

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

Board Meeting commenced at 6:07pm

**All:**

pledge allegiance

**BOE President Riordan:**

all right I would like to accept tonight for November nine twenty twenties I may have a second

**BOE VP Mullen:**

second

**BOE President Riordan:**

I think I'm being delayed okay all in favor

**BOE:**

yes

**BOE President Riordan:**

yes, I got it in and why don't you pick up policy discussion and I'll continue to work with this okay Anne you are next on the agenda on the agenda

**BOE Orr:**

there are a couple of first reads that are updates from BOCES that we went over the first one is a multi-pages policy around privacy of data that takes into account the contracts with any website or any data provider any electronic site that we use that takes student data or teacher data they have to sign a contract that's established by the state that spells out the whole privacy and nick has been reviewing this policy for a couple of reads now and we're good it's good and he also said that the staff has been very compliant with whenever they come across a new site that they want to use they make sure that it's in compliance with this policy so that's good that's out there the second one title nine sex discrimination this is largely about the fact that sexual harassment is defined as a form of sexual discrimination sex discrimination so there's a lot of language in here under title ix including guidelines around how to handle sexual harassment which is in other policies as well and that newly come down from the I guess it's from the state it's not just from BOCES although that's who provided it to us one of the main points in there that we you might not be aware of but just to make note that we have two title nine coordinators and that's Dr. Grupka and also Heather and so they have to keep an eye on the aspects of title ix which are in in my mind was always about equality based on sex for athletics and student activities but this now includes a large a lot of reading around harassment as part of that the additional first reads are all areas that do not have a lot of update there are existing policies up for annual review and there was nothing no large changes there and so they'll be coming

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

through next time oh I don't know what just happened to my there it is so it's nothing new there the second reads are were first discussed last work session and it's around conduct and discipline and suspension of students and use of personal technology and everything including corporal punishment weapons in school so those policies are important and they are fully outlined you'll get a packet for the before the next board meeting with all of those outlined in them and that there's a couple that are still on hold and we're working through those did I miss anything Danielle

**BOE VP Mullen:**

no, I think you did a good job Anne okay thank you

**Superintendent, Mr. Casseri:**

I would agree all right that's policy Jodee you're muted

**BOE President Riordan:**

okay how about now can you hear me now can you hear me now are we good I'm more stable on my phone yeah it appears to be okay good all right we're going to our plan was to talk about some of the things that we had learned in attending the virtual nisba convention kind of sharing out some of you know that what we had talked about or what we had learned in our educational sessions I'm going to throw it out there tonight you know we hadn't really planned on being virtual is everyone prepared to do that tonight in in a virtual meeting or do we want to hold our discussion to the December work session I'll kind of throw that out to everybody because it may be more difficult to try to do it this way when we can't really see our reports and so how does everybody feel about that

**BOE Warrick:**

I still had a couple sessions I wanted to look at the videos for and haven't had a chance to do yet yeah, I watched I've watched one or two but I still want to watch some more so I would be okay putting out on hold until December but I'm okay with whatever everybody wants, Jennifer

**BOE Klemick:**

oh no I said I've watched three but I didn't realize there was a forum I should update my notes on so I just have them on a notebook note so I can update those for the next December evening as well okay I think it

**BOE President Riordan:**

I think it might be easier given the circumstances today if we just we'll do it in December and then we can dedicate a little bit more time even I mean there's still the chance that we may be virtual in December but I think it might give us a little bit more time to prepare so okay so at this point claims audit review it was if you all had a chance to take a look at the claims out of it was pretty uneventful there was

really nothing you know of note to discuss but you know it is something that we do regularly to review from our claims as submitted by our claim's auditor so, did anyone have anything that they wanted to bring up as far as claims on it

**Superintendent, Mr. Casseri:**

you know Katie does a great job for us and as you can see all claims are submitted in good order so exactly all right very good Patti told me to say that so I'm just instructed me she instructed me as to what to do so I wanted to make sure I got it out there Marisa reminded me too it says it right on you know I just wanted to make sure that I put my two cents in because my name is there

