

**BOARD OF EDUCATION
UTICA CITY SCHOOL DISTRICT
REGULAR MEETING – TUESDAY, JULY 26, 2022 – 7:00 P.M.
Administration Building – 929 York Street – Kernan School**

BOARD MEMBERS PRESENT: Joseph H. Hobika, Presiding; Robert Cardillo, Donald Dawes, Tennille Knoop, Danielle Padula, James Paul, Dave Testa

ADMINISTRATORS PRESENT: Bruce Karam, Michele Albanese, Steve Falchi, Trina Falchi, Mike Ferraro, Don Gerace, Esq., Josh Gifford, Kathy Hughes, Sara Klimek, Michele LaGase, Haylee Lallier, Teresa Mathews, Zach Nicotera, Paris Rich, Ed Simpson

Public Comment to the Board of Education

President Hobika, Jr. called the Regular Meeting to order at 7:00 p.m. After the Pledge of Allegiance, Board Clerk Kathy Hughes conducted roll call. All members of the Board of Education were present.

Message from the President

I want to speak to the changes in the agenda. Danielle and I have agreed to make some changes in the agenda. First of all, we removed the Awards and Presentations that used to take place in the beginning of the Board Meetings. We are going to have those Awards and Presentations take place at the schools during Assemblies. The Educators and the staffs to be honored will be selected by the principal of each school; that's number one. We would like to see students at our schools be encouraged to come to meetings and provide us with their views and concerns or just to say hello. Hopefully at some point we can attach extra credit for the students for attending and speaking at our meetings. In addition, we will see that Durham Bus will make a mandatory appearance along with our Transportation Supervisor at every meeting until the transportation issue is under control. The Special Education Director will now be present at every meeting to report on what's going on and provide us with some information. School safety updates will be provided at each meeting. We are encouraging the PTA's from each school to come and attend and provide brief updates if they so choose. Items to be addressed at future meetings, principal's reports, the building layout and population of the classrooms, the Magnet Program, the Remediation Plan for Reading and Math that's going to be put together by our AIS people and the Reading people and the appropriate Math people in order to raise the scores back up because obviously during COVID and the remote learning there was a dip. Other things that I think we are going to end up addressing at some point is the possible modification of the Student Code of Conduct. And also, I would also like to extend an update to the BOCES Superintendent to attend one of our meetings and make a presentation on exactly what BOCES does and its relationship to our district. I'm hoping that we can address some of the concerns that the parents and the speakers have expressed. It's going to take a little doing because we just got started in the beginning of July. Please be patient. We are doing our best. I have no issue with calling Special Meetings to have presentations and to provide information to the public. I'm also really looking forward to an increase in our communication with our students, teachers, administrators, building administrators and parents. That is just a brief synopsis of some of the adjustments you are going to be seeing at our meetings.

Presentations

Durham Bus Company – Transportation Update, Brett Wester, Region Manager for Durham School Services and Zachary Nicotera, Transportation Supervisor

Mr. Wester presented an update for Durham Bus Company.

Questions from Board Members:

Mrs. Padula: Do the routes you gave us include all of our 13 schools, Charter, and Notre Dame?

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Mr. Wester: 123 is the total route package for the district yes.

Mrs. Padula: Ok.

Mr. Nicotera: That's just an estimate as of right now because we're still in the process of finishing the routing. So, that's just a rough estimate as of right now where we stand.

Mrs. Padula: Is the routing based off of last year's numbers. For instance, my kids weren't on the routing list last year but they will go back on it this year.

Mr. Nicotera: This is based on every student who is eligible for busing; being on a bus.

Mrs. Padula: Perfect, ok.

Mr. Paul: Have you guys looked at consolidating bus stops? If you're driving down the parkway in the morning and there's 3 streets in a row and one bus is stopping at all 3 streets, can that be consolidated into one stop?

Mr. Nicotera: That's something that we can look into especially for our older students. For our younger students I think there's kind of more of a worry for parents if their parents can't see them from their house to the corner. But definitely for the secondary schools we can look at consolidating some of the stops and kind of streamline them and make them a little bit shorter.

Mr. Paul: From a legal standing, a parent has to see their child at the bus stop?

Mr. Nicotera: A kindergarten parent does. A kindergarten parent has to be present for pick up and drop off for a student. Legally for anyone in grades 1-6 they don't have to be physically present, but there are a lot of parents that like to be present or would like to visibly see their child as they get on an off of the bus.

Mr. Paul: Presence I understand, seeing is something is a little bit different for me. Also, would the numbers be reduced if we had before school and after school programs. Meaning we don't have as many kids getting on the bus in the morning because those parents can drop their students off on time and get to work on time and the same thing after school. They don't have to get home on the bus either, that parent can come and pick them up.

Mr. Nicotera: If we were to institute a system like that then what we could do is take those students off the buses and then we would definitely be able to consolidate routes down.

Mr. Paul: Thank you.

Mrs. Padula: Just to intervene, I tried that last year with before and after care. I'm committed to keep pushing the issue, but I think it was a staffing issue right, last year? I know we surveyed teachers and staff to see who was available to open and close the schools.

Mr. Paul: We have to look at a lot of options to fix this thing.

Mrs. Padula: Maybe selfishly I was looking at options to maybe have my kids out of the house longer.

Mr. Nicotera: As a district we are also doing the same. We are continuing looking to actively recruit. We started last school year from the district with 9 drivers. We went from 9 to 23. I'm confident in adding at minimum at least 5 more drivers to the district which is going to bring down the number of the deficit down to at least 13. So at least between us bringing on additional staff and the folks that they have in training that they can get through before September we should have no issues.

Mrs. Padula: The district drivers – what are their main routes? Is it still special education?

Mr. Nicotera: We have 6 big bus drivers who do regular education, but the majority of our staff are all small bus/special education.

Mrs. Padula: Ok.

President Hobika, Jr.: We will put the before school and after school program back on the list of things to look into.

Mrs. Knoop: How often are these bus routes re-evaluated and calculated. As the young woman just said, I have 3 children in the district. All of which were on a busing route last year, but the bus never came. I brought my children to school for the past 2 years. A bus never came. How often are these routes re-evaluated when you're looking at bus drivers that aren't coming, shortages.

Mr. Wester: The routes are going to be continuously revamped overall. We have over a 100 kids on average per month that move. There is constant touching of the routes and re-routing of them because of that. But as an overall, you are going to do a reset in the summer and then from there it's going to come from those route changes to be able to do those evaluations. The other thing is there are going to be parents that are going to let us know that their child is not going to go, they may be old enough to drive, may get a car pass, they may be riding with someone else every day. The parents may not still feel comfortable with them on a bus which there were a bunch this past year because of COVID. As things change, we would have to re-evaluate those. We would expect that within the first 2-3 weeks of the school year that's where a lot of the changes are going to happen not only from address changes, child changing to a different school or possibly a different area. It also would be re-evaluating on who is riding. We're not asking for parents to say hey I'm going to take my kid to help you out this year. Now it's more of a fact of my kid is not going to go so I'm going to let you know my student is not going to be on the bus. I'm letting you know so you can re-vamp the routes now. The sooner we know, the better.

Mrs. Knoop: How often do you report this back to the district?

Mr. Wester: Actually, the information will go to the district and then they provide us the information and then both of us work together to get the re-routing done.

Mr. Nicotera: Just to add to that, what we're going to do at the start of school our routing system allows us to print out an attendance sheet. A daily attendance sheet to where the bus driver and the bus monitor can keep track of that information. So what we're going to do is we're going to start keeping track of their attendance as they get on the bus. That way we will know over a period of time if we don't see somebody; usually typically our policy is for regular education if we don't see a student on the bus for 2 weeks then we usually will remove them from the roster. Unless the parent calls us and says something happened and I need my child back on the bus. Also what we are going to do too with our bus letters that go out which will give the parents the busing information, we are going to add a line on there to include a phone number to contact if that parent decides that they do not want their child on the bus. There's no pressure and we're not asking parents to transport their children themselves, but if for some reason they don't need the bus then that way that will help us out as well. Hopefully before school starts, we can take those some of those students off and that'll help consolidate routes prior to the start of school.

Mrs. Knoop: And you said a phone number, I know last year with myself as well it was a real issue for parents to in touch. Have you hired more people to work at that desk so that there's somebody to answer the phone when these parents are calling in?

Mr. Wester: So there's 2 different numbers. The one number is also for the district garage for Zach's office and then there's a number for ours. We did do a lot of corrections on our phone system last year. I knew of very few problems with that system towards the end of the school year after we made all those adjustments. We added more lines, and we did a lot of different things there.

President Hobika, Jr.: Tennille, each week Zach produces a giant document that tracks all of the issues that the district has been made aware of and we receive that with our Superintendent's Report each week. That's number one. Number two, I'm not 100 percent sure that we're going to have enough drivers in the beginning of the school year to meet our demand, notwithstanding the promises. What is the plan b?

Mr. Wester: Right now, the next plan would be to increasing any testing dates that we have to do and that's something that we're watching over the next 2 weeks to see where we're going to be. And if we can go to DMV and get for example on a Saturday and we get 7 road tests, we can do multiple Saturdays in a row to get those in place. That's really going to be the biggest roadblock. From there, it would be really a decision with the district on if there's any other shortages that how do we manage this the best.

President Hobika, Jr.: I went through that last year. We talked about making some adjustments to the Magnet Program. We asked the parents to ferry their kids back and forth to school. Danielle tried to create a learning program or preschool prior to school program. We couldn't get that done. My concern is like for example somebody is not on a bus for 2 weeks then all of a sudden, the person gets struck off the bus, and then we find out that kid has been sitting home for 2 weeks and nobody has done anything. I just want to know in the past, have bus drivers taken attendance when the kids get on? And how much time is that going to take?

Mr. Nicotera: Just special education.

Mr. Wester: Just special education is usually in attendance list other than the beginning of the school year.

President Hobika, Jr.: Ok, so that's a standard practice for the Bus Company to take attendance.

Mr. Wester: As required by the district, whatever you guys ask us to do is what we do for attendance.

President Hobika, Jr.: I guess the question is should we be making parents aware that they might want to consider bringing their children, their neighbor's children – whomever to school until we know for sure that we're going to have enough bus drivers to cover our routes and have subs. We should start from, rather than starting from we got it covered and then having to go through 2 months of pain in September and October and finally get a handle on it in November. I'm hoping for perfect, but I'd rather plan for the exigency rather than plan for perfect.

Mr. Wester: Of course. Our goal is to have enough drivers and between the district and us to cover all the routes at the end of the summer. If there are any options to look too at as a backup plan that we put in place to have some students transported let's say for the first 2 weeks of school, of course that's going to help in every way, shape, and form.

President Hobika, Jr.: So should we put out there the information that if it's possible, parents should at least plan in the beginning if they are available to bring their children to school and pick them up until we know that we have enough drivers to cover the routes including subs?

Mr. Wester: We can definitely look at this. My issue or my concern is that in September it gets very chaotic with the bussing on trying to get things back to normal. Could we add buses one by one or put people back on, yes. But yes, anything that we can think about that would backup where we are at would be great.

President Hobika, Jr.: Do you anticipate that you're going to have more drivers than you are routes?

Mr. Wester: Right now if you look at it, we have a need for 18 drivers. Zach thinks that he's still going to add on more drivers with the district and would knock that down to 13 – 15 drivers. Right now, I have 44 in training, so I feel that over the next 6 weeks we are looking at enough drivers to start the school year.

President Hobika, Jr.: To cover the routes but not have subs right?

Mr. Wester: Subs may be a different story, but if there are not enough subs or if there are not subs available that is a lot easier to manage...

President Hobika, Jr.: Are these the extended routes or the standard routes that we're talking about?

Mr. Wester: It would be all the routes.

President Hobika, Jr.: No, what I'm saying is didn't we extend routes last year in order to pick up the slack for the lack of drivers. My question is is this year's routes that you're talking about those extended routes or the standard routes?

Mr. Wester: Standard routes.

President Hobika, Jr.: Ok.

Mrs. Knoop: I just have one more. I just want to clarify something that you said that you were saying if it gets too late you possibly might have to reach out to the DMV to see if you could have extended testing done on Saturdays.

Mr. Wester: What we can do is we can reach out to them and extend the week for DMV if needed. The point of that is that basically if we have the need for testing as it gets closer and closer to the end of August and if we have the drivers that have gone through that maybe we call up DMV and they say ok your next test date is September 10th, we can go to them and schedule Saturdays and pay extra money for them to do 7 road tests on a Saturday instead of during the regular scheduled hours that they have available. We're going to do that, but I need all the progression of those trainees over the next 2 weeks is going to tell me what I need to do at the end of next month.

Mrs. Knoop: Right now, everybody's backed up, they're facing employee shortages and busing concerns, and DMV is backed up. Is there a way to go ahead and somehow connect with the DMV and let them know in advance this is something you're thinking of.

Mr. Wester: I have state-wide contacts that I contact as needed and they get them set up for us even if they have to bring someone in from out or town of if we have to go out of town to do the testing somewhere else. I will drive to Albany and bring 7 drivers with us to go do testing in Albany if I have to.

Mrs. Knoop. Thank you.

Mr. Wester: No problem.

President Hobika, Jr.: Thank you for coming in gentlemen.

Edward Simpson, Administrator for Special Education – Special Education Update and Evaluation Process

Mr. Simpson provided an update/presentation on Special Education for the upcoming school year.

Questions from the Board Members:

President Hobika, Jr.: I wanted to ask you this question. It sounds to me like you have to be quite an expert to deal with this stuff with special education, right? To really understand it and really be able to determine what's in the best interest of the child, correct?

Mr. Simpson: Correct.

President Hobika, Jr.: Ok, so I'm a parent and my child is coming to school. Some people think that special education is a stigma or that no it's not. You're talking about 504 Plans, IEP's, different types of classroom settings. What steps are we taking to educate the parents so that they can take advantage of this for their children. What are we doing there?

Mr. Simpson: I believe the first step is having good support personnel in each building. Currently we have a Social Worker in each building. This is just an example. So, there's an issue with a student, student may have issues in the classroom. The Social Worker is there. There's an IST Committee that's staffed by that Social Worker and the teacher. If a student is brought to IST for whatever reason – it could be for behavior, it could be for academics. In that IST

Meeting where the parent is required to be a member, that's a great place to start talking about what services are available.

President Hobika, Jr.: It sounds like you're in the military with these acronyms.

Mr. Simpson: I'm sorry.

President Hobika, Jr.: You need to demystify this a little bit so that the parents can take advantage and the children get the benefit. Is there a plan to try to put something in place so that services are timely rendered to the kids, evaluations are rendered or considered for each of these children. What is our plan to assist the parents, especially coming out of a year and a half of not in school learning. What are we doing?

Mr. Simpson: First of all, these issues are addressed first at the building levels. It's imperative that the building principals understand what's available. We have an initial referral for CSE Training (Committee on Special Education Training) for principals every year. That's the first start. Social Workers as well and Guidance Counselors. The support staff in the buildings are trained to identify students, especially with the mental health curriculum that we're putting into place. At those meetings, instructional support teams...

President Hobika, Jr.: I think everyone would agree that our staff is well trained. What are we doing to help the parents?

Mr. Simpson: Like I said referrals and all that starts at the buildings. The issues begin at the buildings and that's where they see the adults and that's where the communication between the student and the adult and the parent happens. The training is imperative in that part.

President Hobika, Jr.: Tell me about this process from the parent's perspective. Give me an example of somebody that might have a child that needs a 504 Plan. Tell us what a 504 Plan is and then tell us how someone gets one of those from a parent's perspective. Do the same thing with an IEP and do the same thing with the other types of programs. I guess my question is that we're trying to educate people out there so that it's demystified number one. Number two, who do they have to ask to find out if this is something for their child? Give us a little of that from a parent's perspective.

