

**ADIRONDACK CENTRAL SCHOOL  
BOONVILLE ELEMENTARY  
BOONVILLE, NY 13309  
Via Livestream**

**DRAFT**

**2<sup>nd</sup> REGULAR BOARD MEETING MINUTES – January 26, 2021**

<b>MEMBERS PRESENT</b>	<b>OTHERS PRESENT</b>
Michael Kramer – President Almanda Sturtevant – Vice-President Bruce Brach Mark Emery Richard Gallo Joan Ingersoll Doug Muha	Edward Niznik, Superintendent, Sharon Cihocki, Business Administrator, Michelle Freeman, District Clerk, Dan Roberts, Asst. HS Principal/Interim AD; Kristy McGrath, Director of Technology, Curriculum & Instruction;
<b><u>MEMBERS EXCUSED:</u></b>	

At 7:00 p.m. Mr. Kramer called the livestreamed meeting to order and recited the pledge of allegiance.

The feed to the livestream would not work so the meeting was recorded and posted to the district’s website.

**PRESIDENT’S MOMENT:**

Mr. Kramer thanked members for joining remotely. Good to see everyone.

**BUDGET:**

Mrs. Cihocki went over Draft 1 of the 2021-2022 Budget. A number of codes are the same as last year. Salaries are in process of being critiqued and looked over. The benefit portion is also in that process as well. Health insurance we have tentatively scheduled as an 8% increase, however received information from the Consortium that increase is not going to be reality because of reduced medical costs during the pandemic, so that will be far less than what initially anticipated. The next budget draft will have changes in salaries, BOCES codes as well as the health insurance. As you are aware the TRS amount is going to only slightly change for the 21-22 school year. We have not heard from ERS, but assume will basically be the same as it was and those are the major portions of the budget. At the next meeting we will go over curriculum and instruction which is the largest portion of the budget.

Mrs. Cihocki asked if anyone had any questions about Draft 1.

Mr. Emery asked about the Board expense. It is a minimal amount, but thinks from a PR standpoint it doesn’t look good to have most of the items at budget except for salary items and have the Board expense go up. Why is it higher than last year?

Mrs. Cihocki stated the only portion that went up was the BOCES portion and that is controlled by BOCES, we have no control of that. At the next meeting she will have ready the BOCES portion of the budget. Right now it is tentatively scheduled at a 4% increase for all BOCES codes which it probably will not be, however traditionally start high and then back off so there is a chance that will go down. At this point this does assume the worst case scenario.

Mr. Brach asked about the electrical repairs going from \$11,000 to \$40,000. Mrs. Cihocki stated those are for controls she believes, an allocation for the security system server but we are trying to see if we can put that through the capital project and try to get aid back on that.

Mrs. Cihocki went over the Health Insurance census which gives the Board a feel of the covered plans that we have. The Board receives the date of birth, male or female, if it is a single or family plan and the contributions and cost to see where we got our budgeted numbers from. First six pages are active employees and this is assuming an 8% increase which is about 3.6 million dollars. Next remaining pages are the retirees and we are at 3 million dollars, so we are slowly approaching the point where the retirees are going to cost more than the active employees. This is one of reasons when we talk about a retirement incentive it always doesn't pan out because when someone retires we have to obviously replace them and the retiree stays on our health insurance for a long time. It is financially a big expense.

Mr. Emery stated talking about the cost of the retirees, it seems like at some point we should talk to either the Consortium or look at a plan where we're not paying such an exorbitant amount for people whose most of expenses are paid by Medicare. There are close to 90% that are 65 and over.

Mrs. Cihocki stated it is talked about in the Consortium, but since it is a Consortium where premiums actually pay the claims and there is only a small portion that is administration, if we lop off the Medicare eligible employees then the rates will rise for everyone below that. So it is a pool of money, and it was prior to us being in the consortium that is how they divvy up the expenses, everybody is the same amount. We do talk about that frequently of doing a Medicare carve out or something of that nature, and the problem is the claims are going back out. You will note also those employees who are eligible for Medicare the district reimburses the cost of Medicare which not every district does. We do reimburse the cost of Medicare per month, to offset the cost. It is a very pricey portion of the budget.