**BOE President Riordan:**

very good yes that's true you were you were listed as that you were discussing this so that's right Dr. Lyon a stem council discussion so for

**Dr. Lyon:**

as long as I've been in Lew-Port and it predated me there was a stem committee of the board that discussed how things were going across the district related specifically to science technology engineering and math and since I come on board I've implemented a curriculum instruction and assessment review cycle which is larger than stem and is inclusive of all the content areas and I'm wondering if the board rather than having a stem committee would prefer to have a curriculum instruction and assessment review cycle committee that is aligned with what's being discussed at the across the district and with buildings and peer coordinators and whatnot rather than just stem I'm open to you know keeping with stem if that's the will of the board or expanding it so I'm just putting it out there as a discussion point I think that that would be a broader way of going about it and that wouldn't say that you could not you know specifically focus on stem for some of those discussions I think that part of the stem council as far as a committee came out of so out of the science curriculum and looking at what that was going to look like in the in the cap the past couple of years so I think if that's the way that you want to approach it I would have I would have no issue with that if you think it would just be a kind of more of a broader umbrella Heather yeah and so if we're talking about stem with regard to the curriculum the instruction the assessments that would be aligned to that that's great but the curriculum instruction assessment review cycle is a broader approach and we're now we have some decisions that have been made with science we're going to be moving on to math and then we'll move on beyond that and I'd like to be able to have a venue to be able to discuss all of the content areas with the board and not just a handful of them rest of the board how do you feel about that I think it sounds like a good idea I mean our stem committee last year was all focused on choosing science curriculum correct more or less yeah I mean for the most part so it seems to make sense that why pigeonhole us into just science and math unless there's a specific need for something stem related

well I would continue to keep you informed of that through the conversations anyway because it is a cycle right yeah that that stem council would be more of like a subcommittee of the larger reporting out of curriculum instruction and assessment cycle sure okay so if that's the case then the people who are currently on the stem committee, I think it's Marisa correct me if I'm wrong I think it's Danielle I think it's Jennifer that you may be the only two this year because I think Gemma it didn't work out with your calendar this year and last year Sarah was on it too and so, I think it's just Danielle and Jennifer so I'll connect with you thank you I'll connect with the two of you to find a date that would work for the two of you and we'll move on from there okay great all right

**District Clerk:**

Heather you are correct it is Danielle and Jennifer

**BOE President Riordan:**

Heather you are you are back up we are going to move on to our aimsweb presentation

**Dr. Lyon:**

all right so I'm going to share my screen can you see my screen there we go all right so this presentation typically this time of year I would be presenting to the board our progress from the prior year regarding the three through eight assessments and regents exams and since they were not administered last year I spoke with Mr. Casseri and you know asked what data if any he might like me to present and we agreed that presenting the aimsweb results from last fall to this fall would be the best place for us to go for this presentation so with that okay and just not to interrupt that I this is we're really hinging quite a bit of our diagnostic underpinning underpinnings to this k-12 aims web plus approach and just as we are trying to create a detailed and deep understanding across the board k through 12 with our teachers in terms of how we use this data I think it's also critical that the board understands that how important this data is in terms of making individualized instructional decisions for students from you know acceleration to RTI to ultimate perhaps classification there there's so much important data that is garnered from this work so that's that that was the reason why I really wanted Dr. Lyon to bring this forward which gets us to the background of where these assessments started honestly in New York state schools were required to begin implementing they're called curriculum-based measures but really in New York State yes they were independent assessments and so there was a list of independent assessments that school districts had to choose from and again this came about through race to the top and at the time Lew-Port's choice was to administer it actually wasn't aimsweb plus it was just aims web at the time and then star assessments so aimsweb was administered to all students in kindergarten and first grade and then any student who qualified for reading in grades k through 5 because our reading specialists and psychologists preferred aimsweb results to star results but we were administering start grades two through eight because back when the choice had to be made around