Mr. Simpson: If my child is struggling in class, they get calls from the teacher or what have you. The building principal or the teacher would bring that student to a Child Study Team. They would communicate with that parent at the Child Study Team saying this is what we're seeing, this is a plan that we have. This is a building level referral. Maybe we need to refer the student either for a 504 Plan which is a regular education student plan, or we need to look to see if we could classify that student as a student with maybe a learning disability or another disability. That's where the process begins, it begins there. If a parent is looking to classify their student, they could ask the guidance counselor, they can call my office, they could talk to the Social Worker, they could talk to the building principal to initiate a referral. Once a parent initiates a referral we are bound to go through with that referral.

President Hobika, Jr.: It's very rare for many parents to initiate referrals and make inquiries ok.

Mr. Simpson: Yes.

President Hobika, Jr.: They just might think the kid has not been studying hard enough, I don't know what it is. My point is, I'd like to hear from the perspective of parent like what it is you need to do. Ok, so your child is not doing well in school. How do you know what to do at that point. When you say referrals and evaluations and things like that, does that mean that the parent is taking these children all over the city?

Mr. Simpson: No.

President Hobika, Jr.: Ok, so let's talk about that from the perspective of what is expected. I think the parents want to know to demystify the process.

Mr. Simpson: Sure. The process for a referral either starts with the parent, it could start with their doctor, or it could start in the school. We had 240 referrals last year, almost all of them started from the teacher. The teacher is the one interacting with the student. If the student is not performing or they see something, they bring that student to a Child Study Team. The Child Study Team then determines the next step. The teacher also puts interventions in the classroom. If those interventions aren't working, the teacher refers the parent, the parent goes to the Child Study Team, and they sign to refer the student for special education services.

President Hobika, Jr.: What's an intervention?

Mr. Simpson: It's actually a 3-tiered level system of Academic Interventions in the classroom that get more restrictive as they go forward.

President Hobika, Jr.: What is Academic Intervention?

Mr. Simpson: It could be like....

President Hobika, Jr.: That sounds like something – pretend I'm a parent that doesn't know what it is. Tell me what that means because I don't know what that means. I'm somebody that doesn't know.

Mr. Simpson: It means that the teacher might take the child aside for 30 minutes a day in a separate location and work one on one with them. That would be a Tier 3 intervention. Tier 2's they might work in a separate part of the classroom with the student individually, that's an intervention. They've tried these and it doesn't work they bring the student to a Child Study Team, they talk to the parent, they come up with an agreement to maybe refer the student for special education services.

President Hobika, Jr.: What is a Child Study Team?

Mr. Simpson: It is usually the Social Worker, the teacher, the parent, it can be the principal or other stakeholders like English as a Second Language Teacher.

President Hobika, Jr.: Does every school have that?

Mr. Simpson: Every school has that yes. Every school is directed to have that. They have a certain day of the week that they hold (we call them IST – Instructional Support Team), but it's really Child Study Team. They have protocols.

President Hobika, Jr.: Are you in trouble if you get called into one of those IST meetings?

Mr. Simpson: No not at all. You can have an IST Team if the student has been getting into trouble, but usually an IST or Instructional Support Team Meeting would be held for academic reasons.

President Hobika, Jr.: To help the child?

Mr. Simpson: Yes, to help the child and to see what interventions we can put into place to help the student prior to a CSE Referral (Committee on Special Education Referral).

President Hobika, Jr.: Ok.

Mrs. Padula: How long if a parent puts in a request or a teacher, what does the referral process look like in length of time?

Mr. Simpson: If the parent puts a request in that has to go down to my office within 10 days. Once I get it, it's a parent request so we go through with it. The state says 10 days, but we don't do that in our department. We turn over 5 days. So when I get the referral packet and what I still need from a referral packet I have to have the signatures. If I get the signatures, I can go through with sending out a consent to the parent. So the parent says ok, you can test my student for this, this and this based on what the IST Committee says.

Mrs. Padula: Right.

Mr. Simpson: Once I get the consent back, I log it and the Commissioner's Regulations Part 200.4 says you have 60 calendar days in order to have that meeting.

President Hobika, Jr.: When during the school year should a parent be making these inquiries?

Mr. Simpson: The parent can make the inquiry if that's what you're asking all year.

President Hobika, Jr.: No, I understand that. My question is if you want to make sure that your child gets the benefit of the programs, when does a parent need to start really looking at this?

Mr. Simpson: Each student is different Mr., Hobika, it's hard to say. But for an academic referral – so my student/my child is not reading well, I noticed it at home. I noticed that the teacher is calling me, he's not reading well. The parents should say what have you done in the classroom to help my student read. That is where the tiers come in. You say we've tried Tier 1 and Tier 2 and it's just not working, so we are going to bring your child to the Instructional Support Team and we are going to decide at the Instructional Support Team whether or not we are going to refer the student to CSE. Usually, you have to get some educational data behind it to see if it's an academic referral so the student can be classified.

President Hobika, Jr.: Can you look at prior years to determine that or do you have to have it in the same year that you're in?

Mr. Simpson: No, you can look all the way back and you see data. But you can refer once per year.

President Hobika, Jr.: Let's talk about behavioral because that's a touchy subject with a lot of people, right?

Mr. Simpson: Yes.

President Hobika, Jr.: Ok, so let's talk about how that works and what parents should be on the look-out for and what the process is.

Mr. Simpson: The process for a behavioral referral is if you notice that your child is misbehaving in school, a lot of times that will trigger an IST. It could be because your child was put in timeout or suspended. What you need to do is look and see if there's any kind of behavior plan in the classroom and then bring the student to again a Child Study Team and say these behaviors aren't helping. Is there something else underlying and then we take a look at that. A lot of times a parent will bring in a medical diagnosis of ADHD or maybe Autism that's right there as a referral to special education.

President Hobika, Jr.: When you're talking about a behavioral plan, I guess my question is many parents mistake that as their child just getting into trouble or somebody is trying to correct the behavior as opposed to maybe evaluating things that can be done to assist the child.

Mr. Simpson: Not in my experience. I think the parent really welcomes a behavior plan. It could be anything at the teacher level where every day they sign and say the student did this or there is a card turning, depending on the teacher puts into place. I think a parent welcomes a behavior plan and again if the behavior plan which is part of the tier system is not working, then the teacher would request maybe bringing that to IST and looking for a referral.

President Hobika, Jr.: Ok. Again, I think depending on the type of experience or education background whatever the parent happens to have, sometimes these special education packets that we have they are pretty intimidating for many parents, and they give up in trying to complete them. What assistance does the district afford parents in helping them help their children by getting through this process?

Mr. Simpson: The parent would never have to fill out any referral packet. They would just have to sign that they are referring their child to CSE and then my department would acquire the data – educational, medical, behavioral, attendance. We would get that and we would be in contact with the parent. The CSE chair people who are specially trained on Committee on Special Education speak to the parents and guide them through the process. That's their job, that's what they do. That I think would help.

President Hobika, Jr.: Do we have different language speaking CSE Chairs and people that assist so that you might be explaining that information to a parent in their first language to get their points clear?

Mr. Simpson: We don't have chair people that speak different languages, but we do have liaisons that work closely with the families. In fact, if a student's first language is other than English a translator is required to be at all special education meetings. If the student is also classified as ENL (English as a New Language), then the ENL teacher is also required to be there. So, there are things. On our website, I have translated some documents into Karen, Russian, Spanish and Chinese I believe. It's a start there. And you're right Mr. Hobika, not all of our documents are translated that go home. If we have issues, we can use the liaisons and they help us with that.

Mrs. Knoop: You said you received 240 referrals just last year.

Mr. Simpson: Just last year alone, yes.

Mrs. Knoop: Were all of these referrals seen by the Child Study Team?

Mr. Simpson: No, not all because if a parent requests a referral, then that bypasses that part of it. But we did place or in the process of placing 233 of those; 7 of them were found ineligible. That is a decision that the committee makes. That is not a decision that I can make.

Mrs. Knoop: The other question I have is that if parent requests, they have 10 days and you've done this in 5?

Mr. Simpson: Oh yes. During the school year when I receive a referral packet from the school that is teacher driven or principal driven or therapist driven, then I get that and we don't let that go past 5 days before we put that in the system which I do. I track each one in the system and I send out consent and prior written notice for each kid within 5 days.

Mrs. Knoop: Who oversees that that's actually done?

Mr. Simpson: Me, I'm the only one that oversees initial referrals.

Mrs. Knoop: Who oversees you?

Mr. Simpson: Mr. Falchi.

Mrs. Knoop: So if we have claims from parents coming in that these were not met in time.

Mr. Simpson: You can call me, and we can look at that individually.

Mrs. Knoop: Do you have records of everything that comes in ...

Mr. Simpson: Absolutely. Every single referral that has ever comes in I have a spreadsheet for. It's required for indicator 11 for the state, we keep that up to date every single day.

Mrs. Padula: So back to my initial question, how many days from start to finish if you complete it in 5 days and the evaluation is done, how long for that child to be placed in whatever the recommendation is?

Mr. Simpson: Once I send consent out in the mail.

Mrs. Padula: Yes, and you get it back.

Mr. Simpson: And we get it back, that's the issue first. You've got to get it back. The state tells us you've got to wait 30 days and then you can make a phone call. We wait 7. After 7 days our liaison that is specifically assigned to the Special Education Department starts calling and makes home visits.

Mrs. Padula: But in a perfect world...

Mr. Simpson: In a perfect world we get it back in 5 days then we send out for evaluations to whatever they need and when we get those back, maximum 60 calendar days, not school days. It could take 2 months.

Mrs. Padula: So, if I am a perfect parent and I get all my ducks in a row and I turn it all in back to you, it still takes 2 months?

Mr. Simpson: Maximum.

Mrs. Padula: In a perfect world.

Mr. Simpson: In a perfect world, so if I get a referral in October, we like to get it done in the middle of November.

Mrs. Padula: So why can't, and this may be a law thing, but why can't if the teacher or the team makes the recommendation and I as a parent agree with it and I think my kid needs to be in a 12:1:1 or and 8:1:1 or whatever all the terms are, why can't we just go ahead and place them?

Mr. Simpson: You can't do that. You can't make a decision before the CSE committee meets. It's called predetermination. What you need to do first of all is gather the evaluations. Let's say it's a typical referral. You are going to request a psychological evaluation from our psychologist, you're going to request a social history from our social worker and education and medical. The state requires those before we can classify them. The psychologist has to sit down with the student and it takes time, do the evaluation, write it up, sign it, submit it and the social worker does the same thing. We give them time. I don't give them 60 days. I say this is due at this time which is usually the halfway mark so it gives them enough time to get that done. Once that is compiled and I get all their evaluations in their folder, it's just a matter of setting up the meeting. But the meeting is required 5 days notification for a parent before you can start the meeting. That just pushes it back.

Mrs. Padula: So if the child has behavioral and they need to be in a more restrictive classroom; let's say they are in a regular setting and they have behavioral issues and now are disrupting other students or the teacher, what is the plan for those students if it could take up to 60 days or a month and a half?

Mr. Simpson: Those usually don't take up that long to 60 days. If it's a priority I say to the psychologist that it's a priority and we need to get this student some services right away.

Mrs. Padula: Ok.

Mr. Simpson: But, before you even submit a referral for behavior, you should have some behavior plan in place for that student. They should be following that right along.

Mrs. Padula: My last and final question and this may be an opinion question or law question I don't really know because I had an incident with my child. Do you feel that the district is restricted in space? Could there be more children utilize services? I will just give you my personal story. My son needed AIS; he couldn't get in until January because it was already full.

Mr. Simpson: That's not under special education, but if he needed it, he should get it – so the K-2 lab is what you're talking about.

Mrs. Padula: Oh, they only could take 6 students at a time. That's not in your department.

Mr. Simpson: What I would say is again the K-2 is just a tier in the RTI (Response to Intervention) tiers. The K-2 lab is a tier 3. The teacher can provide tier 3. It doesn't have to be in a K-2 lab. The teacher can provide a tier 3 which looks like a half an hour one on one with the student maybe during lunch. That's what I'm saying. It's really hard to say specific students, but that's what I would say about that.

Mrs. Padula: Ok. I'm getting better at understanding but thank you.

Mr. Simpson: Call any time, please. Call the office with questions.

Mrs. Knoop: I have one more. Who makes the behavioral plan? Is this the teacher or social worker?

Mr. Simpson: For a regular education student you could enlist the help of the teacher and the social worker. You could enlist the help of the building principal. The Child Study Team is held every single week on a certain day in each one of those buildings. In those Child Study Teams, you should not just be talking about academics, you need to be talking about behavior and about attendance and about academics as well. Bring it up in those, it's once a week. They hear them every single week, bring that up there.

Mrs. Knoop: I guess I'm just wondering how much more pressure this is putting on our regular teachers too when they are teaching, and they have to come up with and be responsible in working with a behavior plan. Is there somebody there to guide them with this?

Mr. Simpson: Yes, the social workers are well trained in behavior plans. However, a teacher can put a behavior plan in place as part of their overall behavioral plan for their classroom.

Mrs. Knoop: Are they required to do that if a social worker is not....is this an option that a teacher has or are they required and told to do that?

Mr. Simpson: If the building principal tells them to do it, then they are going to have to do it. This is for regular education students. For special education students who is misbehaving, an FBA (Functional Behavior Assessment) is required.

President Hobika, Jr.: I just want to say if you use an acronym, and then explain it then people will know – understand? It's important to do that. Very good, I appreciate you doing that.

Mr. Simpson: A Functional Behavioral Assessment which requires consent by the parent and a Behavior Plan which is a BIP which is derived from the assessment is required. In other words, those students should be on a behavioral plan if they are a special education student prior to having a manifestation or a suspension.

Mrs. Knoop: This required by a parent?

Mr. Simpson: It is required by the Special Education Department to have those students on an FBA if they are showing exhibiting behaviors and we follow up on those.

Mrs. Knoop: Thank you.

Mr. Paul: I have a few questions. Mr. Simpson are we adequately staffed to address the mental health concerns for the year? We are. We are actually adding social workers for this. We've added 2 psychologists who are trained as well in this. I believe going forward and I think Mrs. LaGase can talk more about it, but we will be adding social workers to all the buildings, and I think that is key. I think it's imperative. Not only that to have a good mental health social and emotional learning plan that can be implemented not only by the social workers but by the classroom teachers eventually across the district.

Mr. Paul: Who determines all of this that we're adequately staffed?

Mr. Simpson: Mr. Falchi, myself, Mr. Karam. We look at it all the time and decide where we need – we need social workers in certain buildings then that’s where we need them.

Mr. Paul: Have we included our teachers in determining their needs when it comes to addressing the mental health concerns in the district?

Mr. Simpson: We’ve trained them. We’ve trained the entire teaching staff on mental health and suicide prevention.

Mr. Paul: Not the staff – have we included them in determining what their needs are when it comes to addressing, not just the training itself whether or not we need outside help.

President Hobika, Jr.: A dialogue, right?

Mr. Paul: Exactly.

Mr. Simpson: Our Pupil Personnel Administrator is has already put out a survey to the schools to see what’s needed and we’re planning on looking at each classroom to see what we can do to help. We’ve already ordered materials, books, book studies; we’ve ordered materials to help with this.

Mr. Paul: Is that survey anonymous?

Mr. Simpson: No, I don’t think so. I think it was just for the building principals. We’ve tried to start at least assessing what they need in each one of the buildings as it relates to the mental health concerns of their students. That’s where we’ve started, and we started that in July.

Mr. Paul: Thank you Mr. Simpson.

Mrs. Padula: I just have one more. I find this very interesting because it’s something I know that we all care about too. OT and PT fall under your department?

Mr. Simpson: Yes.

Mrs. Padula: If a child is already in a special education classroom and they need OT/PT that’s done on a routine basis based on their plan?

