor that will be able to provide construction in that content so kind of like that like what we would do in the three to five program so is that money that we would have spent in the three to five program well maybe or maybe not yeah but it is definitely there's definitely some money there that would have been spent in the three to five I've we increased our zoom licenses we added a different kind of license so that that was a bit of an increase so our total spending at this point is one point is a little overwhelming almost 1.1 million the very bad news is in the midst of all of this our state is being withheld at 20 and what is astounding to me is we're talking about withholding all of the aid and that includes building aid which is money that's already been spent in Barbara right now our first withholding was 108,000 and that was the high cost we know that they're going to withhold 20 percent of UPK which is 26 000. and just in our September 8th payment alone we're looking at a 499 000 withholding the problem with holding is they're saying they're withholding it and until the federal government comes up with more funds so this is what we're looking at if you see the box here and that rent amount that is what we will be at a deficit that was not budgeted as of at the end of September so we're looking at a 1.7 million dollar reduction both in additional spending and in a revenue if you look at the next line if they continue to cut aid so our state aid is 17.4 almost 17.5 million dollars 20 of that is three and a half million so we could be looking at another 2.8 million dollars in lost revenue if they continue to withhold the 20 or if they continue what they eventually cut that number is deeply concerning want to go over next door to the blue column and we're going to talk about some offsetting costs so when they came out with the Karzai money if you remember in our budget there's a line that's negative which is the pandemic adjustment it was 234 thousand dollars and then they gave us caretaker money in the same exact amount so basically they took away what they were going to give us so we it was net zero it ended up not being that zero because some of that money we do have to share with our non-public kiddos but we didn't budget all of it back in when we were budgeting because we really didn't know what they were doing at that point so we will essentially have an extra two hundred thousand dollars in those funds so if you look at the s the

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lesser and gear we will be getting those funds from the state that's the that's the tax money we are not going to be spending all of our co-curricular activity money this year we will not be running late buses and we won't be having all of our clubs this year fitness owners the fitness room we can't open anyway or we couldn't open early on anyway so we will not be providing champions for that area I'm not running modified sports this year that saves us a little bit of money intramurals we also will not be running this year we have somebody in our athletic contractual codes so what we're looking at there is officials and then just some additional costs when our teams go to states and competitions I think there's going to be some savings there in our transportation codes you would think of less students on campus we'd have less buses and while we do have less buses at the elementary we had to schedule more buses for in other areas in BOCES so that's going to be a break-even but we are going to be able to recoup some money in the sports trips and field trips if you remember at the end of the day at the end of the budget season before Patti talks about that I just this is just an initial there are many other codes that we will be looking at as we have to and really looking at them carefully in terms of what we're spending what's not being spent and those kinds of things these are just some initial things that patty and I kind of brainstormed where we're not spending money so if you remember last year we ended the end of the year with a couple of months of money that we didn't spend on transportation and we took that money and we said we're going to hold on to it because we had some we had some weight concerns because some of our transportation companies were suggesting that the governor said that we were paying all of our vendors and employees and when we went back and looked at contracts we really only paid for services provided but while those things were pending we took that money and we held it in reserves so that money still sits there and what we know now is that really they understand that that money that they won't be paying that money so we have held on to that so I I'm comfortable putting 1.3 in at this point I don't think we'll get the full aid that we budgeted but I think we'll be close so if you include that that brings us to about 1.7 so up to the end of September I think we're okay the problem is that we've got to get past September so we'll see if you look under that as well they are talking about reimbursing employers not for profits up to 50 percent of the unemployment that we paid out and they have this nifty new form out that we're going to have to take a look at and dig into this week to see if we can recruit some of that and then you know I did do my FEMA application it was lengthy and arduous and then at one point they said they're not going to fund school reopening's and then it got a lot of publicity and then they said they're going to fund some of it but not up to the only up to the day when school opens and anything after school because they want home fun and I'm not sure what that means but we did end up putting all of all of the expenses in so at least 75 percent of that will give us 144 000 so let's see and hopefully that 633 will not be a withholding there will not be a cut but simply will be distributed further down the road which would obviously be helpful as well I feel like you know I just I might even know where it is and where it's going at this point let's point out though that that's a shell game for the state because if they're going to take this federal money and only just replace a that we already had coming we're not getting anything extra from the federal government correct that's true correct we're just hoping to maybe get our actual aid that we're due correct that is exactly what we're hoping for but we were smart and we cut it out anyway so it actually would be a bonus for us but you're absolutely correct Betty in terms of the way that the aid package was laid out It was not kind of like lottery correct yes so by shell getting being held hostage yeah well it's not even just being held assets but he's holding our aid that we already had coming based on federal funds yes so whenever federal funds come through don't anybody think that schools are getting a bonus because all we're getting is the money that we're supposed to be getting well and you know as much as the governor has done a good job keeping our he has traditionally been well he balances his budget on the back of education