Mrs. Cihocki went over the State Aid Runs and the Revenues. The Governor has thrown us an interesting loop this year by changing the state aid formulas as they stand. For a number of years he has wanted to get rid of categorical aids which are aids that are expense driven, i.e. transportation, BOCES, hardware/software and textbook library aids and collapse them into one aid which is called Services Aid. Traditionally when that happens the district loses money. He has collapsed that at least in his budget runs for now. He has threatened to do that previously, traditionally it does not shake out, haven't had a Questar meeting so don't know the probability of this happening. We actually did get about the same as last year. A couple of concerns are the loss of transportation aid last year, we do have a capital project going on so the building aid and debt service go up and down. Biggest concern for many districts is why the STAR payment is even on the state aid runs which is new. The STAR payment is the payment the state gives us in September to offset the STAR savings on property tax. Why it is in the state aid runs because it is not really a portion of state aid, no one understands. So they don't know if at some point they want to take that out of our state aid that is a big concern for the districts. Will have more information after February 8 or 9<sup>th</sup> Questar meeting. For the Revenues, left the state aid the same as current fiscal year until can get a better handle on what these estimated state aid figures are. Traditionally the Governor's proposal is the low-ball proposal with the exception of last year where it was the low-ball proposal than what we actually got. We traditionally get another one at the end of March from the State Legislature. For the most part the rest of the revenues have not changed. We have seen a decrease in interest earnings, but the rest of the revenues at this point will be the same as current fiscal year.

Mr. Emery asked on the real property tax numbers, is that a guesstimate or is there going to be a loss because of the businesses that went out because of the fire. Mrs. Cihocki stated this does not take any assessments into account, this is just total pot of money. Right now they are saying the tax cap is 1.23, but again since we have a capital project going on that number can fluctuate. Assessments do not count for us, this is just the levy.

**PUBLIC FORUM:**

No submissions for public forum.

**CONSENT AGENDA:**

Mr. Gallo moved and Mr. Emery seconded, carried 7-0; the Board approved the following minutes:

**Minutes:**

>>January 12, 2021 Regular Meeting and January 21, 2021 Special Meeting.

Mr. Gallo moved and Mr. Muha seconded, carried 7-0; the Board approved the following substitute:

**Non-Teaching Substitute:**

>> Catherine Jones – Substitute Groundswoker/Cleaner  
 \*\*pending background clearance\*\*

**REGULAR AGENDA:**

**Teacher Aide Resignation:**

Resolved that, upon the recommendation of the Superintendent, Mr. Brach moved and Mrs. Ingersoll seconded, carried 7-0; the Board of Education accepted with regret the resignation of Ms. Morgan Weiler, Teacher Aide effective January 27, 2021.

**Full-Time Groundswoker/Cleaner:**

Resolved that, upon the recommendation of the Superintendent, Mr. Muha moved and Mr. Emery seconded, carried 7-0; the Board of Education appointed Mr. David Egnew from a 6-hour Groundswoker/Cleaner to an 8-hour effective February 1, 2021.

**Transfer of Funds:**

Resolved that, upon the recommendation of the Superintendent, Mr. Brach moved and Mrs. Ingersoll seconded, carried 7-0; the Board of Education approved the transfer of funds from account #5510.165-00-1000 to account # 5510.400-00 in the amount of \$8,000 for repairs to lifts in the Transportation Department.

**Surplus Equipment/Books:**

Resolved that, upon recommendation of the Superintendent, Mr. Gallo moved and Mrs. Sturtevant seconded, carried 7-0; the Board of Education declared equipment and/or textbooks from the District as surplus and be disposed of in the most expedient manner as per the discretion of the Superintendent of Schools.