Mr. Simpson: If they need it.

Mrs. Padula: If they need it. If they ask for an evaluation, if the teacher feels it’s necessary and the child needs to be evaluated, it goes back to the same process of you need the parent consent?

Mr. Simpson: Yes.

Mrs. Padula: And they have to sign off on it?

Mr. Simpson: It does. Let’s say you’re a parent and you have a student in a self-contained 15:1 class who has not received occupational therapy and the teacher noticed they are just not writing correctly. What the teacher will do is ask either the building principal or my department for a screening. If it’s a screening for just one student, we have to send consent out. They can screen the whole class. If just one student, we will send a consent out for what they call screening. Then the OT will look and say yes, the student needs an evaluation for OT then we will have to go through the consent again.

Mrs. Padula: But it can still take up to a month and a half for the service to be in place?

Mr. Simpson: No, not once the student is already identified. It’s just a matter of getting the student screened and then a more in-depth evaluation.

Mrs. Padula: Ok.

Mr. Testa: I just wanted to say I know you from working in the district for a lot of years. Your needs as far as the supplies, the teacher assistants. The teachers can do so much, but they need the backbone for people to help. Are you adequate as far as your supplies for the kids for what they need and maybe some activities for the kids in special education and that we could do some things with the kids maybe take them on trips and stuff like that?

Mr. Simpson: Yes. Every year Mr. Testa the teachers and therapists submit their budgets to us, and we just order what they need. We survey them (teachers) and say what do you need. Do you need anything in the classrooms? How are your supplies? Do we need rifton chairs, do we need changing tables. We look at each building and we order those every single year. It come through the IDEA Grant part of it and we can order a lot of stuff for them, whatever they need usually.

President Hobika, Jr.: Who relays those requests? Do they come from the teachers, or do they come from the principals?

Mr. Simpson: The teachers will directly request materials to the Special Education Department and the therapist as well. We try to meet all their needs every single year that I've been there anyways.

President Hobika, Jr.: I just wanted you to know that this is my 5th year on the Board, and I may not be 100% accurate, but I think this is the first time that you've ever come in and made a presentation and I'm so looking forward to every month being educated on everything that goes on in Special Education. I know many of the other Board Members are to. I appreciate you coming and being a good sport. You might want to put up a list of acronyms so that we can all refer to them. Thank you very, very much.

Michele LaGase, Director of Human Resources, Human Resources Update

Mrs. LaGase provide the Board of Education with the Human Resources Update on staffing.

Questions from the Board Members:

Mrs. Padula: Out of the new positions, you said 47%, is that because some of them are CTE?

Mrs. LaGase: Correct. I pulled out the CTE because obviously we know those are going to be anticipated, but that wasn't a priority to provide instructional programming this opening of the school year.

Mrs. Padula: Perfect.

Mr. Paul: What is your recruiting process entail?

Mrs. LaGase: We've expanded that in several ways. One, I have increased the outreach to college preparation programs trying to make a stronger connection between the district and those programs. Also trying to increase their knowledge of what we have to offer and also trying to get to candidates early upon the completion of those programs because the market is so competitive. Our local institutions I have attended when they're close to finishing their student teaching experiences. There's a seminar class and those college professors have invited me in. I've attending those classes, I spoke to the candidates about our district, I've asked for sign up sheets and then I followed that up with interviews. We're also working closely with Mr. Falchi's office they handle our student teaching candidates, but I'm linked up with the coordinator of that program. What we are attempting to do if a candidate is placed with one of our teachers in a student teaching experience and they complete the program, and they have good recommendations from our teaching staff and their supervisor, we are attempting to try to secure a position for them. That's been very successful.

President Hobika, Jr.: Who's the coordinator of the student teaching program?

Mrs. LaGase: Kyle Rieker at Utica College. That's been one of our main ones because they have a larger pool. I've made outreach to career services and the educational programs that are at a variety of institutions including Cortland, Oneonta, the affiliation with M.V.C.C. that Oneonta has, SUNY Binghamton, Oswego. Some of the other subject shortage area institutions where we are particularly trying to draw math candidates, special education candidates. The other piece is obviously you know we have the contract with Towne Square Media. We attempted to do some advertising in a variety of ways to try to attract candidates, and we're looking at those footprints, where are applicants coming, what colleges, what areas. We're looking at that. We are advertising on OLAS which is a system that the state uses for applicants that are seeking positions that would be typically in the UTA membership contract. That's the platform for that. We've used Indeed for some of our secretarial and non-instructional positions. I've also joined handshake city which is a technology platform that many of institutions pull all of their graduates through. Many of the colleges now have digital I guess email and platforms that they push up jobs to. I've been emailing those directors and saying we're still in need of X number of math, can you push this out to all your math graduates and potential graduates.

President Hobika, Jr.: Can I ask, has the district sought a waiver from the State Department of Education to perhaps allow us to hire some out of state educated teachers that are reasonably qualified?

Mrs. LaGase: What I can say is that the certification office and working with the certification specialist through NYSET, I've had conversations with our representative that works with UTA. They've been very helpful because there's been due to the large shortage SED has (I don't want to say modified it) but there's been a different review process in to allowing for what potentially equates to our certification to endorse that person to work in our district.

President Hobika, Jr.: Is there a waiver available? Can you make an application to the state or is that not something that's available.

Mrs. LaGase: To my knowledge there isn't a formal waiver at this point. I know that they are looking at different options that they are going to constitute as certified and some of that is coming off the cusp of the COVID-19 emergency kind of certification process where applicants were able to get tests, or state ed wasn't able to process certification submissions. There are a variety of things that SED that they are doing to help districts address this. But I will keep my eye on that.

Mr. Karam: The State Department in conjunction with other State Education Departments in different states are signing more agreements of reciprocity; we are seeing more and more due to the teacher shortage.

Mrs. Knoop: Are we offering any special recruitment incentives for our Proctor graduates?

Mrs. LaGase: We haven't in terms of incentives – do you mean financial incentives? We have not offered any financial incentives to this point. Obviously, we are governed by a collective bargaining agreement so that would be something needing to be if that was a consideration.

Mrs. Knoop: Ok. You said you're sending a lot of these things out on digital platforms, but when I look on the site, most of those positions ask for their resumes and everything to be mailed in. There's not an email link on there.

Mrs. LaGase: I'm receiving them through my email.

Mrs. Knoop: Ok, so they are able to access it.

Mrs. LaGase: Yes, they are able to access it, that's been through my email primarily.

Mrs. Knoop: Ok.

Mr. Paul: Is there a national search involved here?

Mrs. LaGase: I would say we haven't extended in terms of a national search, but that is a conversation that we've had in terms of some of the other states that may be producing more candidates than other states. Obviously, New York – NYSET just put out an anticipated shortage of over 200,000 teachers so that's something that we're all looking at very closely.

Mr. Paul: I guess also to try to stem the bleeding, grow your own teachers' program. I understand there's a line item in the budget for that right?

Mrs. LaGase: Yes.

Mr. Paul: Is that something that we're pushing for?

Mrs. LaGase: Yes, we are. When we have applicants come in, I attempt to offer outside of a competitive salary which we know is probably the primary factor in a candidate determining to come for a position. Some of the other benefits that the Utica City School District offers we have a phenomenal mentoring program that our veteran teachers implement every single year to support new teachers. Obviously we have our own teacher center to provide professional development that is not true of every school district. We're trying to highlight potential candidates, the facility upgrades, their access to instructional resources. We are fortunate enough to have a staff that can work together collaboratively. Some of the smaller school districts there may only be one or two positions. We're fortunate enough to have departments that can support each other. We are trying to highlight that. We are also a recipient of a Teacher of Tomorrow Grant which we've had for several years that helps us support recruitment and retention for high subject shortage areas and that we still have in place and that's an added fiscal incentive for our new candidates.

Mr. Paul: With that grow your own program, I think we kind of help our young teachers that are here already and they've come to our district and they're living at home for the most part. They don't have to worry about rent when they are coming out. If we are looking at our high schools now and kind of gear them towards that program, I think that we can truly address some of those shortcomings that the district sees if we really work at improving that program.

Mrs. LaGase: I agree.

Mr. Paul: Thank you.

Mrs. Knoop: I have one more. I'm not sure if this is the right time to bring this up but while we are talking about recruiting, it's also really important that we're retaining the teachers that we do have. One of the issues that we seem to be facing are the involuntary transfers. Can you explain the decision that's made and who is involved in this process in deciding when a teacher is removed from a class that they have taught for several years and placed in a different class. Can you explain the process of that, who makes that decision.

Mrs. LaGase: There are times when there is some consideration of the placement of a teacher in an assignment. We do have a transfer day clause in the collective bargaining agreement where certain positions go up and members can apply for a transfer. It's awarded based on seniority. However, there are occasions where the district has received requests. I can tell you of the most recent one where the district received a request from the building principal to not honor that transfer request. That was because obviously that principal had a high number of vacancies due to retirements as well as other people moving out of that position. That building principal was extremely concerned about losing a veteran staff member in that department and not having somebody be able to support that building. That veteran staff member has always been very familiar with the school improvement initiatives and that happened to be in one of our buildings that has an accountability designation. We are working diligently to move that building into good standing and that building principal felt that staffing change would impact the building and the building principal asked the district to consider maintaining that individual in her building because she thought it would be beneficial overall. And that was honored.

Mrs. Knoop: I guess what I'm concerned with too is a lot of morale when a teacher is removed from a class and put in a different grade. It changes the landscape of that classroom right. You have a team that works together, and they

lead one another and suddenly that morale starts changing and you have a teacher morale that's going low. Is any of that taken into consideration?

Mrs. LaGase: It is.

Mr. Karam: I think we're talking about two different things here. We're talking about what you just said, you're talking about the involuntary transfers due to transfer day, but I think Mrs. Knoop was talking about the principals that assign their teachers to whatever grade level or whatever subject area according to what level building that they're in. So, I think you need to explain that.

Mrs. LaGase: Those staffing assignments within the building are determined by the building principal.

President Hobika, Jr.: Are they?

Mrs. LaGase: Yes. They are determined by the building principals. They have, based on their staffing in the building, the building principal is provided with the updated staffing list obviously, and then that principals assign those teachers to the grade level as long as they hold certification to teach that grade level. Then submits that back to the office saying this is my recommended staffing, these are the assignments I'm proposing for my staff.

Mr. Paul: Do we not take into consideration what that teacher wants that's being moved? Do we ever look at that?

Mrs. LaGase: That would be between the teacher and the building principal. I know building principals have had conversations with staff when they have inquired as to their assignment for the upcoming year.

President Hobika, Jr.: Basically, you're saying that the building principals make the determination as to what teachers and staff are going to be working in their buildings, obviously subject to the requests based on seniority and the hiring. Is that correct?

Mrs. LaGase: No.

Mr. Karam: That's not correct.

President Hobika, Jr.: That's not correct? So, the building principals don't actually populate their own schools, somebody else makes that decision, correct? Who is that person that makes that decision.

Mrs. LaGase: What I think you're asking is the staffing for the building is based on the staff that is assigned to that building that that registry of teachers barring that teacher choosing to participate in transfer day, they are assigned to that building.

President Hobika, Jr.: Who assigns the staff to the buildings?

Mrs. LaGase: They are already teaching in the building.

President Hobika, Jr.: Again, who assigned those teachers to that building?

Mrs. LaGase: It could've been a variety of things. It could've been a teacher bid into that position at some point during previous transfer day. If it's a new section, we would place a new teacher in there, but that position would then go up for transfer the following year.

President Hobika, Jr.: I understand that, but who ultimately approves those transfers. Is it the principal or someone above the principal?

Mrs. LaGase: For example, let's say that I have a staff of 50 teachers and I taught grade 1 this year and my principal is instructing me that I'm teaching grade 2 next year. Right now, that's a principal's decision. They have a staffing list and they...

President Hobika, Jr.: The principals make those decisions and not somebody else?

Mrs. LaGase: They decide where they are placing the staff, at what grade level and barring for example kindergarten requests require a certain certification so they can only place somebody that holds that in a kindergarten section. That's made by the building principal.

President Hobika, Jr.: So let's say someone is not working out in that particular building and the principal wants to transfer that person. Can the principal just transfer that person subject to collective bargaining or does that principal need to get permission from somebody else?

Mrs. LaGase: That principal would have to follow the provisions in the collective bargaining agreement.

President Hobika, Jr.: I already said subject to the collective bargaining agreement. My question is does the principal need somebody else's approval to transfer somebody?

Mrs. LaGase: They can't transfer somebody from one building to another. If there was a concern about a teacher, teacher's performance or the teacher not meeting the expectations of the building principal, that would be a personnel matter.

President Hobika, Jr.: How about a lunch monitor? Can the principal terminate a lunch monitor or ask for a lunch monitor to be removed without somebody else's permission?

Mrs. LaGase: No. Again, the food service there is a lineage of progressive disciplines. If somebody is being transferred for a specific reason, we have to follow that, and there is a protocol before you just transfer an employee from one site to another site that has to happen.

Mrs. Padula: I'm going to use an analogy. I'm a principal and you are in 2nd grade, and I need you to go to 3rd grade. Do I have the authority within the building, or do I have to call Mr. Falchi, HR?

Mrs. LaGase: Nope, you have the authority to decide who is going to what grade level.

President Hobika, Jr.: In practice or in philosophy?

Mrs. LaGase: In practice.

President Hobika, Jr.: Good to know.

Mrs. Padula: Within the same building obviously.

Mrs. LaGase: Correct within the same building.

President Hobika, Jr.: The principals have the autonomy to run the buildings the way they see fit, correct?

Mrs. LaGase: To a certain extent.

President Hobika, Jr.: I'm serious about that question. I'd like an answer.

Mrs. Padula: Did you hear Mrs. LaGase?

President Hobika, Jr.: What did she say?

Mrs. LaGase: To a certain extent, yes.

President Hobika, Jr.: And what limits that extent?

Mrs. LaGase: It would be relative significantly to employee discipline and/or any recommendations. That's not something that would be completely autonomous. That would be something that would require oversight and obviously work with our Labor Relations Specialist.

President Hobika, Jr.: Oversight by whom?

Mrs. LaGase: It would be oversight by my office or oversight if there was a supervisor above that building principal.

President Hobika, Jr.: Who above the building principal would that be?

Mrs. LaGase: For example, if we were talking about a cafeteria or food service worker, there is a Department Head. So, there is a supervisor in that cafeteria over those employees that does day to day management. Then there is a supervisor of that department and that would be coming to the Director of HR before any kind of independent move is made.

President Hobika, Jr.: I just want to be clear about this. Just make sure that I understand this. You're saying that a building principal would go to a supervisor in the kitchen about a particular employee or whatever it happens to be and would then have to go somebody at food service above them and then go to HR and they can communicate directly with those other departments. Is that what you're telling me?

Mrs. LaGase: That's correct. Again, it would obviously be determined on what the matter is.

President Hobika, Jr.: They don't need anybody's permission to contact any department in order to run their school the way they see fit. Is that what you're saying?

Mrs. LaGase: I would say it depends on the nature of what is occurring.

President Hobika, Jr.: Let's say I needed 5 toasters for my building. Do I need to go to contact anybody to make that request?

Mrs. LaGase: You would obviously have to do a requisition and you would have to request that that be an authorized expenditure through the Business Office. You're saying a toaster and that would go through the Business Office. If it was something related to technology that would go through the Director's Office for those purchases and then through the Business Office.

President Hobika, Jr.: Ok, you're saying that a building principal has the autonomy and authority to make those inquiries without getting anyone else's permission. Is that accurate?

Mr. Falchi: It depends on what it is. If they are moving people out of a Board approved position in a school building; say for example they take a TA that was Board approved to be a TA in a special education classroom and now a kid isn't getting their mandated services. That is something that should've gone through the Special Education Office or really my office because ultimately, I oversee the principals and if something happens then I am ultimately responsible for that happening because I oversee and supervise the principals.