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correct and he's and he's traditionally held on to monies that were owed to districts being one of them overpayments being one of them that is unfortunate but that's the way the state has played the game I do have a question can you explain the unemployment because we I don't think we laid anybody out somebody didn't change but what when this started what they said is it's you know anybody can apply including substitutes including people who had second jobs in the summer who now couldn't work their second jobs you were eligible so you know we had a wouldn't it be on the second job or on the substitute teachers it would be on us but it shouldn't be fully on us because they don't substitute it's based on their past ex their past you do get a share of it it's just how unemployment works and then the other thing is that like we because at York but we had layoffs we're not getting hit for any of it against our rating because it's COVID-19 related so we're not getting the 600 I mean right it's none of it is that it really is just that that much money and substitutes and people who no longer work here but work here for a part of the year so if you retire and work somewhere else in that later we own some of that unemployment because it goes back for the year so there's a couple different situations you know we've we fought as many as we could we are getting a little bit back but at the end of the day we're still looking at a 200 000 annual bill crazy it's crazy any questions on the funding and uh the expenses to this point you mentioned the FEMA money I know that you have been really diligent in applying for all that and I saw the same notification that you did saying that they were ow considering those to be increased operating costs and not I hadn't seen the update so it looks like they may be sending some of that money they haven't technically sent out an update but I work with Tim Kelly and everyone here with and he basically said after all the bad publicity they got now they're saying well maybe you know this is new for them too by the way I understand his is actually if out think about the origins of FEMA this is their first biologic disaster like they don't have anything else like this so they're trying to feel their way through it to ensure it's been more costly than they anticipated so now they're thinking that they will fund schools up to the point where school is in session originally they said sanitization only so you know the cleaning supplies anything that PPE related but not you know not so we haven't received any money from FEMA going back to no so that's still all on the table right just wanted to confirm the cost of instruction the mailing out of things yeah nobody is anything else on school reopening or any other questions they said that they are they're so pleased with how everyone's willing to work together and help and really make it happen for the kids and for each other they really work together as a team so go team so I guess my question is we barely have enough money to squeak by through the end of September what are we going to do if we don't get any of this money back when are we going to start making those decisions and being proactive about yeah we've probably got about another month and a half to see where this all plays out unfortunately betty I know everybody's essential for what we've got going on correct we may we may have to try to hold on until after November uh and see what the uh you know see what the election holds that that could that I believe the election will have a factor in terms of how this all plays out currently right now so the other answer that you know like you're I know what you're thinking is where where's the money we still have this this does not touch any fund balance so I guess I should have made that more clear this encumbrance from the prior year is not part of the fundamentals so we still have we still have about another two million that we could dip into moving forward and we have so that's remember we've got about a little we've got over four million go ahead I'm sorry we're not going to start talking we're not going to already start talking about reserves no but yeah no well there but no we have there's the two million we've committed to this budget and then there's the unencumbered which is close to another two million that we have sitting there a little less we are also allowed to use repair reserve for this so what you know we will have some money and repair reserve that we can use in addition if we needed to liquidate other reserves while I would hate to do it if we