**INFORMATION & DISCUSSION: {Enclosure}**

➤ Extracurricular meetings

**HANDOUTS:**

➤ Claims Auditor Report – December 2020

Mr. Kramer stated that as of Friday afternoon the State came out with another guidance clarifying districts participation in high-risk sports which would be for winter; wrestling, basketball and volleyball. The way the directive is outlined, it leaves much of the decision on the county health department level so the state is dumping it on the county health department. He knows Lewis County is a yes, run similar to the way they ran fall sports where Lewis County schools are going to compete against themselves. There was an update on Herkimer County and Onondaga County Health Department's giving the thumbs up though individual schools then have the option to move forward or not.

Mr. Roberts stated just to clarify, the state issued the interim guidance on high risk sports and Monday we got the 78-page document on fall return to interscholastic athletics through high risk sports that really outlines everything. Some misconceptions are a lot of people think there is a green light for high risk sports and the only thing the State has cleared is that there can be individual training organized load, no contact training. So basically skills and drills with social distancing that is the only thing approved through the State right now. Like Mr. Kramer said everything has been thrown down at the county level and then to the individual school districts. Boards are going to be making the decision about what to do because these are not only high risk sports, but indoor high risk sports. This is a very calculated decision. Any districts that take on indoor high risk sports are going to be taking on some calculated risk involved, so the decision is going to be weighed very heavily by school boards and county health departments. No word from Oneida County, put a couple phone calls to them today, but nothing back. With the season looking to start Monday, hope to hear tomorrow at the latest. Had some meetings the last couple days, a lot of unanswered questions. If we feel this is in the best interest, will have some tentative meetings with the coaches to get things off the ground. Just looking maybe for some direction or

clarity. If the Board wants to give any guidance tonight great, if not maybe later this week. Unfortunately, we are in this situation because this is what was handed to us, we have to make a turnaround somewhat in less than a week. Seems every school district is in this situation, to do some quick thinking. From talking with other school district AD's, don't know of any district saying flat out yes they are whole heartedly doing this, they are going back talking to the Superintendent, their Board and thinking about this. There are definitely some districts that will do it, but some that won't. Going to be an individualized decision. There might be some districts that approve it across the board. There might be some that pick it apart and say these two sports might be good and these might not be good for winter. That is what we have going on. Wanted to make a pitch because at a meeting with AD's last week and talking about fall-2 sports Astro turf is going to be very popular and we've been asked directly by the Center State Conference League if Adirondack would be willing to let other schools utilize our turf field. Obviously we would get first dibs, but a lot of schools are looking to utilize turf fields. Wanted to know the Board's thoughts and opinions about using the turf, not utilizing the building at all just in and out on the field for the most part. Lastly, we are talking about high risk, but wanted to pick the Board's brain about fall-2 also because we are about a month away. A lot of those teams that didn't play for the fall season are signed up for fall-2 and those sports are football, soccer, swimming and cross country. Need to know the Board's thoughts. Also wanted to mention the section just yesterday did extend the winter season to March 13<sup>th</sup>. That's another change they've made. If anyone has any questions, will do the best to answer them or try to get an answer.

Mr. Brach stated in his opinion to some of those topics, the first one is the winter sports season. His position is if the county health department says it's a go and the work that the coaches have started with Nick Palczak and Mickey Fauvelle conducting meetings, the kids are going to go and find an avenue, they did this past fall season either through Accelerate or other avenues. If we conduct our own program at Adirondack it will be more controlled, so he is a fan of moving forward if the county health department decides to move forward. Same position on fall-2 sports season. As far as letting other schools use our school facilities, it's more of a comment in that March 1<sup>st</sup> through April 1<sup>st</sup> period there is probably going to be quite a bit of snow on our fields and would be very concerned about putting snow removal equipment on that new turf to get it ready for preparation. He is not a fan of loaning our field to other districts especially with the unlikelihood they will be able to be played on March 1<sup>st</sup>.