President Hobika, Jr.: How does a principal run their school based on their knowledge of their staff and the makeup of the students in their classes and the parents and other stakeholders of that particular school. Are you saying that as long as it's not some sensitive issue, they are free to run their building as they see fit? Or do they need to get permission for every inquiry and things like that?

Mr. Falchi: It depends on what it is, but ultimately I over see the principals so I need to know when they are doing things like moving people around, or they have a serious parental concern, or they want to move a person because ultimately I am responsible for that if something goes wrong, or if there's a serious problem with a parent, or if we find out a contractual provision was violated in the school, or we find out that an instructional program was being correct in the way it was designed and we have test scores going down. Ultimately, I am responsible for the oversight of the principals. I work hand in hand with them, so yes there is autonomy for the building principals, and I expect that

they're running their building the way we want them to run their building, but there are times when ultimately I am responsible if something goes wrong in a building. That's where it depends.

President Hobika, Jr.: I see.

Mrs. Knoop: You're saying that you're in charge and you do the oversight of the principals.

Mr. Falchi: I am ultimately responsible for the operation of every school building. If something goes wrong I am the one who is accountable for it.

Mrs. Knoop: Let's just give an example since we keep throwing things out. Jones School had a completely different revamp. We had 6th grade teachers now teaching 3rd grade; we had this whole revamp.

Mr. Falchi: I just want to take you through the process. Before transfer day, we decide on staffing. Principals may request an additional teacher because their class sizes are large and that's granted. We take their staffing sheet with the existing people; we add the section where they want it. It could be in 6th grade it could be in 4th grade because that's where the need is. We give them the staffing sheet and they are allowed to place their teachers that are already at that school wherever they want and whatever grade level they want. From there, transfer day happens and people can bid for open positions in that building. Those are honored. Mrs. LaGase explained the situation where that was not honored. Then after transfer day, those moves are all approved by the Board of Education, so they have to stay the way they are. Then we place if there were teachers that were unable to participate in transfer day, say they were uncertified or whatever the situation is we place them in the buildings. Principals call us and say this person really did a good job here. I know they weren't qualified to bid on transfer day but can I have them back in the building. We will honor that because it makes sense. Then any new hire, that position goes up for bid the next school year and the process continues all over again.

Mrs. Knoop: I guess just with the involuntary transfers what I'm concerned with if you have a 6th grade teacher when it comes to our students and the teacher morale, when you have a 6th grade teacher that's been teaching 6th grade for years. She knows it, she knows the curriculum. She can offer even more now and then they are taking her and moving her to 3rd grade and taking the 3rd grade teacher and moving her and we're switching all of this.

Mr. Falchi: That's done by the building principal.

Mrs. Knoop: Who steps in to say that all these switches are happening?

President Hobika, Jr.: I guess the question really comes up to this. Are you saying that our principals not only have responsibility, but they have the authority to implement any adjustments that need to be made based on their intimate knowledge of what goes on at their school. Of are you saying that they really don't have that authority without getting someone else's permission no matter how minute the detail.

Mr. Falchi: They are given that autonomy Mr. Hobika, but there are certain situations where again I'm responsible for anything that happens in that building especially if something not so good would happen.

President Hobika, Jr.: Is a principal responsible for what goes on in that building?

Mr. Falchi: Yes they are.

President Hobika, Jr.: And that principal is responsible to you and the district correct?

Mr. Falchi: Correct.

President Hobika, Jr.: And we go out of our way to make sure that we interview people, check their qualifications, expect them to have experience and they may have a professional approach that might be different based on their intimate knowledge of their school. My question is where is there the provision that allows there to be a collegial discussion without fear of retribution?

Mr. Falchi: They have the autonomy to do that.

President Hobika, Jr.: Well no, they have the responsibility to do it but they don't have the autonomy, they don't have authority.

Mr. Falchi: They do have the autonomy but again Mr. Hobika I am responsible if a kid gets seriously injured in a school it comes back to me. Did I have correct supervisory operational procedures in place at the school. We work together the principals and me.

President Hobika, Jr.: Are you trying to say that if an injury took place in the school that it would go to you and it would have anything to do with the principal?

Mr. Falchi: I get it the principal is responsible yes, but I am also responsible because I am responsible ultimately for the operational oversight of the school.

President Hobika, Jr.: Ok, we can agree to disagree.

Mr. Cardillo: Don has a comment.

Mr. Gerace: I just want to make a clarification here. An involuntary transfer is a contractual provision dealing with transferring a teacher from one building to another. Transfers from class inside of a school building is not an involuntary transfer. That's just a placement that's made by a principal. They do have the autonomy and discretion to do that so long as the people that they are placing have the right certifications. You're correct, sometimes teachers don't like to be changed from one classroom to another. It's up to the building principal to determine whether or not there's a need for that change if it in fact happens and have a justification for that change. I just wanted to make that clear because we are tossing out the word involuntary transfer and you're really I believe Mrs. Knoop you're talking about changes and placement within a school building itself from maybe 1st grade to 2nd or 3rd to 4th or whatever; or maybe from just one class to another with the same grade level, just switching students. I understand that. I just wanted to make that clear so that we're talking about the same thing. You're talking about placement within a school building and not necessarily an involuntary transfer. What Mrs. LaGase was talking about initially was a true involuntary transfer where there was a teacher that chose at transfer day a job. I don't remember what the circumstance was to one secondary school to another secondary school, but the principal at one secondary school said I really can't lose that person because I lost 3 others in that department and if I lose that person then we have nobody in that department that has any history because we will have all new teachers in that department. That's why that involuntary transfer took place.

Mrs. Knoop: Does that teacher then get any type of special recognition the following year if that was to happen and this teacher wanted to move?

Mr. Gerace: I will speak for the district, if we can honor the transfer the following year we usually do. If we can. But again, ultimately it's the operational needs of the district with respect of making sure that we have the proper staff with the most experience in certain situations and that's for the students. The teacher may not like it because they might want to go to a different school because maybe their friends are there or it's closer or whatever the deal is. But, if it's better for the students for them to stay in the particular school or be transferred to a particular school that's a decision that Mr. Falchi will recommend and Mr. Karam will review and ultimately bring it to the Board of Education. The Board still has to make that involuntary transfer which you do. You do vote on those things.

Mrs. Knoop: So who decides then for an involuntary transfer for a principal.

Mr. Gerace: That's ultimately with the Superintendent and again it's recommended to the Board of Education. Placement of principals in schools is something that ultimately the Board will have to approve even though there can be an interim change because of need maybe or something happened with the principal.

Mrs. Knoop: I just think we had a wonderful principal at Martin Luther King who did an amazing job and we're losing her because she was involuntarily transferred to a different school. If these are issues and this is hindering our

teachers, and teachers talk. We want those teachers to bring other educators in and say come work at my school, come do this. We want to work on that morale. Especially if we have somebody that's doing something incredible for our school and building the community. That teacher and principal should be looked at as a leader and show our other principals how to do something and how to run a school more efficiently and what we can do instead of just taking them and involuntarily moving them to another school that needs help.

President Hobika, Jr.: I agree with you and the big thing is getting people responsibility but allowing them to exercise authority to implement things within reason. Obviously, we don't want runaway trains, but on the flipside you know not every school is the same.

Mr. Karam: I'd like to respond to that. Kernan School is a very complicated and very large building with a lot of needs. The principal there retired. We needed a principal that knew the district and had the experience, because putting a new principal in that building with no experience I think would've been a disaster. We called the veteran principal down; we talked with the veteran principal and explained the situation. She agreed to it. It was not an involuntary transfer; it was a voluntary transfer and it was brought to the Board of Education at the time. The Board of Education was briefed on it and it was approved by the Board of Education. Again, it was the operational needs for that building. We wanted to make sure because that's one of our largest buildings in the district, we wanted to make sure that we had somebody of very high quality with experience that could lead that building. That individual did a fantastic job. That's what happened.

Mr. Paul: The reason we're asking, at least the reason I'm asking these questions. I'm new to the Board, but I want to get a better understanding of how things are done. I understand that we have to vote on things that are put in front of us. We are trying to get some background information or understanding of why or how these things are actually brought before us to vote on. With that being said, I had a question. Are there any teachers placed in classes now without certifications that are placed there over teachers with those certifications?

Mrs. LaGase: There are no teachers placed in any positions without certifications when we've had a certified candidate. We place certified candidates first. We do have some teachers that are placed that do not have certification currently but are working on pursuing that certification.

Mr. Paul: Over a teacher that currently had certification?

Mrs. LaGase: No. If a teacher is currently certified that candidate is placed first.

Mr. Paul: Thank you.

Mr. Falchi: Can I just add something. Mrs. VanDuren – one of the other reasons we tapped her expertise is because Kernan is an identified school on the state's list. She had the expertise and worked really hard at Martin Luther King which was in restructuring and then the Superintendent took it over and within 2 years it was in good standing. We knew she had the skills and expertise to work with that young staff at Kernan and was making progress in their test scores. We needed someone to go in there and seamlessly apply those same strategies to keep that school moving forward and hopefully get it off the list. That was another important consideration.

School Safety Update – William Williams, Safety and Security Coordinator

Mr. Williams provided the Board of Education with the School Safety Update.

Questions from the Board Members:

President Hobika, Jr.: I think one of the parents or a couple of parents talked about why the schools aren't open to parents walking in and being able to spend time in the classrooms and things like that. What is that a function of? Is that a function of the "hardening of the schools"? What is that about?

Mr. Williams: Entering the schools, I'm going to be honest with you. We would be the security part. Obviously we would check them out, ask for proper ID, why they are there (to inform why they're there), and also going through weapon detection system making sure they weren't armed or have any type of weapon on them. But in regard to visiting classes and stuff, as security I believe that would be more of a school administration that would allow them in there than us.

President Hobika, Jr.: Sure.

Mr. Williams: We would just want to make sure they have a purpose of being there and are not somebody that's not supposed to be there.

President Hobika, Jr.: In terms of incidents that occur in the schools, any grade level whether it's the middle schools or the high school; can you kind of describe for people some of the stuff that you and your staff do regarding incidents after school has gotten out (you know after the incidents been reported) and how we end up addressing some of those things.

Mr. Williams: It depends on the incident for example. If the incident itself details the Code of Conduct violation or a crime. It all depends.

President Hobika, Jr.: I think you mentioned a story to me at one point about some incident that occurred; I want to say with the bus or something like that. I don't think anybody knows exactly what our staff does at times when you ended up getting out there and investigating it and getting it addressed by 6:30 at night. You know the one I'm talking about?

Mr. Williams: My job doesn't end. I can start at 5:30 in the morning with a text message of a bomb threat. I'll be honest with you; I have many sleepless nights. People have to remember that I had a child in school too. It really means a lot to me. Having said that, my job does not end. I'm always looking at things. The cooperation with the Police Department is unbelievable with their help. But when you sit there, and you want me to describe some instances involving what we do.

Mr. Hobika, Jr.: Yes.

Mr. Williams: For example, let's think about this. Now COVID steps in, right? Who's the watchdog? Who has to do temperatures? Who has to do the sheets? You name it, we do it. Walk the kids to and from the cars, checking kids, we're looking for kids, we're trying to address the parent needs, we're signing people in, signing people out. It's a lot. The security job, I'm being honest with you if you want me to do the description it would be pages, it really would. I mean yes investigations of course. Incident reports come in; we review the incident reports. Once I get the call, we dispatch the proper people there unless they are already there. Then I show up and then we make sure everything is done and everyone is notified. Again, we try to do everything, obviously with the child and the parents and the school safety always in mind. We always do.

Mr. Hobika, Jr.: Ok.

Mr. Paul: You mentioned traffic study. Your wife works at Columbus, I live across the street. It is horrendous doing anything at the end of the school day between those 2 schools.

Mr. Williams: It is.

Mr. Paul: I was informed that my neighbors to the rear of me on Arthur didn't want the buses to go down Arthur any longer so now they are running down Armory as well. Is that correct? Can we kind of look at that and fix that?

Mr. Williams: We could. You know what Mr. Paul and I'm being honest with you. A lot of those schools were built in the 50's and 60's. When you go to that, there was a concept to what they called neighborhood schools. If you go back to that time and you really think about it, you're talking more walkers and a lot less cars. As time went on, obviously

the population got bigger and/or cars have gotten bigger or became more popular. That's where we are hurting. In regard to the buses, please you have my phone number. You know you can call me anytime. I will address whatever need you have and that goes for anybody in here.

Mrs. Knoop: So I can call you when I'm stuck in Proctor's traffic?

Mr. Williams: I will get a helicopter to get you out.

Mrs. Padula: And he's telling the truth because I called him at 4:30 in the morning regarding something I have seen on Snap Chat, and he kept calling me back.

Mrs. Knoop: Do we have any plans in place for that? I've been stuck there for over 20 minutes stuck at Proctor and couldn't get out.

Mr. Williams: We do, we try. Again, getting back to the situation the overflow of traffic has been an ongoing situation for 3 different Directors prior to me. I talk to John Syrotynski asking what do we do, what did we do. Again, in some situations it was the circles weren't used where they should've been, where drop off was and obviously staggering the drop-offs and stuff like that. We're looking into all of that and that's what we're trying to do. Even if we have to change crosswalks, ask the city to turn around and pour new sidewalks, cut curbs and signs. We will do what we can do.

Mrs. Knoop: If I could ask another question. What plans do we have in place and what type of ideas do we have going forward to kind of tackle the violence that's going on in the schools. My kids were in JFK last year and we're talking 4 or 5 fights a day and those fights were serious fights. What are we doing to protect these children and to try to break some of this up.

Mr. Williams: The first thing we obviously which I believe you're talking about Kennedy Middle School correct? We upped the security there. At one time Kennedy had 4 security officers. Mr. Gifford was there and he can contest to that. We now have 8. At the same point in time, we will have a filtering process where sometimes we lose staff and then we have to build it back up again and we do. Again, in regard to Kennedy and a big problem in regard to fights, we'll infiltrate more staff and more personnel. That's what we're looking to do. Whatever the principal needs and we're able to offer, we will give it to him. If it's more staff, it is what it is. We will get it done.

Mrs. Knoop: I know you mentioned staggered dismissal. At JFK I can say that that was something that was huge towards the end of the year. They were staggering them out and releasing them at different times. As a parent that was sitting there for pickup, I noticed a huge change when it came to the fighting and everything else. It diminished. I don't know if that's something we can work with traffic as well that we can look into. But I know with JFK in regard to that you saw a big difference there.

Mr. Testa: Billy, being that I live over by Donovan School there has always been issues over there. A lot of times I see UPD there and fights and different things. I just wish that we could have a program that we could do more with our youth and try to get involvement. I talked to Danielle about a couple of issues with the Police Department and getting them involved with some activities with the kids and programs. We can try to make more accessibility for our kids to have things to do together in a safe environment. That's one of my concerns. And staffing, do you have enough staff at the beginning of the year? I know there's been an issue for people trying to take these jobs and a lot of times they're going to wherever they are getting the bigger bucks I know that. Anyway, we can help you, I want to be there for our kids and our teachers and making sure everybody is safe.

Mr. Williams: Do we have enough staff? I don't think we're ever going to have enough staff, let's be honest. But you know what, I'm going to try hard to get it. We are online, on Indeed, we had a job fair and I was there. I go out to people I know, people I talk to and have conversations; and I'm going to be honest with you I'm recruiting. I'm bringing in piles of applications on a daily basis. I really am. I can bring you in my car and my visor is loaded with applications. I'm trying and we're all trying the best we can. Do we have staff? We have staff, never enough staff. But hopefully we will. I know that we have a lot going through hopefully next Board Meeting, a lot of fingerprints

being done stuff to that effect. Regarding programs, I know Mrs. Padula and Mr. Karam are reaching out with the Police Department, the met with the Deputy Chief.