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needed to do it there's an emergency we could the other thing you can do at the beginning of the year which I don't like the idea of this because then there is the payback end of it out could go into a revenue anticipation though we also have we have we have almost 900,000 in a tax certiorari account that you know we don't know where that's going to where that's going to play out with uh my hope beyond hope is that the a judge will whatever the whatever the assessment is that they'll just say that's what it is moving forward right we just have to keep in mind that well we hope that these are all one-time expenses we have no idea this could go on for a couple of years Betty it will bank it will bankrupt us I mean we will be down to it will be significant it would bankrupt us and the state doesn't have any money right the state is well I mean I mean I what you're watching play out what you're watching play out in a district has a lot to do we saw very quickly for us to do the remote model we couldn't do it with the people that we had to bring on some more people yeah I mean there was just no two ways around it and we got too deep into it and it was just like we got to do this and you know we thought in our minds where you know where the money's coming from how we're going to pay for it and we just had to do it and unfortunately if we had dilly-dallied and not been decisive we could be in a similar situation there was it was like our back to her against the wall you know and I mean when you look at the money that we get from state aid the money that we're losing we only get you know so much of our money from state aid there are other districts that that is the majority of how they fund their district and when you start talking about these kind of cuts I mean it's going to bankrupt everybody oh yeah yes and no new thing they've got so much fun balancing I don't know what to do with it but I mean this is this is not a problem that is unique to us at the moment so unfortunately not it is uh it's a desperate situation and unfortunately we are a bit caught in there's a there's there is there are politics being played here there definitely are you know and it's a tough time right now because the stakes are very high on both sides for both sides so you know why the fact why did why could they not they came they came to a huge deal back in what march April oh because the stock might be taken from the fence the stock market looks good now so there's no inverters right but you would think that they would come to a deal who knows who knows well I don't understand it I do understand that you know we do need to think of the things that you know we have to go going forward so but we'll get through September in order for us to maintain this we have to maintain the instruction yeah you know all of the I mean we're talking sports we're saying right now we're going to run five brad has brad is having his coaches meeting on Wednesday we're having we're running going to run five sports no modified notes but that would all go folks that would all have like this co-curricular we had said that we were going to delay them five weeks but that's the number for the whole year right no that's not the number for the whole year that's a huge number it's a 200 000 number more so that's just what we're going to say by delaying uh no that's just cutting we looked at some of the ones that we wouldn't be running but that number is about 200 000. I mean there are there are plenty of places that we could go to if I have to maintain the instructional program in the hybrid model and the remote model work that is the most important thing obviously yeah that's the most important thing and we will yeah we will you know I mean you know we're running sports we're going to try to open up with these sports and uh you know we're not going to be running transportation we're not required to run transportation to sports you know you folks may hear some of that a little bit you know people are going to have to recognize that our school sports are going to become travel programs it is it is absolutely amazing to me that we're running any sports and anyone that would complain would be do you anticipate that there will be students because they have to provide their transportation that will not participate I would anticipate that yeah so you I know we have students that aren't going to play because they're concerned right for their health I mean it's going to be interesting to see what we can field and what we what we can't which gets us to the

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Covid-19 I wanted just to update folks on that you've seen a lot of emails so on the front page of the website you'll notice the flow chart has been this is the most recent update to it so there are five scenarios on our flow chart and of those five scenarios we currently have three teachers and three students who are in scenario one so they are in a quarantine for suspected to have had close contact with someone who tested positive so they are currently in quarantine most of the for most of them their quarantine is at day seven or eight right now uh because they all came about on that Thursday prior to going out from school so no I'm sorry no it came on that Sunday of labor day weekend so we have students there we do have three students who are in students and staff tested positive or suspected of having Covid-19 with symptoms so they're in column two and uh working with our nurses in Niagara County health department but they need they will be required to have a proof of a negative covalent test to return back along with all of the other symptom resolutions and then there are two other scenarios one is uh they've tested positive but had no symptoms they still they still require the COVID-19 test we have two students I believe right now uh that the nurses are working with that are in scenario four so students or staff or visitors exhibit one or more symptoms of covid-19 but is not suspected of having covid-19. working they are still required to show proof of a negative covalent test by Niagara county rules so we're working with those folks right now uh of those most of the families have been very good with our nurses and understand the requirement and are willing to very much do that I believe the nurses have only had maybe one issue with a family saying that that's just not necessary but that's the rules that we're playing under right now but we do have one teacher who unfortunately due to a family situation had to travel to a state that is under the uh what's the patty the table not the travel advisory so that that teacher is in quarantine upon the return and we're waiting for that quarantine to end so I have a question about those so considering the fact that we can't really afford to have anybody being paid that isn't doing meaningful full-time work are we allowed to have these quarantine people who aren't sick perhaps performing we do we have one currently right now yeah I could do this really sorry you know but he's actually or if he can't teach her this could they at least maybe do some of this grading or these tutoring or this particular teacher isn't a very difficult time difficult okay I'm just saying in the future not necessarily teachers who are yeah I had that conversation with my son right before I left to come here did you know that you know that and you know obviously that's been out in house email and if you look at our dashboard we have nobody on our dashboard because our dashboard looks zero all zeros because we have not anybody on campus but that's important to reassure people at this point because I'm saying like he asked because it was get you know students were I guess discussing that yeah I just want to update you on that you saw the draft letter that will go out if we do have a case that is that erupts on campus it won't necessarily shut the school district down but we'll be working with those students and families that may have been in close contact working with the Niagara county health department okay and it may happen it is in our community so know that we are prepared we almost it almost happened and I think that uh kind of summarizes kind of where we're at right now as of five days into this anyone have any questions