Mrs. Cihocki stated she has been talking to Mr. Teachout about that, whether we can remove the snow or not from the turf. Concern is obviously you don't want to damage the turf and void the warranty on it because any damage you do plowing the turf will void the warranty, so we have talked about that. Mr. Teachout has talked to contractors associated with the turf at SUNY IT which does plow their turf so we were going to reach out to SUNY IT to see if they have that equipment. Not saying we would do it, just talking about all the possibilities if that is an option.

Mr. Brach stated his opinion is no.

Mr. Kramer asked Mr. Roberts if the winter season goes April 1 to March 13, it says fall-2 starts March 14<sup>th</sup>. Mr. Roberts stated there is an overlap in all the seasons, it is going to be March 1<sup>st</sup>. Fall-2 would be March 1<sup>st</sup> to April 30<sup>th</sup>. Spring would be April 19<sup>th</sup> to depending on what we are doing with Regents exams. Right now it looks like they are probably going to be canceled, so we may go until the end of June and do a double elimination. We may be creative with the post season, if no Regents. Right now technically up in the air, Regents right now are still on.

Mr. Kramer asked if there were any more questions about sports. It doesn't make sense at this point in time to appoint coaches.. It may mean a 7:30 Friday Zoom meeting to move forward because hopefully we will hear from the health department. Food for thought, are we looking at JV/Varsity only and no modified or all levels, any thoughts.

Mr. Roberts stated that was one of the recommendations that came out of some of the winter meetings with Mr. Palczak and Mr. Fauvelle. There is a lot more discussion among the school districts that a lot of the modified levels either do intermural or if we did do some sort of activity outside of intermural it might be more of scrimmage-type play with modified.

Mr. Kramer stated the other issue which may or may not be a factor is we can get a better handle on what the potential transportation issues might be. That is going to come into play with what the decision is with spectators, going back and forth whether there will be spectators or not at the event. There has been no final determination just yet.

Mr. Kramer asked as Mr. Roberts gets updates if he can update the Board in the next few days so if the Board needs to make a decision Friday morning for a Monday start they can have as much factual information.

Mr. Roberts asked how they would like him to get that information to him. Mr. Kramer responded email seems to be working.

Mr. Kramer asked if the Board wanted to talk for a few minutes without specifics, there was some concern on the 1<sup>st</sup> and 2<sup>nd</sup> marking period grade information. We did get information from the secondary principals, is that something anyone would like to comment on?

Mr. Brach stated he had some concerns with the Grading Plan, a few different concerns. The way he reads it is if a student is failing the 2<sup>nd</sup> marking period they get an incomplete then they have a period of time to make up lost work. The deadline for that is about a month and a half or six weeks down the road to satisfy those incompletes. If the work is not done they can still satisfy getting a passing grade by attending three sessions of 3-5, so basically giving us 6 hours regardless of the quality of work they have done for the previous 12 weeks. He thinks that sends the wrong message as far as what our district goals are in terms of college and career ready. One of the items you hear in the business world that they are looking for education to do is to build a work ethic. Get the kids up, get them to work on time, to work every day, those are the things they are looking at from school districts. Give them the basic foundation reading, writing and arithmetic, they will teach them the skills and on the job training, but give them the foundation of get up and go to work every day. He feels that is a huge step backwards to say give us 6 hours and we will give you a passing grade. The other part of it is educationally, there is an expectation in 7<sup>th</sup> grade you are going to learn things you're going to need to apply in 8<sup>th</sup> grade and then in 8<sup>th</sup> grade you are going to learn things you're going to need to apply in 9<sup>th</sup> grade. If you didn't learn those things in 7<sup>th</sup> grade, you're not going to be successful in 8<sup>th</sup> grade. Hate to use a pun, just kicking that can down the road just to get the student a passing grade because they didn't apply themselves or whatever reason they didn't commit to getting that grade is a big mistake. He asked the question at the beginning of the year when we were reviewing policies about retention and how often we retain kids. He thinks this is the year both educationally and sending a message of expectation to the youth of today that you have to get up and go to work every day. We should see a number of students retained this year, not just pass them along and set them up for failure in subsequent years. When he had gotten a couple phone calls on the grading plan, he hadn't seen it yet. Thank you to Mr. Niznik for sending it out, appreciate it. The phone calls that he got were substantiated and not a step in the right direction for Adirondack and our students.