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

2000 eight or so aimsweb was able to be administered individually and star was able to be administered through a computer so the idea of having kindergarten and first graders take it on a computer was unappealing but the idea of having to administer it one-on-one with all students was really time consuming so this is how or why the decision was made then beginning in last school year we made the shift to aimsweb plus for all students in k-9 because aims web plus now has a way to administer it computer-based for students second grade and up as well aims web plus allows students in the high school to take the curriculum-based measure whereas star only went to eighth grade so this meant that we could use the same assessment for all students in the district and we could get historical data on students as they move forward only troubleshoot and pay for one platform so there were many reasons why making that shift was a good shift but again going backwards we didn't want to double test kids so a child who is struggling we don't want to give them star and then give them aimsweb plus because we found that data to be more valid and reliable now starting this year we're administering aims web plus it's in reading and math for all students k10 next year it'll be k11 and then the following year would be k12 so aims web plus is it's considered a universal screening assessment it's delivered fall winter spring and it has normative results from students across the country and so again it's an it's called a CBM or curriculum-based measurement it doesn't assess students knowledge of standards it's really a skill based assessment and so determining how students foundational skills at each grade level what they look like and how the students do and so the power of curriculum-based measures you can see they're brief predictive sensitive to improvement easy to administer and score they're valid and reliable and it is able to be utilized time and again so Mr. Casseri spoke to us using aims web in the RTI process so again you have seen this image this is a review but they call this the RTI pyramid it's really a triangle but it's they call it the pyramid so about 80 of students should need nothing more than their core instruction from their classroom teacher now that doesn't mean that the teacher isn't differentiating to meet the students' needs but with that differentiation it should be enough for the student to be successful then you have about percent of students who might need what we call core plus more so the more would be tier two intervention and then you have about five percent of students who need tier three intervention which is core plus more plus more in other words the tier 2 intervention wasn't successful they didn't they didn't respond to that intervention what's important to know about this model is that this is a Gen Ed pyramid in other words it is only when students do not respond to tier three here that they progress on to an IEP or an individualized education plan and so the whole purpose of RTI when you get the core plus more or core plus more plus four is to determine is the gap that in your skill set as a student due to need for instruction in a different way or is it due to a cognitive deficit like a learning disability that might be causing that gap so with aimsweb the students are grouped into five different percentile bands and students who are at or below the 25th percentile meaning they are below average or well below average qualify for tier 2 intervention remember all students start with tier 2

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

intervention and so if they score at that 25<sup>th</sup> percentile or below we need to ask ourselves what is causing the struggle and so that means we need to provide some intervention and progress monitoring to under to identify the underlying issue so this is similar to going to a doctor imagine you go to the doctor the doctor says I'm hearing something or I'm seeing this blood work and I'm concerned about what's going on with your heart the doctor is going to start here with non-invasive measures you can induce a blood test I'm going to recommend change in diet and exercise and say see you in a few weeks or months you go back in a few weeks or months and then at the next appointment the doctor's going to see if the changes the intervention work did the diet and exercise changes work if yes keep it up if no then more non-invasive measures are going to be taken like doing some additional testing potentially trying medications say see you in a few weeks or months to see how that works out at the next appointment did the medication work if yes let's just keep up with that medication if no then you know some in more or some invasive measures might be needed and so you can see there's a progression from the least to most invasive and time is needed to progress monitor because open heart surgery is the last not the first option so in this case open heart surgery is equivalent to something like special education most students once they get an IEP they don't they don't no longer or they have that IEP forever so in a response to intervention model what that means is here at the left the child qualifies for the intervention remember all children start at tier two they receive 16 weeks that's a that number is chosen on purpose because we're supposed to do have about eight progress monitoring data points to look at and you do it you progress monitor every other week so that's 16 weeks of tier two if the child does well after that 16weeks and they have a positive rate of improvement then they don't need it anymore but if they still need it then we might try a different intervention and if that worked then that's great then they no longer need it but if they still need something then they go to tier three no child starts at tier three even if they're at the lowest percentile in aimsweb because we don't know the reason why they're there anyway if a child moves into tier three we still want eight data points but we progress monitor now every week in order to get those eight data points and so at that point if the child still isn't demonstrating progress the child should be referred to CSE so that means we have about 24 data points collected over 40 weeks before we have enough data to refer students to the committee on special education and keep in mind those 40 weeks do not have to be or they don't restart every school year so if a child was qualified for tier two midway through their third-grade year their fourth-grade year picks up where they left off because in order to get out of intervention it's based on your progress monitoring not the re-administration of the benchmark the administration of the benchmark is entry into RTI but not exit from so here are some disclaimers before I share with you our data I shared with the board already this white paper put out by NWEA which is just another testing it's another test anyway talking about the covet slide and so the point of this white paper is that we know that summer slide exists so between June and September when kids leave school and come back to school they do regress a little bit but that due to COVID the anticipated regression is greater so looking at this we can see