Mrs. Padula: Yes, the Youth Cadet Program. I think 10th, 11th, and 12th it's almost like a job shadowing ride along with the Police. We talked about starting a Public Safety Club at Proctor and then kind of trickling it into the elementary and middle schools – maybe not as often. Proctor would have a Public Safety Club where the Police Department would help us work with other agencies and community leaders and leaders. Then we talked about almost like an open-door policy for Police Officers, so children aren't just seeing Police Officers at a bad time. Like it will almost normalize a Police Officer walking by or saying hi to the kids or visiting them at breakfast time or lunch time just so that in the event that there is an emergency. Sometimes a child has interaction with a Police Officer because of a negative light in a home life or something like that. We want them to know that they are there for them, they can rely on them and they are there to keep them safe. We did meet with Officer Basner and we're just working on those programs and hopefully they will roll out sometime in the fall.

Mr. Karam: I already spoke to Mr. Gifford.

Mrs. Padula: Perfect.

Mr. Williams: I have spoken to the Chief and he is in full cooperation with anything the school district would want or needs in that area. There are other programs that are out there also.

Mrs. Knoop: I just want to say thank and you're important. My kids come home, and they know the names and they form a relationship. So I think your presence in the schools and the connection that you have with these students is important because when they are having bad days or something, you guys are somebody that they know they can go to and rely on and you're able to form this relationship. I just have to give great props to everyone that works for you. My kids know them by name, and they come home and will tell me about them.

Mr. Williams: We're kind of fortunate. Behind me I have some Police Officers that work the school. I can tell you one thing and I think they'll tell you too.

President Hobika, Jr.: Billy, introduce them to us.

Mr. Williams: Jake Penree, Dino Jukic and Officer Sanders. Officer Sanders is going to hopefully be our new recruit next month; he will be starting soon. But having said that I just want to let you know one thing. I think they are going to look at me and say the same thing. Your children in my eyes are our children. There's no yours, it's ours. I mean that.

President Hobika, Jr.: Billy thanks for coming in.

Announcements and Reports

PTO/PTA, Shared Decision-Making Committees, Student Councils, CSE Chairs, Title I, UTA, UAA, UTC, Teamsters Local 182, SEIU Local 200B, M.V. Buildings and Trades Council

Mr. Scott Rogowski, UTA Vice President provided UTA comments.

Questions from the Board Members:

None

Superintendent's Remarks

Just a couple of things. Currently we have the musical instrument teachers in the district taking a look at all of our elementary instruments and we are looking to purchase new ones for all of the elementary students for this upcoming school year. We are also evaluating all of the individual school playgrounds around the district and we will be purchasing some new playground swings and swing sets and all those other things for some of the schools and upgrading some of the other ones. But right now, we are doing an evaluation on that. Lastly, we are going to be purchasing electronic signs and messaging boards for Donovan and Kennedy Middle Schools so that the principals there can put daily messages out on the boards for parents and students; like upcoming testing and things like that and holidays. That is also in the works. Also, it was a pleasure to meet with Mr. Rogowski a couple of weeks ago and his team. I think he underplayed it a little bit. I thought we had a lot of laughs in there. We made your list of items. In fact, those items have been doled out to Central Office and some of those items are currently being worked on. We're hoping to have those things ready for the opening of the school year. Don't worry, we've got the Christmas Party on the list, so we're going to make sure we're going to have a Christmas Party this year.

Discussion

Capital Project Update – Jeffrey Kloetzer, Stieglitz Snyder Architecture (SSA)

Mr. Kloetzer presented his update on the Capital Project for July 2022.

Questions from the Board Members:

Mr. Paul: I have a question. Columbus Elementary – have you guys looked at the playground there? We have a new playground but there's a basketball court back there and it looks like there's a water retention problem there.

Mr. Kloetzer: I'm going to defer to Mike on that one because I'm not as up to date on that as he is.

Mr. Ferraro: We are aware of that. When we replace that playground, we are going to raise the grid up with that and the platform, so we are aware of that. It's always underwater in the back.

Mr. Paul: Thank you.

Elementary School Mascots

Mrs. Padula: We did a district-wide survey.

Mr. Falchi: We did a district-wide survey back in October, gave parents until November. 17% of the parent's district-wide participated. The question was **YES** we would like the mascot changed to the Junior Raiders or **NO** we would like to keep our own mascot at the elementary school. It was 60-40; 525 saying yes, we would like to see the Junior Raiders as a mascot and 345 saying let's keep it the same. Those were the numbers and of course it varied by school. That's as far as we got with it.

Mrs. Padula: Based on those numbers, I would like to make the recommendation to unify all elementary schools to be Junior Raiders to boost morale and culture. I believe that this will put our elementary schools on an even playing field. It will also allow like when Proctor – they had a great, amazing football season and stuff and it will actually allow elementary students to be a Raider and be able to cheer on the other classmates and other grade levels. I think it's a great way for the schools to increase revenue through their school stores and their authorized user of the apparel store and things like that because you obviously are going to get a lot more use out of it. They won't be that my kids in 6th grade and this is their last year; do I buy something new or not. I think being on the Equity Inclusion/Diversity

Committee I understand that every school is different, but this is something that is relatable to every school, and I believe this will make us inclusive all together K-12. It's one of the few things that we can do together as a school that everybody can partake in.

Mrs. Padula made a motion to unify all elementary schools to be Junior Raiders K-6; seconded by Mr. Testa.

There being no further discussion; **motion carried 7-0.**

Mrs. Padula: Realistically Mr. Karam is this doable by the opening of school. I understand that schools have mats and letterheads and all that.

Mr. Karam: We will get as much changed as we possibly can.

Mrs. Padula: Thank you.

Superintendent's Report

Mr. Karam presented his Superintendent's Report dated July 26, 2022 to the Board of Education for approval.

President LaPolla asked the Board Members if there were any items that needed clarification before a motion was made on the Consent Agenda. At this time, he polled Board Members:

Mr. Testa

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Unpaid Leave of Absence - Clerical

SUPERINTENDENT'S REPORT**JULY 26, 2022**

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FOR ACTION:

Volume LVII

Report No. S – 1

SUBJECT:

Resolution Appointing the Superintendent of Schools’ Designee to Approve School Bus Drivers Transporting Utica City School District Students

Authorization is requested of the Board of Education to approve Zachary Nicotera, Transportation Supervisor as the Superintendent of Schools’ designee to execute the approval of school bus drivers transporting Utica City School District students pursuant to New York State Education Law 3624, 8 NYCRR 156.3 (b)(1),(5) and Article 19A of Vehicle and Traffic Law for the 2022-2023 school year effective July 26, 2022.

FOR ACTION:

Volume LVII

Report No. S – 2

SUBJECT:

Contract between the Madison-Oneida BOCES and the Utica City School District

Authorization is requested of the Board of Education to approve the contract between the Madison-Oneida BOCES and the Utica City School District to provide Telecommunications Broadband Service for a five-year period beginning July 1, 2022 and ending June 20, 2027.

FOR ACTION

Volume LVII

Report No. S – 3

SUBJECT:

**Reapplication for Funds:
Refugee School Impact Grant (RSIG) Program
2022 – 2023**

Authorization is requested to approve the 2022-2023 school year budget under the Refugee School Impact Grant (RSIG) Program in the amount of \$289,659.

The grant will assist in the education and/or acculturation of refugee school-aged children and implement comprehensive programs that directly target the following elements:

- Address the serious short and long-term educational issues facing school-aged refugee children
- Ease the transition of refugee children into the school district
- Empower refugee parents to be effective partners in the education of their children

BUDGET:

Personnel:	\$ 149,234
Project Manager – 1 FTE @ \$43,224 = \$43,224	43,224
Academic Coaches – 2 FTE @ \$58,338	58,338
Translations – 100 hrs. x \$20/hr. = \$10,000	10,000
Interpretations – 100 hrs. x \$20/hr. = \$10,000	10,000
Teachers for Refugee Academies – 8 teachers. x 60 hrs. x \$28/hr. x 1 academy = \$13,440	13,440
Teachers for Mini Academies – 4 teachers. x 16.5 hrs. x \$28/hr. x 3 academies = \$5,544	5,544
Teachers for Interpretations – 200 hrs. x \$28/hr. = \$5,600	5,600
Custodians for Mini Academies – 36 hrs. x \$32.17/hr. = \$1,158	1,158
Custodians for Refugee Academies – 60 hrs. x \$32.17/hr. = \$1,930	1,930

Supplies:	\$ 21,997
Books, Paper = \$1,513	1,513
Refugee Academy Supplies – ProfTech (MBE) – (Notebooks, Folders, Pens, Paper, Idea Books) = <u>\$8,592</u>	8,592
Student Electronics - Pierson IT (WBE) = <u>\$8,592</u>	8,592
Food – Refugee Academies = <u>\$1,500</u>	1,500
Food – Mini Academies = <u>\$1,800</u>	1,800
Purchased Services:	\$ 24,650
Meals – Snacks and Lunch = <u>\$5,850</u>	5,850
Entrance Fees for Field Trips – 250 x \$12 = <u>\$3,000</u>	3,000
Meals for Field Trips – 180 x \$10 = <u>\$1,800</u>	1,800
Safe Schools Mohawk Valley – Group Events = <u>\$10,000</u>	10,000
Compass “The Center” Interpreters – 4 Group/Family Events = <u>\$4,000</u>	4,000
Travel:	\$ 18,572
5 Academic Coaches x \$1,000/mile/year x .585 miles = <u>\$2,925</u>	2,925
Mini Academies – 12 days x \$370/round trip x 1 site = <u>\$4,440</u>	4,440
Refugee Academy – 10 days x \$370 x 1 site x 2 buses = <u>\$7,400</u>	7,400
Student Transportation for Field Trips – 10 x 4.5 hrs. x \$84.60/hr. = <u>\$3,807</u>	3,807
Fringe Benefits:	\$ 75,206
Fringe – including FICA @ <u>\$11,417</u> ; Retirement @ <u>\$22,353</u> ; Health @ <u>\$40,270</u> ; and Workers’ Compensation @ <u>\$1,166</u> = <u>\$75,206</u>	75,206
GRAND TOTAL:	\$ 289,659

This budget is predicated on New York State Education Department’s program approval and may be modified by the state based on funding.

FOR ACTION:**Volume LVII****Report No. B – 1****SUBJECT:****Contract for Cooperative Educational Services**

THIS AGREEMENT dated this 1st day of July, 2022 by and between the ONEIDA-HERKIMER-MADISON BOCES, party of the first part, and Utica City School District, party of the second part.

WITNESSETH, that whereas party of the first part has been duly authorized to provide the approved services (as outlined in the contract) and has been authorized to enter into agreements with boards of education and school trustees, under the provisions of sections 1950-51 of the Education Law.

NOW THEREFORE, the said party of the first part hereby agrees to provide to the party of the second part the following services during the 2022-2023 school year at the indicated cost.

The party of the second part hereby agrees to pay the total contract cost to the party of the first part according to the following schedule:

10 times per year

This contract shall not be valid or binding until it is approved by the Commissioner of Education.

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

FOR ACTION:**Volume LVII****Report No. B – 2****SUBJECT:****Substitute Rates**

Authorization is requested of the Board of Education to approve the following substitute rates, effective July 1, 2022.

Substitute Teacher Rates:

Certified Teachers	\$130.00 per day
Long-Term Teachers	\$186.00 per day
Non-Certified Teachers	\$100.00 per day
Teachers Assistants	\$13.20 per hour
Substitute Teachers	\$15.00 per extra class

SEIU Substitute Rates:

Bus Drivers	\$14.45 per hour
Bus Monitors	\$13.20 per hour
Food Service Workers	\$13.20 per hour
Security Monitors	\$13.20 per hour
Security Officers	\$19.57 per hour

Substitute Clerical and Substitute Nurse Rates:

1-20 years of service	\$15.00 per hour
Over 20 years of service	\$20.00 per hour
Licensed Practical Nurses	\$20.00 per hour
Registered Nurses	\$115.00 per day

FOR ACTION:**Volume LVII****Report No. B – 3****SUBJECT:****Resolution: Refunding Bond**

REFUNDING BOND RESOLUTION

RESOLUTION OF THE CITY SCHOOL DISTRICT OF THE CITY OF UTICA, ONEIDA COUNTY, NEW YORK ADOPTED JULY 26, 2022, AUTHORIZING THE ISSUANCE OF REFUNDING BONDS OF THE SCHOOL DISTRICT IN A PRINCIPAL AMOUNT NOT TO EXCEED \$16,000,000 TO REFUND CERTAIN OUTSTANDING SERIAL BONDS OF THE SCHOOL DISTRICT AND PROVIDING FOR OTHER MATTERS IN CONNECTION THEREWITH.

Recitals

WHEREAS, the City School District of the City of Utica, Oneida County, New York (herein called the "School District") is considering refunding all or portions of its outstanding previously issued \$35,095,000 School District (Serial) Bonds, Series 2012A (the "Series 2012A Bonds") and its \$4,745,000 School District (Serial) Bonds, Series 2012B (the "Series 2012B Bonds") (collectively, the "Outstanding Bonds") more particularly described on Exhibit A attached hereto; and

WHEREAS, the Outstanding Bonds are now outstanding in the aggregate principal amount of \$15,385,000 maturing on or after June 15, 2023, and mature on such dates each year in the principal amounts, and bear interest payable on such dates in each year as set forth in Exhibit A attached hereto; and

WHEREAS, the Board of Education deems it in the public interest to refund the Outstanding Bonds by the issuance of refunding bonds pursuant to the Local Finance Law and now desires to authorize the issuance of refunding bonds to refund the Outstanding Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY SCHOOL DISTRICT OF THE CITY OF UTICA, ONEIDA COUNTY, NEW YORK, AS FOLLOWS:

Section 1. The Board of Education of the School District hereby authorizes to be issued refunding bonds of the School District in an aggregate principal amount not to exceed \$16,000,000 (the "Refunding Bonds") pursuant to the Local Finance Law, it being anticipated that the amount of Refunding Bonds actually to be issued will be approximately \$14,455,000 as provided in Section 6 hereof. The Refunding Bonds shall be designated "SCHOOL DISTRICT (REFUNDING) BONDS, SERIES 2022". The Refunding Bonds may be issued to refund all, or any portion, of the Outstanding Bonds and may be issued as serial bonds and/or term bonds, and the authority to determine whether serial bonds or term bonds, or a combination of serial bonds and term bonds shall be issued is hereby delegated to the President of the Board of Education, the chief fiscal officer of the School District.

Section 2. The plan of financing the refunding of the Outstanding Bonds includes the issuance of the Refunding Bonds and the levy and collection of a tax upon all the taxable real property within the School District to pay the principal of and interest on the Refunding Bonds as the same shall become due and payable. The proposed financial plan for the refunding in the form attached hereto as Exhibit B (the "Refunding Financial Plan") prepared for the School District by RBC Capital Markets, LLC, Albany, New York, is hereby accepted and approved. The President of the Board of Education, the chief fiscal officer of the School District, is hereby authorized to approve all details of the Refunding Financial Plan not contained herein and any modifications to the Refunding Financial Plan. If the Refunding Bonds are to be issued as advance refunding bonds pursuant to Local Finance Law Section 90.10, as may be determined by the President of the Board of Education, then the Refunding Financial Plan may include (1) the deposit of all the proceeds of the Refunding Bonds with an escrow holder pursuant to an escrow contract as authorized in Section 13 hereof, and (2) the investment of a portion of such proceeds by the escrow holder in certain obligations, the principal of and interest thereon, together with the balance of such proceeds to be held uninvested, shall be sufficient to pay (a) the principal of and interest on the Outstanding Bonds becoming due and payable on and prior to the redemption date of the Outstanding Bonds (each such date being referred to as a "Redemption Date" and all such

dates being collectively referred to as the "Redemption Dates") and (b) the principal of, premium if any, and interest on the Outstanding Bonds becoming due and payable on each of the Redemption Dates.