BoE President Riordan:

okay board and district goals in the short amount of time that you had to look these over this afternoon did everyone have a chance to review as well and you have some more time you do because we're going to we're just going to look at them in the draft tonight and then we'll look at actually adopting them at the next meeting so it'll be a couple weeks so i know Paul said earlier that he wanted to get the district goals out to the administrators have them take a look and have some feedback and then have an opportunity for everyone to actually read them over and this just all came

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straight from the retreat and just taking the notes that Marisa took and putting him in the right I put him in the right format and ward smith them so added them into action items the timeline and the success indicators and as I said I apologize for not having them done I honestly totally forgot that I hadn't had that done so how about well if you have any initial questions or you want to but what I would ask that you do is so they'll be shared as a google doc you know please between now and that Wednesday before our uh our board meeting which will be on the 28th so that would be the 25th if you if you want to make any comments or anything ad or please use the google doc comments okay yeah should we I don't see it on them do we need to decide whether we're going to do this yeah I brought that up as well actually we also needed to talk about facilities because Anne has brought up that she is not able to make those facility meetings and we said we were going to mention it last time and we got busy okay perfect changing the dates of the meetings to accommodate all right as everything should accommodate you all right okay that's problem solved and then also we wanted to talk about uh the school boards convention which is virtual just how we want that to look did anyone have a chance to look at it at all online as to what they've put out basically they're going to run all the educational sessions that we would always go to but it will be you know basically you know kind of as in our leader a little bit more party are they synchronous or asynchronous that's a good I think I thought they were accurate I'm not sure if all of them are so but the idea is do we you know do we want to see there's still interest in doing that and kind of taking that as like a professional development a lot of the top you know if you had a chance to look at the topics and if we if we do get our registration in I think would you say there's like a bag or something I think that if we're going to spend the money and do it I think that it'd be really easy for us to not really take a really good advantage of it unless we maybe had a separate meeting maybe an extra work session that we actually yeah to report out some of it or at least that was going to be one of my like circles what we're going to do and spread it out so before I mean registration how long is registration going for early bird I think early birds like the 20th or something then let's take a look at the content of the sessions the availability of looking at them you know who will be available to do them and to report out and it you know it might be where in years past we would you now a majority of us would go maybe just a couple of us can take you know on the sessions and bring that information back so before the next meeting or the deadline let's take a look at how we want to approach it and then what do we want to do with that information like do we want to report out at the next work session like what will what will be the value in in those sessions I know they significantly reduced the cost of just even the registration so from years past are we allowed to have a zoom a separate zoom meeting just to discuss convention that wouldn't be considered a public meeting you could have another work session to do it through soon but it would have to be what do you mean it's going to be past the deadline for early bird registration it's a significant discount yeah what was the deadline I think that we passed the deadline because it says the 13th but I could call them and say hey okay because I thought that I all right I did too all right well let's let's go back and take a look at that and if I have it by the end of the week you know send even if everybody just emails your thoughts on how to approach it we can get it together and see how many to register and how we want to go forward with it do anything to add a convention I don't you know if the board decides that you want it with it and uh if the sessions look good to uh be a part of it with you okay it's just you know there's a lot there's a lot I know that's part of it even going through that I want I want the board to look at it and let's take a look at the courses and there's a lot of breakouts and see what's even like the communication one I know they're really focusing on reopening and on the pandemic this year and I'm very focused on what we're all dealing with right now so but I like betty's idea that we would commit to a session to do it so that we're not you know maybe two people watch them together and it's always interesting to do it