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

that the it's really interesting because when you look at the typical gap right this is the typical last day of the school year so the decline starts here so this is the gap they're saying that for third graders this is now the gap to expect from typical third graders and you can see that that gap actually decreases as kids progress in school in grades and we would expect that only in that at third grade they're learning how to read whereas by eighth grade they know how to read the regression isn't the ability to read it's in understanding what it is you're reading so here you can see that the typical gap for students with math is even greater and is has been exacerbated by COVID so this is what was predicted and spoiler alert what you're going to see from us is that we are our results are what was expected according to this prediction so quick caveat the data you're about to see includes students with disabilities so even though they don't necessarily need to take this because we already have identified them we've still administered aims web plus to all of our students with the exception of our 12-1-1 students at the middle and high school this means that there are students who have theoretically already progressed through the RTI pyramid and the district's classification rate is listed as 18 on the most recent real estate report card so here's our data so I'm giving you last year's data first so that you can see what that looks like and anything anytime that we're above the 80th percentile or at or above the 80th percentile I've highlighted in green because theoretically this is where we'd want to be this is the expected this was last year and then this is this year and you'll see that we have several I've added the column of untested students because we have students who are learning remotely and we did not require them to come to campus to take the assessment at the same time, we did not administer it remotely because that would invalidate the results so in terms of the comparison you can see that in third grade for whatever reason our current third graders performed better than last year's third graders on the fall assessment but our current kindergarteners first graders second graders performed approximately 20 percentage points lower than their counterparts did last year so it is in our earliest grades that we're seeing the biggest differences with reading with math this is what it looked like last year and then this is what it looked like this year so you can see we went from one two three four five areas of green last year to only two this year and when you look at the difference you can see that in every grade except for fifth grade that there is a there was a negative difference and, in some cases, it was pretty dramatic so who needs more than tier one in the fall of 2020 according to our results kindergarten first second grade at percentages that are way above what would be expected of the theoretical model third grade is pretty close for reading same with fourth grade for reading and math we have really high numbers of students who are indicating that there are needs for intervention so that's across the district and you can see that in the middle school all the middle school grades so sixth seventh and eighth are double digits the number of students who are demonstrating a need for intervention so in terms of the board and strategic planning so you all know that us strategic plan is launched this school year and that one of the goal areas within the strategic plan is to redefine what it means to be successful in our district including things this year we were hoping to create a portrait of a Lew-port learner explore best

practices in students goal setting and establish a district report card again that's not a report card that we would use district wide for all students that's a report card to demonstrate how we are doing as a district so with that in mind going back to the visual that was shared at the board retreat the board's role is to indicate to us how much and how well you are expecting our students to perform and our job my job is to figure out when where and by whom that can happen so with that I turn it over to the board and Mr. Casseri for any feedback or questions