Section 3. The principal amount of the Refunding Bonds will not exceed the principal amount of the Outstanding Bonds plus the aggregate amount of unmatured interest payable on the Outstanding Bonds to and including the applicable Redemption Date of the Outstanding Bonds, plus redemption premiums payable on the Outstanding Bonds as of such Redemption Date, plus costs and expenses incidental to the issuance of the Refunding Bonds, including the development of the Refunding Financial Plan, and of executing and performing the terms and conditions of the Escrow Contract, if any, and all fees and charges of the Escrow Holder, if any, as referred to in Section 13 hereof.

Section 4. The maximum period of probable usefulness ("PPU") permitted pursuant to Section 11.00 of the Local Finance Law at the time of issuance of the Outstanding Bonds, measured from the date of issuance of the first Bond Anticipation Notes issued in anticipation of the Outstanding Bonds is set forth in Exhibit A. The Refunding Bonds will mature not later than the expiration of the PPU of each of the objects or purposes for which the Outstanding Bonds were issued, in accordance with the Local Finance Law.

Section 5. It is hereby determined that:

(a) if and to the extent the Refunding Bonds are to be issued as advance refunding bonds under Local Finance Law Section 90.10, the maximum amount of the Refunding Bonds authorized to be issued pursuant to this resolution does not exceed the limitation imposed by subdivision 1 of paragraph b of Section 90.10 of the Local Finance Law;

(b) the maximum PPU permitted by the Local Finance Law at the time of the issuance of the Outstanding Bonds, for each of the objects or purposes for which the Outstanding Bonds were issued is as shown upon Exhibit A;

(c) the last installment of the Refunding Bonds will mature not later than the expiration of the PPU of each of the objects or purposes for which the Outstanding Bonds were issued; and

(d) the estimated present value of the total debt service savings anticipated as a result of issuance of the Refunding Bonds is shown in the Refunding Financial Plan.

Section 6. The Refunding Financial Plan has been prepared based upon the assumption that the Refunding Bonds will be issued in the aggregate principal amount of \$14,455,000, in a single series, to refund all of the Outstanding Bonds, will mature, be of such terms, and bear such interest, all as set forth therein. The Board of Education recognizes that the Refunding Bonds may be issued in series, and for only one or more of the Outstanding Bonds, or portions thereof, that the principal amount of the Refunding Bonds, the provisions, if any, for the redemption thereof prior to maturity, and the resulting present value savings, may vary from that attached as Exhibit B. The President of the Board of Education is hereby authorized and directed to determine the amount of Refunding Bonds to be issued, which of the Outstanding Bonds will be refunded and at what time, the date of such Refunding Bonds and the date of issue, maturity and terms thereof, the provisions relating to the redemption of Refunding Bonds prior to maturity, if any, whether the Refunding Bonds shall be sold at a discount in the manner authorized by paragraph (e) of Section 57.00 of the Local Finance Law, and the other matters relating to the Refunding Bonds referred to in Section 9 of this Resolution.

Section 7. (a) The Refunding Bonds shall be sold at private sale, and the President of the Board of Education, the chief fiscal officer of the School District, is hereby authorized to execute a purchase contract on behalf of the School District for the sale of the Refunding Bonds, provided (1) the terms and conditions of such sale shall be approved by the State Comptroller if required by the Local Finance Law, and (2) not later than ten (10) days after delivery of the Refunding Bonds the President of the Board of Education shall file with the Board of Education a certificate determining the details of the Refunding Bonds and the final Refunding Financial Plan; (b) the School District hereby authorizes the preparation of an Official Statement and approves its use in connection with the sale of the Refunding Bonds, and further authorizes the distribution of a Preliminary Official Statement before the Official Statement is executed and available for distribution; and (c) the President of the Board of Education and his or her designees are hereby authorized and directed to take any and all actions necessary to accomplish the refunding, and the President of the Board of Education is hereby authorized to execute any contracts and agreements for the

purchase of and payment for services rendered or to be rendered to the School District in connection with the refunding.

Section 8. Each of the Refunding Bonds authorized by this resolution shall contain the recital required by Section 90.10(j)(4) of the Local Finance Law and the recital of validity prescribed by Section 52.00 of the Local Finance Law and the Refunding Bonds shall be general obligations of the School District payable as to both principal and interest by a general tax upon all the taxable real property within the School District without limitation as to rate or amount. The faith and credit of the School District are hereby irrevocably pledged to the punctual payment of the principal of and interest on the Refunding Bonds and provision shall be made annually in the budget of the School District for (a) the amortization and redemption of the Refunding Bonds to mature in such year and (b) the payment of interest to be due and payable in such year.

Section 9. Subject to the provisions of this resolution and of the Local Finance Law, and pursuant to the provisions of Section 21.00 of the Local Finance Law with respect to the issuance of bonds having substantially level or declining annual debt service, and Sections 50.00, 56.00 to 60.00, 90.10 and 168.00 of the Local Finance Law, the Board of Education hereby delegates to the President of the Board of Education, as chief fiscal officer of the School District, (1) the power to prescribe the terms, form and content of the Refunding Bonds and the final Refunding Financial Plan, (2) the power to sell and deliver the Refunding Bonds, (3) the power to issue the Refunding Bonds providing for substantially level or declining annual debt service, (4) the power to determine whether the Refunding Bonds will be issued as advance refunding bonds within the meaning of Local Finance Law Section 90.10, (5) the power to enter into any agreements for credit enhancements for the Refunding Bonds, (6) the power to enter into an agreement or agreements with one or more banks or trust companies to act as the fiscal agent for the School District in connection with the Refunding Bonds, (7) the power to execute on behalf of the School District an Escrow Contract as described in Section 13 and the Official Statement referred to in Section 7, and (8) the authority to take such other actions, and to execute and deliver on behalf of the School District such instruments, agreements and other documents, as the President of the Board of Education, in his or her discretion, deems necessary or appropriate to carry out the refunding of the Outstanding Bonds in accordance with the intent of this resolution.

Section 10. The Refunding Bonds may be subject to redemption prior to maturity upon such terms as the President of the Board of Education shall prescribe, which terms shall be in compliance with the requirements of Section 53.00 (b) of the Local Finance Law. If less than all of the Refunding Bonds of any maturity are to be redeemed, the particular Refunding Bonds of such maturity to be redeemed shall be selected by the School District by lot in any customary manner of selection as determined by the President of the Board of Education.

The Refunding Bonds shall be issued in registered form and shall not be registrable to bearer or convertible into bearer coupon form. In the event the Refunding Bonds are issued in non-certificated form, such bonds, when issued, shall be initially issued in registered form in denominations such that one bond shall be issued for each maturity of bonds and shall be registered in the name of Cede & Co., as nominee of the Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the Refunding Bonds in accordance with the Book-Entry-Only system of DTC. In the event that either DTC shall discontinue the Book-Entry-Only system, or the School District shall terminate its participation in such Book-Entry-Only system, such Refunding Bonds shall thereafter be issued in certificated form in the denomination of \$5,000 each or any integral multiple thereof (except for any odd denominations, if necessary) not exceeding the principal amount of each respective maturity. In the case of non-certificated Refunding Bonds, principal of and interest on the bonds shall be payable by check or draft mailed by the Fiscal Agent (as hereinafter defined) to The Depository Trust Company, New York, New York, or to its nominee, Cede & Co., while the bonds are registered in the name of Cede & Co. in accordance with such Book-Entry-Only System. Principal shall only be payable upon surrender of the bonds at the principal corporate trust office of such Fiscal Agent (or at the office of the School District Clerk as Fiscal Agent as hereinafter provided).

In the event the Refunding Bonds are issued in certificated form, principal of and interest on the Refunding Bonds shall be payable by check or draft mailed by the Fiscal Agent to the registered owners of the Refunding Bonds as shown on the registration books of the School District maintained by the Fiscal Agent, as of the close of business on the fifteenth day of the calendar month or first business day of the calendar month preceding each interest payment date as appropriate and as provided in a certificate of the President of the Board of Education providing for the details of the Refunding Bonds. Principal shall only be payable upon surrender of bonds at the principal corporate trust office

of a bank or trust company, or banks or trust companies located or authorized to do business in the State of New York, as shall hereafter be designated by the President of the Board of Education as fiscal agent of the School District for the Refunding Bonds (collectively the "Fiscal Agent").

Refunding Bonds in certificated form may be transferred or exchanged at any time prior to maturity at the principal corporate trust office of the Fiscal Agent for bonds of the same maturity of any authorized denomination or denominations in the same aggregate principal amount.

Principal and interest on the Refunding Bonds will be payable in lawful money of the United States of America.

The President of the Board of Education, as chief fiscal officer of the School District, is hereby authorized and directed to enter into an agreement or agreements containing such terms and conditions as he or she shall deem proper with the Fiscal Agent, for the purpose of having such bank or trust company or banks or trust companies act, in connection with the Refunding Bonds, as the Fiscal Agent for the School District, to perform the services described in Section 70.00 of the Local Finance Law, and to execute such agreement or agreements on behalf of the School District, regardless of whether the Refunding Bonds are initially issued in certificated or non-certificated form; provided, however, that the President of the Board of Education is also hereby authorized to name the School District Treasurer as the Fiscal Agent in connection with the Refunding Bonds if the Refunding Bonds are issued in non-certificated form.

The Refunding Bonds shall be executed in the name of the School District by the manual or facsimile signature of the President of the Board of Education, and a facsimile of its corporate seal shall be imprinted thereon. In the event of facsimile signature, the Refunding Bonds shall be authenticated by the manual signature of an authorized officer or employee of the Fiscal Agent. It is hereby determined that it is to the financial advantage of the School District not to impose and collect from registered owners of the Refunding Bonds any charges for mailing, shipping and insuring bonds transferred or exchanged by the Fiscal Agent, and, accordingly, pursuant to paragraph c of Section 70.00 of the Local Finance Law, no such charges shall be so collected by the Fiscal Agent.

Section 11. The Refunding Bonds shall be sold at private sale to the Dormitory Authority of the State of New York ("DASNY"). The Refunding Bonds shall be sold for purchase prices to be determined by the President of the Board of Education, plus accrued interest from the date or dates of the Refunding Bonds to the date or dates of the delivery of and payment for the Refunding Bonds. The President of the Board of Education is hereby authorized to execute and deliver a purchase contract or other agreement with DASNY for the Refunding Bonds in the name and on behalf of the School District providing the terms and conditions for the sale and delivery of the Refunding Bonds to DASNY. After the Refunding Bonds have been duly executed, they shall be delivered by the President of the Board of Education to DASNY in accordance with said purchase contract or other agreement upon the receipt by the School District of said purchase price, including accrued interest.

Section 12. The validity of the Refunding Bonds authorized by this resolution may be contested only if:

(a) such obligations are authorized for an object or purpose for which the School District is not authorized to expend money, or

(b) the provisions of law which should be complied with at the date of the publication of such resolution, or a summary thereof, are not substantially complied with, and an action, suit or proceeding contesting such validity is commenced within twenty days after the date of such publication, or

(c) such obligations are authorized in violation of the provisions of the Constitution of the State of New York.

Section 13. If the Refunding Bonds are issued as advance refunding bonds within the meaning of Local Finance Law Section 90.10, before the Refunding Bonds are issued, the School District shall enter into an escrow contract (the "Escrow Contract") with a bank or trust company located and authorized to do business in this state (the "Escrow Holder"), for the purpose of having such bank or trust company act as the escrow holder of the proceeds of the Refunding Bonds, including any premium from the sale of the Refunding Bonds, together with all income derived from the investment of such proceeds. The Escrow Contract shall contain such terms and conditions as shall be

necessary in order to accomplish the Refunding Financial Plan, including provisions authorizing the Escrow Holder, without further authorization or direction from the School District, except as otherwise provided therein, (a) to make all required payments of principal, interest and redemption premiums to the paying agent for the Outstanding Bonds, (b) to pay costs and expenses incidental to the issuance of the Refunding Bonds, and of executing and performing the terms and conditions of the Escrow Contract and all of the fees and charges of the Escrow Holder, (c) at the appropriate time or times to cause to be given on behalf of the School District the notice of redemption authorized to be given pursuant to Section 16 hereof, and (d) to invest the monies held by it consistent with the provisions of the Refunding Financial Plan. The Escrow Contract shall be irrevocable and shall constitute a covenant with the holders of the Refunding Bonds.

Section 14. If the Refunding Bonds are issued as advance refunding bonds within the meaning of Local Finance Law Section 90.10, the proceeds, including any premium, from the sale of the Refunding Bonds, immediately upon receipt, shall be placed in escrow by the School District with the Escrow Holder in accordance with the Escrow Contract. All moneys held by the Escrow Holder shall be invested only in direct obligations of the United States of America or in obligations the principal of and interest on which are unconditionally guaranteed by the United States of America, which obligations shall mature or be subject to redemption at the option of the holder thereof not later than the respective dates when such moneys will be required to make payments in accordance with the refunding financial plan. Any such moneys remaining in the custody of the Escrow Holder after the full execution of the provisions of the Escrow Contract shall be returned to the School District and shall be applied by the School District only to the payment of the principal of or interest on the Refunding Bonds then outstanding.

Section 15. If the Refunding Bonds are issued as advance refunding bonds within the meaning of Local Finance Law Section 90.10, that portion of such proceeds from the sale of the Refunding Bonds, together with interest earned thereon, which shall be required for the payment of the principal of and interest on the Outstanding Bonds, including any redemption premiums, in accordance with the refunding financial plan, shall be irrevocably committed and pledged to such purpose and the holders of the Outstanding Bonds shall have a lien upon such moneys and the investments thereof held by the Escrow Holder. All interest earned from the investment of such moneys not required for such payments on the Outstanding Bonds shall be irrevocably committed and pledged to the payment of the principal of and interest on the Refunding Bonds, or such portion thereof as shall be required by the refunding financial plan, and the holders of such Refunding Bonds shall have a lien upon such moneys held by the Escrow Holder. The pledges and liens provided for herein shall become valid and binding upon the issuance of the Refunding Bonds and the moneys and investments held by the Escrow Holder shall immediately be subject thereto without any further act. Such pledges and liens shall be valid and binding against all parties having claims of any kind in tort, contract or otherwise against the School District irrespective of whether such parties have notice thereof. Neither this resolution, the Escrow Contract, nor any other instrument relating to such pledges and liens, need be filed or recorded.

Section 16. The Board of Education hereby elects to call in and redeem all the Outstanding Bonds which are subject to prior redemption according to their terms on their Redemption Date. The sum to be paid therefor on such Redemption Date shall be the par value thereof, the accrued interest to the Redemption Date and the redemption premiums. If the Refunding Bonds are issued as advance refunding bonds within the meaning of Local Finance Law Section 90.10, the Escrow Holder is hereby authorized and directed to cause a notice of such call for redemption to be given in the name of the School District by mailing such notice to the registered holders of the Outstanding Bonds which are subject to prior redemption at least thirty days prior to such Redemption Date. Upon the issuance of the Refunding Bonds, both (a) the election to call in and redeem the Outstanding Bonds subject to prior redemption, and (b) the direction to the Escrow Holder, if any, to cause notice thereof to be given as provided in this Section, shall become irrevocable and the provisions of this Section shall constitute a covenant with the holders, from time to time, of the Refunding Bonds, provided that this Section may be amended from time to time as may be necessary to comply with the requirements of paragraph a of Section 53.00 of the Local Finance Law, as the same may be amended from time to time.