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that way yeah all right if you didn't together why couldn't we do it here and I don't know I don't see why you couldn't have two rooms going you could have here in the alumni room and or you could have closed one of these off and we could just imagine when you registered if I could give you a login and password if we just bought a couple of them we could probably just share them and like and do whatever right but yea I don't see how I am they really kind of supported I don't think you could use the login twice no but if you had if you if you were projecting I don't know how they would know you were projecting you couldn't but if I think if you were individually doing that at all you could probably use the same password at the same time but I think that they also reduce the price because it's virtual and the organization needs that's their major fundraiser for the year and we should support that and I don't think we should right I think it's a reduced price why don't we just why don't you talk why don't we buy three just do three why don't we buy three and then we could break down and or do you think we should are you saying that you think we should support them more I mean you're spending money on hotels and travel and I think the at least the board members I don't think necessarily you need to no I can we can Patti and I and heather if we want to catch a session we can sit in with any of you guys who are taking it I think the other thing is don't you get credit for it you do get credit towards your achievement and we have to ask if everybody's interested in doing that like fight commitment and stuff and then I could do whatever you want okay let's get let's dig in passwords you know especially for the board members it's just a lot of really good stuff but we could help steer you towards the really good stuff too if we had a little time well that's why we did it at least you might have a window you might have a window to view the stuff but we could at least do one night together yeah that's what I'm thinking and also I mean this is money that we had budgeted and obviously will there'll be a great savings from what we budgeted to what we can do that's correct yeah but if we you're right if we can agree on a few that we all want to see maybe we can get a couple together in this room and couple together and everyone wouldn't even need to do them together again it's 285 members so yeah the early birds ended yesterday I don't know that a lot of districts are doing it because I'll be glad to get them up yeah sometimes right well 1500 or 1600 was certainly a lot cheaper than you know even three months people going to new York city you know so right for sure no yeah what about that cupcakes that's 24 nights that I won't be having dinner some of it synchronized yeah we're going to dig into it yeah so that's still going to be like we're going to just dedicate that time I was just going to say that in years past I mean there were only certain there were only a certain amount of sessions that you could get into and sometimes you couldn't even get into it I mean look at the there's been years that we got locked out as you're like running to get into the room but you could always get into the other and get all of the docents and the pdfs yeah and all of that information from them so I'm sure that that's all still well I'm pretty sure that's all going to be available so but well maybe while they're doing the synchronous they'll also take it much later yeah perhaps and by sync by synchronous I'm guessing that they're going to be recorded so yeah unless they're just people zooming in but I don't know we'll get that information and get it out to everybody and make that decision okay all right was there anything more on the goals or any of those topics

BoE President Riordan:

all right then let's go ahead move to approvals

CALL TO ORDER		
Call to Order	The Board President called the meeting at 6:00 pm with the Pledge of Allegiance.	Jodee Riordan

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[illegible]