**BOE Warrick:**

couple questions if when it's my turn go ahead Paul

**Superintendent, Mr. Casseri:**

let me just say Heather that was a really excellent overview and I think it you know points to not just the importance of our commitment to this sort of diagnostic work but it also points out the work that we have ahead of us and my grave concern is you know the long-term impact of covid yeah because if we don't get back to an opportunity to you know address these issues in a more traditional sense we are going to like all other districts have to have to start to question ourselves in terms of we can't let this go much longer and how are we going to address it given the complexities of the hybrid slash virtual model that we're in with students and you know it's very difficult right now to make an impact on student learning we're just trying to keep our heads above water so you know when I saw these results and you know I really thought that the chart that showed the gap is to me the most scary and the one that we are really going to have to deal with so the problem you know is that you know we're really when I say treading water we're treading water but we've got about three and three to five foot waves that we're dealing with it's not just that we're treading water when I got to Lewiston-Porter we were treading water but that was by our own that was just some things that we had going on here in 2005 that we're complicating the issue we are now we have not been treading water we've been moving forward and all of a sudden I don't know where we're throwing in this in this issue of water that is you know that we're treading but we also have these waves coming over our heads so it's difficult it's difficult but and we're still trying as educators educational leaders we're trying to get our heads around it no me sitting here right now I don't have I don't have a good answer for the board in terms of how we're going to address these very acute needs that are being identified I think that we as a district have identified that that these are not the only acute needs that our students and our families and I mean our teachers and staff have right now too and you know you're talking about every district is facing these and the expectations of where students should be right now I mean this just shows that those aren't we're not where we were last year those can't be the expectations for where kids are and what that's going to look like going forward I don't have an answer to either but I think that we need to really understand and I think we do we there are so many needs that we need to be meeting right now for our students to keep them whole that I think that that needs to be where our focus.

**BOE President Riordan:**

you know so I you know not speaking for the board just I don't know what the right answer is either and just that you know our students might not I don't know what the long term implications of that will be but the short term just not meeting a benchmark right now there are so many needs that that need to be addressed and we really need to be cognizant of you know social emotional needs of everyone right now that I can say as much as this is very concerning in the long term in in the short term I'm just so worried about so many other things right now

**BOE Warrick:**

so I had a question Heather what is the general consensus in educational circles when you're talking to your colleagues it sounds like we're going right now on the assumption of okay this is where a typical third grader should be at this point but we know that our kids can't be there because they have gaps so I imagine that there's some talk about the fact that these expectations may shift because there's no way we could ever make up this amount much time

**Dr. Lyon:**

I've been trying to engage in conversations like that and it's difficult because of just what Jodee said that there are social emotional learning needs that are really important to acknowledge right now and because people are feeling like this isn't an isolated event that is happening in Lew-Port or New York or even New York like across the board we're going to see that all students are experiencing learning gaps in comparison to what we would have wanted them to know prior to all of this I would hope that the state because now we have New York State standards let's not forget that we have shifted from the common core learning standards which were national standards to New York State standards so our New York State department of education certainly has the opportunity to make decisions about implementation of standards that would be responsive to what we're experiencing right now and I don't think one of the things you either need to change the standards which I don't think they're going to do or there needs to be advocacy related to something about the assessment of those standards because it is the assessment of those standards that causes people to break out into you know a cold sweat and a rash and so in the same way that when the common core standards were implemented and tested all at the same time there needs to be some type of moratorium I think on assessing students to be at standard when we know that they're not learning those standards in a standardized way the other concern that I would have too like you say about the social emotional learning is the fact that there is going to come a point where the gap is bigger than it is now if this continues because I'm surprised it's only at around 20 because they missed a lot of educational time last year and they've missed some this year and we all know that we're doing the best we can but we cannot replace in person instruction five days a week with what we're doing we can never do that so, at some point that gap is going to grow and grow and if it's 20 percent