Section 17. The President of the Board of Education is further authorized to sell all or a portion of the Refunding Bonds to DASNY and/or enter into one or more leases, subleases or other agreement (the "Agreements") with DASNY providing for the refinancing of all or a portion of the Outstanding Bonds and to lease and/or sublease all or a portion of the School District's capital facilities and/or equipment as may be required by DASNY for purposes of refinancing the Outstanding Bonds; to execute and deliver on behalf of the School District one or more Agreements

with DASNY; and to execute such other documents, and take such other actions, as are necessary or appropriate to sell all or a portion of the Refunding Bonds to DASNY and refinance all or a portion of the Outstanding Bonds through DASNY and to perform the School District’s obligations under the Agreements.

Section 18. The President of the Board of Education, as Chief Fiscal Officer of the School District, is hereby authorized to enter into an undertaking for the benefit of the holders of the Refunding Bonds from time to time requiring the School District to provide secondary market disclosure as required by Securities and Exchange Commission Rule 15c2-12.

Section 19. This refunding bond resolution shall take effect immediately, and the School District Clerk is hereby authorized and directed to publish the foregoing resolution, or a summary thereof, together with a Notice attached in substantially the form prescribed by Section 81.00 of the Local Finance Law in the official newspaper of the School District.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows

		<u>Aye</u>	<u>Nay</u>	<u>Absent</u>
Joseph Hobika, Jr., President	Voting	—	—	—
Danielle N. Padula, Vice President	Voting	—	—	—
Donald Dawes	Voting	—	—	—
Robert Cardillo	Voting	—	—	—
Tennille Knoop	Voting	—	—	—
James Paul	Voting	—	—	—
David Testa	Voting	—	—	—

The resolution was thereupon declared duly adopted.

STATE OF NEW YORK)
) SS.:
COUNTY OF ONEIDA)

I, KATHY HUGHES, Clerk of the City School District of the City of Utica, Oneida County, New York (the "School District"), DO HEREBY CERTIFY:

That I have compared the annexed abstract of the minutes of the meeting of the Board of Education of the School District, held on the 26th day of July, 2022, including the resolution contained therein, with the original thereof on file in my office, and the same is a true and correct copy of said original and of the whole of said original so far as the same relates to the subject matters therein referred to.

I FURTHER CERTIFY that the full Board of Education of the School District consists of seven (7) members; that _____ () members of the Board of Education were present at such meeting; and, that _____ () of such members voted in favor of the attached resolution.

I FURTHER CERTIFY that (i) all members of the Board of Education had due notice of the meeting, (ii) pursuant to Article 7 of the Public Officers Law (Open Meetings Law), such meeting was open to the general public, and due notice of the time and place of such meeting was duly given in accordance with Article 7 of the Public Officers Law, and (iii) the meeting was in all respects duly held.

I FURTHER CERTIFY that the attached resolution is in full force and effect on the date hereof.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the School District this ____ day of July, 2022.

Kathy Hughes, Clerk,
City School District of the City of Utica,
Oneida County, New York

(SEAL)

FOR ACTION: Volume LVII Report No. B – 4

SUBJECT: Disposal of Obsolete Computer Equipment

Authorization is requested of the Board of Education to dispose of obsolete computer equipment located at Kernan Elementary School, Jones Elementary School, Donovan Middle School, Albany Elementary School, Columbus Elementary School, King Elementary School and Central Supply.

FOR ACTION: Volume LVII Report No. B – 5

SUBJECT: Disposal of Obsolete Instructional Resources

Authorization is requested of the Board of Education to dispose of obsolete instructional resources located at General Herkimer Elementary School and Kernan Elementary School.

FOR ACTION:**Volume LVII****Report No. P – 1****SUBJECT:****Retirements**

It is recommended that the following retirements be accepted:

Marion Evans

Social Studies Teacher
Kennedy Middle School
Effective: August 9, 2022
Years of Service: 21

James J. Fierro

Security Monitor
General Herkimer Elementary School
Effective: July 8, 2022
Years of Service: 10

Catherine Caldwell

Bus Driver
29 hours per week
Effective: July 12, 2022
Notification Received: July 13, 2022
Years of Service: 1

FOR ACTION:**Volume LVII****Report No. P – 1****SUBJECT:****Resignations****Administrator/Principal**

It is recommended that the following resignations be accepted:

Alana C. Boylan

Elementary Principal
Albany Elementary School
Effective: August 8, 2022
Reason: Accepted position outside the
Utica City School District
Notification Received: July 8, 2022

Kimberly VanDuren

Elementary Principal
Kernan Elementary School
Effective: August 17, 2022
Reason: Accepted position outside the
Utica City School District
Notification Received: July 19, 2022

FOR ACTION: **Volume LVII** **Report No. P – 1**

SUBJECT: **Appointment**
Interim Principal – Albany Elementary School

It is recommended that the following Interim Principal appointment be approved:

Tania Kalavazoff
P.O. Box 553
Holland Patent, NY 13354

Interim Principal – Elementary
Albany Elementary School
Salary: \$500.00 per day
Effective: August 10, 2022

FOR ACTION: **Volume LVII** **Report No. P – 1**

SUBJECT: **Appointment**
Interim Principal – Kernan Elementary School

It is recommended that the following Interim Principal appointment be approved:

Cynthia DeDominick
8007 Bork Avenue
Rome, NY 13440

Interim Principal - Elementary
Kernan Elementary School
Salary: \$500.00 per day
Effective: August 1, 2022

FOR ACTION: **Volume LVII** **Report No. P – 1**

SUBJECT: **Resignations** **Teacher**

It is recommended that the following resignations be accepted:

Joshua Appley

School Social Worker
Jones Elementary School
Effective: July 30, 2022
Reason: Relocating
Notification Received: June 27, 2022

Tyler Carroll

Business Teacher
Proctor High School
Effective: September 1, 2022
Reason: Accepted position outside the
Utica City School District
Notification Received: July 18, 2022

Galilee Simmons

Elementary Teacher
Conkling Elementary School
Effective: August 12, 2022
Reason: Accepted position outside the
Utica City School District
Notification Received: June 30, 2022

FOR ACTION: Volume LVII Report No. P – 1

SUBJECT: Resignation Teacher

It is recommended that the following resignation be accepted:

Elgar F. Sykes III
Elementary Teacher
Kernan Elementary School
Effective: July 24, 2022
Reason: Accepted position outside the
Utica City School District
Notification Received: June 24, 2022

FOR ACTION: Volume LVII Report No. P – 1

SUBJECT: Resignation Teacher Assistant

It is recommended that the following resignation be accepted:

Saharah VanValkenburgh
Teacher Assistant – Special Education
Hughes Elementary School
Effective: August 1, 2022
Reason: Relocating
Notification Received: June 30, 2022

FOR ACTION: Volume LVII Report No. P – 1

SUBJECT: Abandonment of Position Food Service/Monitor

It is recommended that the following abandonment of position be approved:

Marivone Morales
Food Service Worker-Breakfast and Lunch Program
District-Wide – not to exceed 29 hours per week
Effective: July 13, 2022

FOR ACTION: Volume LVII Report No. P – 1

SUBJECT: Change of Assignment Food Service/Monitor

It is recommended that the following change of assignment be approved:

Fatima Avdic
From: Food Service Worker 1-Breakfast and Lunch Program
District-Wide – not to exceed 29 hours per week
To: Monitor-Breakfast and Lunch Program
District-Wide – not to exceed 29 hours per week
Effective: September 6, 2022
Salary: \$16.00 per hour

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Teacher

It is recommended that the following appointments be approved:

<p>Emily Bawolak 9260 Hayes Road Marcy, NY 13403</p>	<p>Elementary Teacher (Probationary) Effective: August 31, 2022 Salary: D-4, BA+6 = \$38,573 per UTA Contract Certification: Initial – Childhood Education (Grades 1-6) Tenure Award Date: August 31, 2026 Education: B.S., SUNY Oneonta, 5/21 Experience: Substitute Teacher, Oneida City School District, Oneida, NY 1/21 to 6/21</p>
<p>Alexandria Bick 306 Brockway Road Frankfort, NY 13340</p>	<p>Elementary Teacher (Probationary) Effective: August 31, 2022 Salary: D-4, BA+12 = \$39,023 per UTA Contract Certification: Initial – Childhood Education (Grades 1-6) Tenure Award Date: August 31, 2026 Education: B.A., Grand Canyon University, 5/22 Experience: Substitute Teacher, Bradley Elementary School, New Hartford, NY 9/22 to present</p>
<p>Kelsey P. Foose 7695 Kilbourne Road Rome, NY 13440</p>	<p>School Counselor (Probationary) Effective: August 31, 2022 Salary: E-5, MS+72 = \$46,354, plus School Counselor Stipend - \$1,800 = \$48,154 per UTA Contract Certification: Provisional – School Counselor (pending) Tenure Award Date: August 31, 2026 Education: M.S., Capella University, 6/22; B.S., SUNY Plattsburgh, 5/16 Experience: Residential Manager, Upstate Cerebral Palsy Rome, NY 3/20 to present</p>
<p>Nicholas Gentile 536 Cedarbrook Crescent Utica, NY 13502</p>	<p>Mathematics Teacher (Probationary) Effective: August 31, 2022 Salary: G-7, BA = \$43,886 per UTA Contract Certification: Initial – Mathematics (Grades 7-12) (pending) Tenure Award Date: August 31, 2026 Education: B.A., Utica College, anticipated 9/22 Experience: Substitute Teacher, Utica City School District Utica, NY 11/21 to present</p>

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Teacher

It is recommended that the following appointments be approved:

<p>Sara Head 4061 Bristol Road Clinton, NY 13323</p>	<p>Elementary Teacher (Probationary) Effective: August 31, 2022 Salary: F-6, MA+42 = \$45,840 per UTA Contract Certification: Initial – Childhood Education (Grades 1-6) Tenure Award Date: August 31, 2026 Education: M.S., Utica College, 7/21; B.S., Niagara University, 12/14 Experience: Elementary Teacher, Utica Academy of Science, Frankfort, NY 8/21 to present</p>
<p>Hilary Lonis 1823 Rutger Street Utica, NY 13501</p>	<p>Elementary Teacher (Probationary) Effective: August 31, 2022 Salary: F-6, MA+36 = 45,313 per UTA Contract Certification: Initial – Childhood Education (Grades 1-6) Tenure Award Date: August 31, 2026 Education: M.S., Utica College, 5/13; B.A., Hamilton College, 5/01 Experience: Elementary Teacher, Oneida-Herkimer-Madison BOCES, New Hartford, NY 10/20 to 6/22</p>
<p>Kimberly Lucero 58 Ironwood Road New Hartford, NY 13413</p>	<p>Library Media Specialist (Probationary) Effective: August 31, 2022 Salary: N-14, MA+72 = \$76,803 per UTA Contract Certification: Initial – Library Media Specialist Tenure Award Date: August 31, 2026 Education: M.S., Southwest Texas State University, 5/98; B.S., Southwest Texas State University, 5/89 Experience: Library Media Specialist, Tilton School, Utica, NY 10/21 to present</p>
<p>Melissa Marris 6036 West Road Munnsville, NY 13409</p>	<p>Elementary Teacher (Probationary) Effective: August 31, 2022 Salary: F-6, MA+30 = \$44,789 per UTA Contract Certification: Professional – Childhood Education (Grades B-6) Professional – Literacy (Grades B-6) Tenure Award Date: August 31, 2026 Education: M.S., SUNY Cortland, 8/07; B.S., Russell Sage College, 5/05 Experience: Pre-K Teacher, St. Patrick’s School, Oneida, NY 9/13 to present</p>

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Teacher

It is recommended that the following appointments be approved:

Taylor Oliver
6949 Glass Factory Road
Holland Patent, NY 13354

Physical Education Teacher (Probationary)
Effective: August 31, 2022
Salary: E-5, MA+30 = \$42,738 per UTA Contract
Certification: Initial – Physical Education (pending)
Tenure Award Date: August 31, 2026
Education: B.A., Utica University, 5/21
Experience: Substitute Teacher, Utica City School District,
Utica, NY
1/20 to present

Kimberly Page
102 Clarion Drive
Whitesboro, NY 13492

Physical Therapist (Probationary)
Effective: August 31, 2022
Salary: F-6, MA+90 = \$50,298, plus Physical Therapist
Stipend - \$1,600 = \$51,898 per UTA Contract
Certification: Physical Therapist License
Tenure Award Date: August 31, 2026
Education: M.S., Simmons College, 5/98; B.S., Utica College
of Syracuse University, 5/93
Experience: Outpatient Physical Therapy, Caruso PT, New
Hartford, NY, 5/22 to present; Rehab Physical Therapist,
Masonic Care Community, Utica, NY
8/04 to 9/21

Victoria Precheur
2141 Highland Avenue
Utica, NY 13502

Social Worker (Probationary)
Effective: August 31, 2022
Salary: D-4, MA+36 = \$41,258, plus School Social Worker
Stipend - \$1,800 = \$43,058 per UTA Contract
Certification: Provisional – School Social Worker (pending)
Tenure Award Date: August 31, 2026
Education: M.S., University at Albany, 5/22; B.A., Siena College,
5/21
Experience: Social Worker, Pieter B Elementary School,
Coeymans, NY
9/21 to 6/22

Timothy Quattrociocchi
6125 Cemetery Road
Lee Center, NY 13363

Social Studies Teacher (Probationary)
Effective: August 31, 2022
Salary: E-5, MA+36 = \$43,239 per UTA Contract
Certification: Initial – Social Studies (Grades 7-12)
Tenure Award Date: August 31, 2026
Education: M.S., SUNY Oswego, 5/22; B.A., SUNY Oswego, 5/16
Experience: Student Teacher, Nottingham High School
Syracuse, NY
9/21 to 5/22

FOR ACTION: **Volume LVII** **Report No. P – 1**
SUBJECT: **Appointment** **Teacher**

It is recommended that the following appointment be approved:

Russell Ritzel
 PO Box 755
 Boonville, NY 13309

Music Teacher (Probationary)
 Effective: August 31, 2022
 Salary: I-9, MA+60 = \$54,633 per UTA Contract
 Certification: Initial – Music (Grades K-12)
 Tenure Award Date: August 31, 2026
 Education: M.A., Kent State University, 5/21; B.A., Fredonia
 State University, 5/15
 Experience: Director of Choral Activities, Holland Patent Central
 School District, Holland Patent, NY
 9/16 to 6/21

FOR ACTION: **Volume LVII** **Report No. P – 1**
SUBJECT: **Appointments** **Teacher**
Refugee School Impact Grant (RSIG) Mini Academy
Conkling Elementary School

It is recommended that the following appointments be approved for the Refugee School Impact Grant (RSIG) Mini Academy as required by the Refugee School Impact Grant:

Effective Dates: August 1 – August 12, 2022
 Funding: Refugee School Impact Grant (RSIG)

Teachers: \$28.00 per hour per UTA Contract

Megan Bush (E.N.L.)
 Sharon Eghigian (E.N.L.)
 Christian Mazzotta (E.N.L.)
 Nadia Stashenko (E.N.L.)