Mr. Kramer asked if there were any other comments.

Mr. Emery stated he agrees with Mr. Brach's comments whole heartedly. He would be more interested in seeing a student that failed miserably in the 1<sup>st</sup> marking period, but continued to improve until the end of the year than see a student that we were just passing because they showed up to a session.

Mrs. McGrath stated she was going to jump in here to add a couple of comments. The principles aren't on tonight, but she did sit in on the different grading discussions so to share some of the things that were considered in making that decision. We do know that the research is showing us that it is our students with disabilities and students from poverty that are most impacted right now due to the pandemic and remote learning. We also know that this marking period in particular most of our kids have only been in school 10 days out of over 40. So although she understands completely the Board's concerns, she feels also as a district we have to be proactive in understanding the situations some of our students are in and for some students it is not the chosen lack of effort it may be from other circumstances.

Mrs. Cihocki wanted to throw in as well the Credit Recovery theory and she thinks the basis of you come for x-amount of days because this district has done Credit Recovery for if not 10, 13 years, was the basis of the 3-5. Traditionally if you were failing a class we did Credit Recovery in June and you went to x-amount of session then you passed the class. That is where the 3-5 came from. She echoes Mrs. McGrath's concerns because not only is the concern for the kids who have IEPs or coming from poverty the research shows that if we retain these kids they are not going to graduate from high school. This marking period was a real concern because the kids that only got 10 days of instruction, it is so hard for them. Working with her own kids at home, she can help them at home to an extent, but some she cannot do the content and she can't help them with. It is not lack of effort and it is not they didn't show up, they can't do the work so she understands the concerns overall. Discussion has been happening for months, even after the 1<sup>st</sup> marking period with a number of failures and how we were working through that. It is just the period of full remote closure was very devastating to a lot of the kids.

Mrs. Sturtevant stated she is looking at it as a teacher and a parent. As a parent when she was working from home a couple of times with her three children, if a parent is trying to work and manage education at the same time it is impossible. You can only do the best you can. She feels we need to rework our whole program as well, our model and how we are looking at it. She wishes there was a way to have live Google meets with their teachers to have that contact to keep them going. The current program is not working and we know it, and the numbers show it. She understands you can't keep back a huge population of students either because the research does not support keeping students back.

Mrs. McGrath wanted to add to Mr. Brach's question about the time line. We were pretty strategic on why we chose that date. Many of the kids that are failing are not failing just one subject they are failing 2, 3 or more. Typically our kids are passing and doing fine in everything or they are failing pretty much everything. We know the end of the marking period is this Friday, but grades and report cards won't actually be mailed home to students until the week before February break. We have already started with Guidance targeting those kids we know are really far behind and mandating they stay for the 3-5 help. Originally we were only doing the 3-5 help two days a week which meant they only stayed one of those two days because they were only here one day. So we have upped it to 4 days a week. From now until March 12<sup>th</sup> it only ends up being 8 days a child could stay even if they stayed every day they came to school during that period. So if we could get kids to commit to 6 days after school, but we are also trying to make it not so unattainable to some of those kids because our goal actually speaks to the second point Mr. Brach made. We want to get as much work out of kids as we can. We don't want to have them feel so far behind, so overwhelmed that they give up and we get nothing out of them for the rest of the year potentially. So kind of what can be reasonable to expect they have to do and part of it is they have to be productive during that time and actually complete work during that time. If a child just stays but doesn't actually do work and make up things then it wouldn't pertain to them. We really mapped out the number of days and tried to say what could be doable for kids to keep them motivated, to keep them working and try to get some work out of them.