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

in loophole I can only imagine where it is in other places of the state that's right and then and there's only so much pressure we can put on both our staff and our students to be able to catch up that's my point and so at some point I guess from my perspective and I think that I think we could I couldn't speak probably for most of the board is that that we're not concerned we're concerned obviously for the students and they're learning but we're not sitting here going oh my god you know we're 20 behind I'm surprised it's not worse I think the fact that it's not worse speaks a lot to where our students came from and the familial resources that they have and I just think that we need to be cognizant going forward that we're not putting too much pressure on everybody in the system both the teachers and the staff and the students to make them catch up too soon because that I think is just going to be a recipe for disaster if we somehow set this goal for ourselves if by this set date we're going to have them all cut up we're it's not going to be possible to reach that goal I a friend of mine who is now the district superintendent in the Cooperstown area she and I were talking back in the spring and she said let's remember this is a health crisis that is implementing I'm sorry impacting education not an educational crisis that is impacting health but it's going it's turning into an educational crisis because of the gaps that are being created right and so we need to you know utilize the advocacy power that we have to speak with people who make decisions about graduation and assessments and things of that nature because that's really where the leverage I think because we get told you know I know so we need to tell people who make those decisions you know what we're thinking I would appreciate if we could you know have further discussion on what you think that advocacy would look like and what we you know not only as a board but you know members of our community can do to help but where you see that advocacy really making the most difference and maybe that's something we can take from here because there's also the issue of equity and you know within our school district and within all school districts you know I can't imagine you know 20 is that is that number but you know that there are some kids that are going to come out of this way further at a disadvantage than other kids just by the nature of what's going on in in their own homes right now I mean not everyone is dealing with this crisis in the in the same way or being having the same advantages of other students and I think you're going to see that across you know New York and across the country as well so you know whatever wherever you feel that we can do the best work or do the most good we can talk about that going forward what that will look like well I can honestly say that one of the things we there needs to be a complete reset in in the approach to standardized testing for sure because we cannot expect or hold people accountable moving forward given the you know the issues at play that are completely out of our control as educators so you know for the current you know when it comes to ESSA testing requirements and all of the rules around that those need to at least be put in a band until as such time as we can truly understand the ramifications from an educational standpoint in an intellectual growth standpoint of this pandemic so that has to be critical now we know that there's going to be significant changes moving forward obviously with the direction of the department the United States department of Education what that will look like I can't tell

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

you because regardless I mean standardized texting and the accountability standards were actually you know brought in under a democratic administration not a republican administration pushed heavily by you know democratic administration so there needs to be a complete reset in terms of how we look at that and I hope that that will take place and I hope there'll be some recognition from the federal level through the state level that there means that needs to take place as the board knows the January regents were canceled and so I would not anticipate knowing about any cancellation for the through eight assessments or the regents exams until much later in the year if that's going to happen and in part I am happy that you know there's always a silver lining right so the silver lining for us not knowing if those exams are going to be particularly the regents exams are going to be canceled or not is that some some people need that as a motivator to keep invested in the learning process and so it is nice still to be able to say to kids who are taking the regents level course to say you have the regents exam at the end of the year as far as we know it's still on so you need to continue to take this seriously so it's not which is unfortunate obviously that that is though we talked about that today Heather and pretty know fact that that has to be the mindset is unfortunate but that's you know I mean that's where we have been in for we found that in our student surveys for the strategic plan too that the kids when you ask the kids how they measure success they go by test scores this is how they've been trained the other piece that I would be remiss not to comment on is even if we were not experiencing everything we're experiencing right now we still definitely have kids who need more support than just their tier one instruction and in our district when you look at that particularly when talking about math I'm really excited that this year we do have a math interventionist at the middle school level somebody who is dedicated to providing our sixth seventh and eighth grade students who fall below the 20<sup>th</sup>-25<sup>th</sup> percentile of that support but that's the only building right now that we have that additional level of pull out support and I just want to emphasize how important pull out support is when we're talking about a tier 2 or tier 3 intervention because the tier two or three intervention means that you are struggling with off grade level skill deficits it you are two or more years behind in terms of your skill capacity and so a classroom teacher is never going to be able to have the time to go back more than one year behind one year it's like foundational stuff okay remember how you did this last year but you don't say remember how remember two years ago when your teacher taught you this and so that interventionist pulls the students out during non-core instruction to give them those skills that they need to apply to be successful in grade level content of course the student in grade level content is going to struggle but the classroom teacher needs to be able to support that struggle and then the interventionist supports two or more years below grade level support we do at the secondary level we have we have one reading interventionist at the middle school we have two at the IEC we have three currently at the PEC and at the high school we're using reading plus which is a program that we started to use at the middle school so actually our high school students are familiar with that and we're having students participate in that intervention which is online based on their aimsweb bus results so we are utilizing those results but it would be very