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Approval of the YMCA Buffalo Niagara Pre-K and After School Contract	RESOLVED , that the Lewiston-Porter Board of Education approve the Buffalo Niagara YMCA Pre-K and After School Contract for the 2020-2021 school year, as submitted by the Assistant Superintendent for Administrative Services. Motion made by Riordan, seconded by Warrick to approve NA-3.	NA-3 Approved, CARRIED, 7-0																														
PERSONNEL CONSENT AGENDA																																
	Motion made by Riordan, seconded by Warrick, to approve the Personnel Consent Agenda combining PLI, PALTS, PATOSA, PACC, PTI.	Approved, CARRIED, 7-0																														
Leaves - <u>Instructional</u>	RESOLVED , upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for unpaid leave of absences. <table><tr><td>Name</td><td>Date</td><td>Tenure</td><td>Reason</td></tr><tr><td>Jennifer Lombardi</td><td>09/01/2020 - 6/30/2021</td><td>Elementary Education</td><td>Personnal</td></tr></table>	Name	Date	Tenure	Reason	Jennifer Lombardi	09/01/2020 - 6/30/2021	Elementary Education	Personnal	PLI																						
Name	Date	Tenure	Reason																													
Jennifer Lombardi	09/01/2020 - 6/30/2021	Elementary Education	Personnal																													
Appointments - <u>Long-Term Substitute</u>	RESOLVED , upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Long-Term Substitute Appointments. <table><tr><td>Name:</td><td>Laura Kimoto</td></tr><tr><td>Placement:</td><td>Middle School</td></tr><tr><td>Position:</td><td>6th Grade ELA in for J. Lombardi</td></tr><tr><td>Effective:</td><td>09/01/2020 - 06/30/2021</td></tr><tr><td>Certification:</td><td>Social Studies Gr 5-9</td></tr><tr><td>Degree:</td><td>Masters</td></tr><tr><td>Step:</td><td>2</td></tr><tr><td>Salary:</td><td>\$45,735</td></tr></table> <table><tr><td>Name:</td><td>Katina May</td></tr><tr><td>Placement:</td><td>St. Peters RC</td></tr><tr><td>Position:</td><td>.6 FTE Special Education Long-term sub</td></tr><tr><td>Effective:</td><td>09/01/2020-TBD</td></tr><tr><td>Certification:</td><td>Students with disabilities Gr 1-6</td></tr><tr><td>Degree:</td><td>Masters</td></tr><tr><td>Step:</td><td>3</td></tr></table>	Name:	Laura Kimoto	Placement:	Middle School	Position:	6th Grade ELA in for J. Lombardi	Effective:	09/01/2020 - 06/30/2021	Certification:	Social Studies Gr 5-9	Degree:	Masters	Step:	2	Salary:	\$45,735	Name:	Katina May	Placement:	St. Peters RC	Position:	.6 FTE Special Education Long-term sub	Effective:	09/01/2020-TBD	Certification:	Students with disabilities Gr 1-6	Degree:	Masters	Step:	3	PALTS
Name:	Laura Kimoto																															
Placement:	Middle School																															
Position:	6th Grade ELA in for J. Lombardi																															
Effective:	09/01/2020 - 06/30/2021																															
Certification:	Social Studies Gr 5-9																															
Degree:	Masters																															
Step:	2																															
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Placement:	St. Peters RC																															
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Effective:	09/01/2020-TBD																															
Certification:	Students with disabilities Gr 1-6																															
Degree:	Masters																															
Step:	3																															

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Salary:	\$28,401.60
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Name:	Miranda Mona
Placement:	Primary Education Center
Position:	TOSA 100% Remote Learning Liaison Long-term sub
Effective:	09/01/2020 - TBD
Certification:	Early Childhood Education B-2, Childhood Education 1-6
Degree:	Masters
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$44,189 pro-rata, retroed to the effective date of 9/1/2020

Name:	Leah Khatib
Placement:	Intermediate Education Center
Position:	Special Education in for J. Stevener
Effective:	09/01/2020 - TBD
Certification:	Childhood Education Gr 1-6
Degree:	Masters
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$44,189 pro-rata, retroed to the effective date of 9/1/2020

Name:	Lisa Morgan
Placement:	Middle School
Position:	Special Education in for V. Filicetti
Effective:	09/01/2020 - TBD
Certification:	Special Education
Degree:	Masters
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$44,189 pro-rata, retroed to the effective date of 9/1/2020

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Name:	Hannah Whiteside
Placement:	Middle School
Position:	Math in for D. Scinta
Effective:	09/01/2020 - TBD
Certification:	Mathematics Gr 7-12
Degree:	Bachelors
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$39,788 pro-rata, retroed to the effective date of 9/1/2020

Name:	Claire Feiertag
Placement:	High School
Position:	Science in for K. Ruggiero
Effective:	09/01/2020 - TBD
Certification:	Biology 5-9
Degree:	Bachelors
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$39,788 pro-rata, retroed to the effective date of 9/1/2020

Name:	Derek Tracy
Placement:	High School
Position:	Physical Education in for J. Lichtenthal
Effective:	09/10/2020 - TBD
Certification:	Physical Education
Degree:	Bachelors
Step:	1
Salary:	Daily Rate of \$110.00. After 40 days \$39,788 pro-rata, retroed to the effective date of 9/10/2020

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Appointments -
TOSA

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for the following Teacher on Special Assignment appointments.