Mr. Niznik stated originally when he was in the high school and had that program and then it has kind of evolved through the years in what we offered to students in order to be successful in particular courses. What we have to look at is we wouldn't normally offer this in a normal school year, but due to the number of days students have not been physically in front of a teacher live sitting in a classroom has been an issue. We have heard from many people about the struggles that kids have had at home in the various situations at home and whether they are on, not on or able to do the work even with a parent on with them. It has been challenging trying to come up with an appropriate grading system that would work and it has been all over the place for different school districts, but where the Credit Recovery came from we have been doing it for a number of years. In regards to students staying for three times, it would have to be for a particular class like ELA and it would have to be quality of work, they couldn't just turn in anything just because they stayed three nights. I would not be in favor of that at all just because they showed up, it would have to be some quality of work. In regards to the incomplete, (inaudible) sometimes will allow us to go longer in a typical school year than the marking period I know some examples of that, so I think giving the students the opportunity hopefully they are taking advantage of the 3 to 5 which we are offering 4 days a week for getting that extra support and get our students back on track. He agrees, he wouldn't offer this in a normal school year where we have been going every day, but there are just so many factors that come into play. We are trying to offer something to the students so they can be successful. School Districts coming up with a plan are all over the place as to what are minimum grades they give on a report card. So there is an opportunity, if you put a 16 on a report card, the kid earned a 16 in January and he is not going to do anything until June, but what can we do to get that student back on track to be successful and pass and go on to the next class. We should not just give out grades just to pass them on, there needs to be a system in place to get them to do the work and be successful to get a passing grade.

Mr. Emery asked with the data that we have is there any that correlates how many are in poverty, how many are remote, how many are attending, how many are homeschooled for part of the time and coming here some of the time. Just data that shows where they are.

Mrs. McGrath said we could easily get that breakdown of data. She feels one of the things, obviously grading is a controversial topic in a normal year and philosophically there is a wide variety of how educators feel about grading, but one of the things we are also looking at is we have currently some teachers who have zero students failing anything and we have currently some teachers who have 60-70 + percent of their students failing. You hear from teachers who obviously have concerns and teachers who step up and voice that they are appreciative of these parameters because they do feel there needs to be a little more clarity to what is expected because it is very wide in what is expected. Mrs. Foye spoke a lot about sitting in on CSE meetings and having students and parents in tears just vocalizing that they cannot do this type of learning. Learning is hard for them when they are in school every day all day, but when it is remote like this

without the support, without the daily interaction it is the combination of hearing different parent, student and teacher perspectives and trying to bring some level of consistency to what we can expect to this marking period in particular. One thing she keeps going back to is out of 40 days this marking period from early November to the end of January, kids have only basically, in those 3 months, been in school 10 days. She is giving praises because many schools we talked to have said they haven't thought about it yet they are seeing how the year goes, but if we can be proactive even if we need to tweak the plan, having the conversation and addressing the issue in the best way we feel we can now rather than just waiting as the year unfolds is really important and really positive for our district.

Mr. Brach asked Mrs. McGrath on the data how consistent are we with the attendance from teacher to teacher and how legitimate is the attendance when a student is actually logging into Google classroom.

Mrs. McGrath stated we are required to report to the state daily attendance for every child and in addition to just daily attendance required to report if they were in person or at home. So obviously if they are in person it is easy, black and white, cut and dry, but given a great deal of flexibility in how you mark your attendance for the kids that are at home. So at the elementary the classroom teachers mark that. For 6-12 grades it is driven by whatever class the child has first period. So it is really whatever the first period teacher is putting that counts as a child's daily attendance for a full day. There is flexibility to say it could be they joined a Google meet, but not all kids can join nor are they mandated to join the Google meets if they aren't able to but they complete the assignment. So for some it is if they completed the assignment for the day, joined the Google meet for the day, if they engaged in some way with the teacher for the day. It is a wide variety of what can count as that attendance for the day. We want to capture it accurately and we are supposed to, the rule from the state is to show there was daily engagement from that child to the school, but at the same time you want to be pretty broad in our policy because chronic absenteeism and absenteeism accountability under ESSA currently is something our district is reviewed in so you want to make sure you are giving students some benefit of the doubt there and not overly marking absenteeism either because it could backfire on a reporting standpoint.