helpful in the future and I would be remiss not to say this to the board to think about if possible to have at least one math interventionist at the PEC and IEC and in addition to the one at the middle school and potentially at the high school to have a reading specialist or a math specialist or some type of academic lab situation there but I know that that's a lot to ask for so I'll dream big and be happy with what I can get

**BOE VP Mullen:**

Heather, I have a question are the teachers noticing these deficits have you heard from them do they what they see in the classroom is that reflected on the aimsweb

**Dr. Lyon:**

that's a great question Danielle the answer is yes and what we are experiencing right now with our hybrid model is really a case study of the impact of class size on learning and so, when you have fewer students in the class it is actually a lot easier to give them additional support that you may not be able to do under normal circumstances so, our students are getting more individualized support than they would otherwise be getting and teachers are able to expedite content in ways that they may not under other circumstances well the time to be asking for that one were when the Governor was you know dangling 20 cuts so there's another piece of advocacy that we could certainly use your help don't cut us 20 for 20 in fact let's have our normal increases and hopefully we can start to repurpose employees FTE's into some of these positions that are so desperately needed I'll be doing that anyone else have anything to add

Gemma, Jennifer I heard Charlotte's back and I just the only comment is as you look at this one of the comments that was said while we were all deciding how to get back to school during the summer time was a teacher said you know parents are worried about their kids falling behind but all kids are experiencing the same pressure and the same falling behind if you look at all the third graders and at that curve and I'm hopeful that we can adjust expectations be it in an individual parent or classroom setting and across the state in a testing situation to consider exactly what is happening and the more empirical data we have about that I suppose that gives us a chance to move forward with that knowledge and to address it either in a remedial way or accept it and figure out how we can do things in this let's hope we're in classrooms full-time maybe in the spring or summer or next fall what will we do then to try and close that gap a little bit I have one more quick question did we move all these this high percentage of kids into tier two intervention that needed it in the elementary again, part of what made that possible is the remote we had a lot of students who didn't take the assessment so if you didn't take it and you weren't receiving intervention already you're not being added to the caseload and so there were some there was some room so we were able with reading with math we the answer would be no unless it's at the middle school also again a lot of the students who are scoring at that level may already have been identified as needing an IEP and so those students would already be receiving services

**Superintendent, Mr. Casseri:**

very good job Heather that was a really great overview and I think it puts everybody on the same page in terms of kind of where we're at right now but that's a good point because where we would be you know looking at the data from you know perhaps state assessments or that this is really a more real-time snapshot of where our kids are so this is a very good report

**BOE VP Mullen:**

there was a request could this be could this presentation be made public on our website for access

**Dr. Lyon:**

yes, I will it on my because I try to put all of my board presentations on the curriculum link

**BOE President Riordan:**

thank you all right if there are no further comments or questions for Dr. Lyon I would like to move on to our new business portion of the meeting and move to approve NA-1 which is approval of the special education review proposal, if I may have a second

**BOE Warrick:**

second

**BOE President Riordan:**

Quick discussion Paul did you want to add anything about this proposal

**Superintendent, Mr. Casseri:**

no, I you know we we've talked about it at the last work session and I think we're in a really good spot in terms of the proposal we will now be rolling once you're actually the rollout is going to begin tomorrow and Thursday Dr. Lyon will be working with the special education Dr. Lyon and Dr. Godshall working with the special education peer coordinators and the related service career coordinators to help them better understand what this all means in terms of their work and what we're trying to accomplish through this program review yeah, I thought the proposal really summed it up I thought it was fantastic so all right at this point I will do anyone admit anything