Name:	Kristen Maggi
Placement:	Primary Education Center
Position:	TOSA 100% Remote Learning Liaison
Effective:	09/01/2020
Time Period:	TBD
Certification:	Childhood Education Gr 1 - 6
Degree:	Masters
Step:	6
Salary:	\$52,483

Name:	Kathleen Ries
Placement:	Primary Education Center
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBD
Certification:	Early Childhood Ed B - 2, Childhood Education Gr 1-6
Degree:	Masters
Step:	7
Salary:	\$54,319

Name:	Shannon Lester
Placement:	Intermediate Education Center
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Pre K-6
Degree:	Masters
Step:	19

PATOSA

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Salary:	\$82,080
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Name:	Jennifer Kensinger
Placement:	Intermediate Education Center
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Childhood Education Gr 1-6
Degree:	Masters
Step:	14
Salary:	\$69,109

Name:	Julie Stevener
Placement:	Intermediate Education Center
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Students with disabilities B-2, Students with disabilities Gr 1-6
Degree:	Masters
Step:	6
Salary:	\$52,483

Name:	Max Hyland
Placement:	Middle School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Social Studies Gr 5-9, Social Studies Gr 7-12
Degree:	Masters

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Step:	2
Salary:	\$45,735

Name:	Denis Scinta
Placement:	Middle School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Mathematics Gr 7-12
Degree:	Masters
Step:	28
Salary:	\$96,673

Name:	Victoria Filicetti
Placement:	Middle School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Special Education
Degree:	Masters
Step:	24
Salary:	\$91,990

Name:	Kristian Ruggiero
Placement:	High School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Earth Science Gr 7-12
Degree:	Masters

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Step:	16
Salary:	\$74,032

Name:	Michelle Ellis
Placement:	High School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Spanish Gr 7-12
Degree:	Masters
Step:	24
Salary:	\$91,990

Name:	Jessica Cruz
Placement:	High School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/01/2020
Time Period:	TBA
Certification:	Students with disabilities-Soc. St. Gr 7-12
Degree:	Masters
Step:	13
Salary:	\$66,772

Name:	Justalene Lichtenthal
Placement:	High School
Position:	TOSA 100% Remote Learning Liaison
Effective:	9/10/2020
Time Period:	TBA
Certification:	Physical Education
Degree:	Masters

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	<table><tr><td>Step:</td><td>18</td></tr><tr><td>Salary:</td><td>\$79,305</td></tr></table>	Step:	18	Salary:	\$79,305																	
Step:	18																					
Salary:	\$79,305																					
Appointments - Co-Curricular & Extra Curricular	<p>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for Co-Curricular & Extra-Curricular appointments.</p> <table><tr><td>Name</td><td>Appointment</td><td>Cat/Step</td><td>Stipend</td></tr><tr><td>Mark Waple</td><td>MS WEB Club Coordinator</td><td>VI/3</td><td>\$1,514</td></tr><tr><td>Michael Bollinger</td><td>MS WEB Club Coordinator</td><td>VI/3</td><td>\$1,514</td></tr><tr><td>Karen Pax</td><td>MS WEB Club Support Team</td><td>VII/3</td><td>\$1,146</td></tr><tr><td>Kelly Zimmerman</td><td>MS WEB Club Support Team</td><td>VII/3</td><td>\$1,146</td></tr></table>	Name	Appointment	Cat/Step	Stipend	Mark Waple	MS WEB Club Coordinator	VI/3	\$1,514	Michael Bollinger	MS WEB Club Coordinator	VI/3	\$1,514	Karen Pax	MS WEB Club Support Team	VII/3	\$1,146	Kelly Zimmerman	MS WEB Club Support Team	VII/3	\$1,146	PACC
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Karen Pax	MS WEB Club Support Team	VII/3	\$1,146																			
Kelly Zimmerman	MS WEB Club Support Team	VII/3	\$1,146																			
Transfers - Instructional	<p>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for the following transfer.</p> <table><tr><td>Name</td><td>Building</td><td>From Position</td><td>To Position</td></tr><tr><td>Karen Yager</td><td>Intermediate</td><td>Enrichment</td><td>5th Grade</td></tr></table>	Name	Building	From Position	To Position	Karen Yager	Intermediate	Enrichment	5th Grade	PTI												
Name	Building	From Position	To Position																			
Karen Yager	Intermediate	Enrichment	5th Grade																			
ADJOURNMENT																						
Adjournment	Motion made by Riordan, seconded by Orr to adjourn at 7:10 pm.	Approved, CARRIED, 7-0																				