Mr. Brach stated the reason he asked that question is the feedback he has been given is the situations where the students are failing is because they are not showing up, not getting in the Google classroom, not turning in assignments, just not doing the work. So if we are being on the forgiving side for attendance that doesn't help that situation either especially with parent accountability and making sure your child comes to school.

Mrs. McGrath clarified that to the state we report daily attendance, but each teacher, each period also does still submit attendance in School Tools, so we have period by period attendance that each teacher determines if they feel they had daily interaction with that child. For the remote kids there is a lot of teacher discretion on what that means. It could mean they joined the meet if that is what the teacher requires, it could mean they did the assignment; there are a variety of ways they determine if the child counts as present for each class. We do have that data, period by period attendance too.

Mr. Brach stated Mr. Niznik mentioned he wanted to make sure there was a certain amount of quality of work done in those 3-5 sessions. The plan right now the way it is written does not have any element of that in there. He asked Mr. Niznik if he plans on tweaking this plan and how will it be assured there is quality of work and actual learning took place in those sessions. Will there be a (audible) or something to validate what was learned?

Mr. Niznik stated one of the things that was just mentioned is individual cases will be reviewed by the teacher and with guidance and administration in finding out that information. So yes, not just 3 times you showed up and you get the rubber stamp so that would be shared with the HS administration to the teachers.

Mr. Brach stated that as a Board their responsibility to the district is also educational program so he would like to be included in those discussions and that information as well. He thinks it is appropriate that the Board is part of those discussions and decisions as well.

Mrs. McGrath stated the other caveat she would add is obviously these are unprecedented times and we are navigating this too with so many unknowns. Obviously we will consider when we get the list of incompletes, when we see how many children actually fall into this category, if adjustments need to be made as it unfolds we are definitely open to that as the process unfolds as well. But, going into it with the end of the marking period teachers are entering grades starting last week we wanted to have some idea and plan going into it, but definitely adjust as appropriate and necessary based on how we actually see what is working or not working as it progresses.

Mr. Niznik stated Mrs. Sturtevant made a comment in regards to remote learning and instruction. Right in the beginning as we were going through our plan and this new mode of learning, some of the options of that were available were in regards to the live Google meets, recordings and taping the lessons. The reason being as you know being a teacher sometimes you have your students with you and sometimes you don't so that is why you need those recorded lessons so they can go back and look at them because they aren't always there at the given time the teacher is doing their Google meet. So that is something we are continuing to look at and seeing if adjustments can be made throughout the district with that.

Mrs. Sturtevant stated she will go back to what she said previously about students with IEPs and those students we have identified as needing extra support. Let's be honest when they are home, I am not a special ed. trained person who can provide students with services that the school district has already signed up that they need and that right now still is my biggest concern. How do we meet those educational needs that we have already identified in our students. On a hybrid level we can't so I am going to keep pushing for us to get some of those kids back to school full time because those are our biggest struggling students and they are already behind and we are never going to get them caught up if this is the model we keep using. That is just honesty as to what I have seen and what we are going through. That is where my heart is as well. We are trying a new model in my district and we are doing the best we can, but there is no replacement for in person learning. It is difficult with attendance because I have students who attend Google meets, but watch TV the whole time so I mark you as being there, but you weren't active or engaged and I have students who will turn in work a week later and the work is very good quality, but I don't know who did it so it is very hard to even know how to assess students anymore and how we can grade them because I don't know whose work I am grading. But, I also applaud parents for pushing their kids because this is not easy. I was hired as a teacher and parents who are pushing their kids to teach them things, that is not what they signed up for with all of this. It is hard and I applaud Adirondack for looking at students who are failing and wanting to reach out and help them. I don't know if there will ever be a perfect plan and I think we need to keep that in mind as well.

Mr. Kramer asked for any other comments.

At 8:25 p.m. Mr. Sturtevant moved and Mr. Emery seconded, carried 7-0; to adjourn to the Regular Meeting to be held on Tuesday, February 9, 2021 at 7:00 p.m.