**BOE VP Mullen:**

I'm sorry I was just going to say is this something other districts have undertaken or are we kind of mavericks

**Superintendent, Mr. Casseri:**

we're being a bit maverick mavericky yes yeah, it's a good thing all right we're lighthouse history

**BOE President Riordan:**

all right I would like to move to approve we already have a second okay all in favor

**BOE:**

yes

**BOE President Riordan:**

at this point then i will move to adjourn

**Superintendent, Mr. Casseri:**

before you any questions at all that you had with regard to the situation at the high school you've seen my notes you've seen all the emails I think you pretty much understand what's going on it really, we were not being required to shut down it was a recommendation to do to give a chance to do some more contact tracing and really to limit the exposure while we have a better understanding of kind of where we're at with it all so much as we did with the sixth grade at the middle school it just it's impacting a larger group of people but it's very similar to the approach that we took with the sixth-grade greens at the middle school I think that it was the not only the cautious but the responsible thing to do until we have the results of the contact tracing we don't we don't know who we might be putting at risk to not do that so I think that it was absolutely the right move well and normally with contact tracing is you know it's these two individuals or these three individuals you're working with in this instance it continually grows every day we like I said we went from two to six to eight to over 20 in just the other the other thing is in a situation like that you can't even know if you got them all because who remembers every single person who was at the party you know what I mean correct so it's just a matter of it's just a matter of trying to give a little time and distance allow the contact tracing to move forward we know that some of the individuals involved are testing not all of them are although we're encouraging them too they're not required to but we wanted just to give a five to six day window to do a reset I'm quite confident we're going to be back I although you know these things can develop into a cluster quickly so let's we just have to see where this is going okay how will how will you make the decision about coming back on campus is it a matter of in total people who were at the party all quarantined to the best of our ability until when the Niagara County Health department says hey you're good to go you know I think that on behalf of all of us we wish everyone you know affected we hope that everyone stays well and you know I think these are very difficult times for everyone

**BOE Warrick:**

I know that Paul you've been encouraging everyone to take this very seriously and be responsible I would share that and also you know hope that all of the families impacted that everyone stays well I just want to read one quick thing Governor Cuomo's email just came out for today and he notes in it that it just took 10 days only 10 days for the virus

Lewiston-Porter Central School District  
Regular Board of Education Meeting 11-09.2020  
Transcript via Zoom Meeting

cases in the US to go from 9 million to 10 million so we added 10 million cases in the last 10 days one million I mean 1 million cases in the last 10 days I had to read it again so I mean it's just it's just math it's just growing and growing and it's just a matter of math and this we're right where what they said we were going to be with this you know we're probably going to reach a tipping point here it's just a matter of what that is you know yeah in terms of a second wave I mean the science is telling us that we knew this was going to happen we just you know we'll have to see to the you know what how large of an impact

**BOE President Riordan:**

it is you know and as we've been told if we do the right thing and wear masks and socially distance and you know we can we can limit the impact of the second wave but we'll have to see how it goes you know all right well I know that everyone is doing everything they can at school I don't know about that but yeah, I mean some people are trying to do everything again everyone in school is doing them we are doing everything we can in school to try to keep this thing open that's been what we've been doing we've been taking the utmost care and precautions since day one so you know and understand that's what we'll be doing going forward so all right anybody else have anything for the good of the order do not

all right then I'd like to move to I may have a second

**BOE Warrick:**

second

**BOE President Riordan:**

all in favor

**BOE:**

yes

**BOE President:**

any opposed so carried all right everybody take care be safe and we will see each other in two weeks whether that be in person or virtual again

Meeting adjourned at 7:09pm