FOR ACTION: **Volume LVII** **Report No. P – 1**
SUBJECT: **Appointment** **Team Leader**

It is recommended that the following Team Leader appointment be approved:

Jamie DePerno

Team Leader
 Kennedy Middle School
 Effective: 2022-2023 School Year
 Index: \$3,000

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Teacher Assistant

It is recommended that the following appointments be approved:

Ashley M. Klump 76 Burwell Street, Apt. 1 Little Falls, NY 13365	Teacher Assistant – Kindergarten District-Wide – 29 hours per week Effective: September 6, 2022 Salary: \$18.00 per hour Education: A.A.S., Herkimer County Community College, 5/16 Experience: Teacher Assistant, Fulmont Community Action Agency, Johnstown, NY 10/16 to present
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Diandra Nolasco E6 Gilmore Village Utica, NY 13502	Teacher Assistant – Bilingual District-Wide – 29 hours per week Effective: September 6, 2022 Salary: \$18.00 per hour Education: B.A., Florida International University, 12/15 Experience: Substitute Teacher, Mohawk Valley Community Action Agency, Utica, NY 9/17 to 4/20
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<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointment	Security

It is recommended that the following appointment be approved:

Moses Ballard 1201 Lansing Street, 2 nd Floor Utica, NY 13501	Security Monitor District-Wide – not to exceed 29 hours per week Effective: September 6, 2022 Salary: \$17.73 per hour Education: A.S., Mohawk Valley Community College, 5/81 Experience: Security, Masonic Care Community Utica, NY 1/91 to 12/92
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Emily M. Montes 827 Jay Street, Apt. 320 Utica, NY 13501	Security Monitor District-Wide – not to exceed 29 hours per week Effective: September 6, 2022 Salary: \$17.73 per hour Education: Graduate of Proctor High School Experience: Security Guard, Allied Universal Utica, NY 7/20 to 12/21
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<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Transportation

It is recommended that the following appointments be approved:

Luis Inoa
140 Louisa Street
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: July 18, 2022

Krystyn Matos
765 Elizabeth Street, Apt. 2
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$18.72 per hour
Effective: Retroactively on June 27, 2022

Soralis Ramirez
227 Lansing Street
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$18.72 per hour
Effective: Retroactively on June 27, 2022

Leo Rodriguez
1544 West Street
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$18.72 per hour
Effective: Retroactively on June 29, 2022

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 1
SUBJECT:	Appointments	Transportation

It is recommended that the following appointments be approved:

Lucilo Checo
524 Saint Anthony Street, Apt. 1
Utica, NY 13501

Bus Monitor
29 hours per week
Salary: \$13.66 per hour
Effective: Retroactively on June 27, 2022

Keila Marti
1915 Briar Avenue
Utica, NY 13501

Bus Monitor
29 hours per week
Salary: \$13.66 per hour
Effective: Retroactively on June 27, 2022

Winy Martinez
913 Catherine Street, Apt 7
Utica, NY 13501

Bus Monitor
29 hours per week
Salary: \$16.00 per hour
Effective: July 18, 2022

Angel Rodriguez
7 Catherine Street, Put H
Little Falls, NY 13365

Bus Monitor
29 hours per week
Salary: \$13.66 per hour
Effective: Retroactively on June 27, 2022

FOR ACTION:**Volume LVII****Report No. P – 1****SUBJECT:****Appointment****Food Service/Monitor**

It is recommended that the following appointment be approved:

Luz Abreau-Sanchez
1576 West Street
Utica, NY 13501

Monitor-Breakfast and Lunch Program
District-Wide – not to exceed 29 hours per week
Effective: September 6, 2022
Salary: \$16.00 per hour
Education: Graduated Utesa High School, Dominican Republic, 1992
Experience: Self-employed cleaner, 2010 to 2016; Pomptorian Food Service, Dominican Republic, 2016 to 2019; Sub Monitor Breakfast/Lunch Program, Utica City School District, Utica, NY 4/27/22 to present

FOR INFORMATION:**Volume LVII****Report No. CSE – 1****SUBJECT:****RECOMMENDATIONS OF THE COMMITTEE ON SPECIAL EDUCATION**

The Board of Education approves the recommendations of the Committee on Special Education for placement and related services in the Utica City School District and/or other approved programs as follows:

IR = Initial Eligibility Determination
RR = Requested Review
AMN = Amendment No Meeting

TR = Triennial (Re-evaluation) Review
AP = Administrative Placement
PR = Program Review

AR = Annual Review
PR = Program Review
Y = Yes No = No

Student code	Type of Meeting	Handicapping Condition	Recommended Program	Related Services	Results
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Committee on Preschool Special Education Meeting Date: June 21, 2022

ASL9/4/19GM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry
BE12/14/17RF	IR	PSWD	RS, 10 mo.	Y	New Entry; Order OT and PT evals.
WM8/22/19GM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry
WJ8/4/19JF	IR	PSWD	SEIS, 10 mo.	Y	New Entry; Order OT eval.
HM8/14/19LF	IR	PSWD	9:1+3, 10 mo.	Y	New Entry
WI10/21/19RF	IR	PSWD	9:1+3, 10 mo.	Y	New Entry; Order OT eval.
WI10/21/19RF	IR	PSWD	9:1+3, 10 mo.	Y	New Entry; Order OT eval.

Committee on Preschool Special Education Meeting Date: June 23, 2022

HJ11/25/18NSM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry
WB9/6/19CM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry

Committee on Preschool Special Education Meeting Date: July 6, 2022

WN12/12/17CM	IR	PSWD	SEIS, 10 mo.	Y	New Entry
WA10/22/19AM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry; Order OT eval.
WS9/17/18JF	IR	PSWD	9:1+3, 10 mo.	Y	New Entry; Order OT and PT evals.
HB3/23/17RF	IR	PSWD	RS, 10 mo.	Y	New Entry – Will need transition meeting; Entering kindergarten in September
HE8/22/19SM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry

WC11/23/18GM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry
WS11/4/19FM	IR				Ineligible
WD7/17/19KM	IR	PSWD	SEIS, 10 mo.	Y	New Entry
WJ7/19/19SM	IR	PSWD	RS, 10 mo.	Y	New Entry

Committee on Preschool Special Education Meeting Date: July 14, 2022

WN7/17/19JM	IR	PSWD	RS, 10 mo.	Y	New Entry
AH7/26/19HM	IR	PSWD	9:1+3, 10 mo.	Y	New Entry

FOR INFORMATION:

Volume LVII

Report No. CPSE – 2

SUBJECT:

**RECOMMENDATIONS OF THE COMMITTEE ON
PRESCHOOL SPECIAL EDUCATION**

The Board of Education approves the recommendations of the Committee on Special Education for placement and related services in the Utica City School District and/or other approved programs as follows:

IR = Initial Eligibility Determination

TR = Triennial (Re-evaluation) Review

AR = Annual Review

RR = Requested Review

AP = Administrative Placement

PR = Program Review

AMN = Amendment No Meeting

PR = Program Review

Y = Yes

N = No

Student code	Type of Meeting	Handicapping Condition	Recommended Program	Related Services	Results
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Committee on Special Education Meeting Date: December 7, 2021

WT8/14/08LM	TR	ID	12:1:1, 10 mo.	Y	Ongoing
WT8/14/08LM	AR	ID	12:1:1, 10 mo.	N	Change Program
HC7/30/08MF	AR	AUT	12:1:1, 10 mo.	Y	Change Program
WK10/16/08MM	AR	SLI	12:1:1, 10 mo.	Y	Change Program
HG6/24/08LF	AR	ID	12:1:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: December 8, 2021

WJ10/10/08HM	TR	LD	12:1:1, 10 mo.	Y	Ongoing
WJ10/10/08HM	AR	LD	12:1:1, 10 mo.	Y	Change Program
WM8/11/08MM	TR	ID	12:1:1, 10 mo.	N	Ongoing
WM8/11/08MM	AR	ID	12:1:1, 10 mo.	N	Change Program
HJ5/7/08SM	TR	ID	12:1:1, 10 mo.	N	Ongoing
HJ5/7/08SM	AR	ID	12:1:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: December 9, 2021

WB6/20/05TM	AR	AUT	12:1:1, 10 mo.	N	Ongoing
BK10/16/05WM	AR	OHI	12:1:1, 10 mo.	N	Ongoing
BN10/15/05RF	AR	LD	12:1:1, 10 mo.	Y	Ongoing
BK9/2/05MM	AR	AUT	12:1:1, 10 mo.	N	Ongoing
AC5/16/05PF	AR	ID	12:1:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: December 15, 2021

BJ12/10/04NM	AR	OHI	12:1:1, 10 mo.	Y	Ongoing
AJ3/20/04BF	AR	LD	12:1:1, 10 mo.	Y	Ongoing
WJ3/28/05MM	AR	AUT	12:1:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: December 15, 2021

HE11/15/07BM	AR	OHI	12:1:1, 10 mo.	N	Change Program
BT6/7/08CF	AR	ID	12:1:1, 10 mo.	N	Change Program
WL10/17/08CF	AR	OHI	12:1:1, 10 mo.	N	Change Program
BC10/5/08CF	TR	ID	12:1:1, 10 mo.	N	Ongoing
BC10/5/08CF	AR	ID	12:1:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: December 21, 2021

BA3/29/09MF	AR	OHI	5:1, 10 mo.	N	Ongoing
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Committee on Special Education Meeting Date: December 21, 2021

AIC4/29/05CM	TR/AR	LD	12:1:1, 10 mo.	Y	Ongoing
WA7/30/04GM	AR	AUT	12:1:1, 10 mo.	N	Ongoing
WR2/29/04BM	TR/AR	LD	12:1:1, 10 mo.	Y	Ongoing
WA3/24/05DM	TR	OHI	12:1:1, 10 mo.	Y	Dec. couns. 1 x mo. (ind.)
WA3/24/05DM	AR	OHI	15:1, 10 mo.	Y	Change Program
BL2/9/05LM	AR	LD	12:1:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: December 22, 2021

BJ12/19/09	AR	OHI	12:1:1, 10 mo.	Y	Ongoing
WM5/16/06BF	AR	LD	12:1:1, 10 mo.	N	Ongoing
WJ8/9/06DM	AR	OHI	12:1:1, 10 mo.	Y	Remove skilled nursing
BE9/12/06LM	AR	LD	12:1:1, 10 mo.	N	Ongoing
MD12/12/05UM	AR	LD	12:1:1, 10 mo.	Y	Add adaptive PE

Committee on Special Education Meeting Date: January 4, 2022

BI6/11/05OM	TR/AR	LD	15:1, 10 mo.	Y	Ongoing
BR1/6/06WM	AR	LD	15:1, 10 mo.	N	Ongoing
WJ10/11/06RM	AR	LD	15:1, 10 mo.	N	Ongoing
WR10/20/06RM	AR	LD	15:1, 10 mo.	N	Ongoing
BR10/20/05SM	AR	LD	15:1, 10 mo.	Y	Ongoing
WR10/12/05WM	AR	LD	15:1, 10 mo.	N	Ongoing
WS8/28/05SF	AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: January 11, 2022

WG7/7/08CM	AR	AUT	15:1, 10 mo.	Y	Change Program
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Committee on Special Education Meeting Date: January 12, 2022

MT11/8/06CM	AR	LD	15:1, 10 mo.	N	Change Program
MZ9/1/06LM	AR	LD	15:1; ICT mo.	N	Change Program
BC5/5/06BF	AR	LD	ICT, 10 mo.	N	Ongoing
WA10/15/05MM	AR	OHI	ICT, 10 mo.	N	Change Program
BA7/1/06OF	PR	OHI	ICT, 10 mo.	N	Drop SP; SLI to LD
BA7/1/06OF	AR	OHI	ICT, 10 mo.	N	Ongoing
MA7/6/05PM	AR	LD	ICT, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: January 13, 2022

WE6/5/05RM	TR/AR	ED	15:1, 10 mo.	Y	Ongoing
WJ10/14/05MM	AR	LD	15:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: January 14, 2022

BJ2/24/08SM	TR	OHI	5:1, 10 mo.	Y	Ongoing
BJ2/24/08SM	AR	OHI	5:1, 10 mo.	Y	Change Program
BD7/12/08SM	AP	LD	15:1, 10 mo.	Y	Change Program
BD7/12/08SM	AR	LD	15:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: January 24, 2022

WA9/29/08MF	AR	OHI	15:1, 10 mo.	Y	Decrease couns. 1 x mo. (ind.)
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WD1/3/08MF	AR	LD	15:1, 10 mo.	N	Ongoing
AP5/8/07PM	AR	LD	15:1, 10 mo.	Y	Decrease SP to 1 x wk. (group)
BA10/2/08TF	TR/AR	LD	15:1, 10 mo.	N	Ongoing
WL11/1/07AF	AR	LD	15:1, 10 mo.	Y	Ongoing
WJ8/14/08MF	TR/AR	LD	15:1, 10 mo.	N	Ongoing
BX9/15/07BM	TR/AR	LD	15:1, 10 mo.	Y	Change Couns. (group) to (ind.)

Committee on Special Education Meeting Date: January 31, 2022

AE11/19/08KF	AR	LD	12:1:1, 10 mo.	N	Change Program
BK5/31/07JF	AR	OHI	12:1:1, 10 mo.	Y	Change Program
HJ1/23/08LF	AR	LD	15:1, 10 mo.	N	Change Program
HS10/2/08BF	TR	LD	15:1, 10 mo.	N	Ongoing
HS10/2/08BF	AR	LD	15:1, 10 mo.	N	Change Program
WA11/6/08AM	TR	LD	15:1, 10 mo.	N	Ongoing
WA11/6/08AM	AR	LD	15:1, 10 mo.	N	Change Program
HE5/19/08QM	AR	LD	ICT, 10 mo.	N	Change Program
BF7/12/08JM	TR	OHI	15:1, 10 mo.	N	Ongoing
BF7/12/08JM	AR	OHI	15:1, 10 mo.	N	Change Program
WA5/26/08JM	TR	LD	15:1, 10 mo.	Y	Ongoing
WA5/26/08JM	AR	LD	15:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: February 1, 2022

BH6/16/08TM	TR	LD	ICT, 10 mo.	N	Ongoing
BH6/16/08TM	AR	LD	ICT, 10 mo.	N	Change Program
HC1/19/08CM	AR	OHI	ICT, 10 mo.	N	Change Program
BO3/14/08TF	AR	OHI	5:1, 10 mo.	N	Change Program
HB10/14/07RM	AR	SLI	15:1, 10 mo.	Y	Change Program
HE5/19/08QM	AR	LD	ICT, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: February 2, 2022

HK10/13/02QM	AP	LD	5:1, 10 mo.	N	Drop SP, OT, Couns.
BI1/16/06TM	AP	LD	5:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 2, 2022

WW7/10/15RM	TR	OHI	15:1, 10 mo.	N	Change Program
WW7/10/15RM	AR	OHI	15:1, 10 mo.	N	Ongoing
BK1/6/05WF	AR	LD	5:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 3, 2022

BH6/16/08TM	TR	LD	ICT, 10 mo.	N	Ongoing
BH6/16/08TM	AR	LD	ICT, 10 mo.	N	Change Program
WJ3/20/08HM	AR	LD	ICT, 10 mo.	N	Change Program
BA4/5/08LF	AR	ED	ICT, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: February 3, 2022

MK12/17/05HM	PR	LD	15:1, 10 mo.	N	Change Program
MK12/17/05HM	AR	LD	15:1, 10 mo.	N	Ongoing
BZ10/5/06RM	PR	OHI	15:1, 10 mo.	Y	Change Program; End BIP
BZ10/5/06RM	AR	OHI	15:1, 10 mo.	Y	Ongoing
HZ8/17/06QM	TR	OHI	15:1 ICT, 10 mo.	Y	Change Program; Add couns.
HZ8/17/06QM	AR	OHI	15:1 ICT, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: February 7, 2022

HA9/3/06QM	TR/AR	OHI	15:1, 10 mo.	N	Ongoing
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MJ8/6/06BM	AR	OHI			Declassified
MJ8/6/06BM	IR	None	Sect. 504	N	OHI to 504
BF11/29/05FF	PR	ED	3-5 program	N	OHI to ED; Chg. Program
BF11/29/05FF	AR	ED	12:1:1, 10 mo.	Y	Chg. Program; Add couns.
HJ7/28/06GM	PR	LD	15:1, 10 mo.	N	Ongoing
HJ7/28/06GM	AR	LD	15:1, 10 mo.	N	Ongoing
HJ5/6/06DM	AR	LD	15:1, 10 mo.	N	Ongoing
WK3/5/06TM	AR	SLI	ICT, 10 mo.	Y	Change Program; Dec. couns.
BA4/3/06SF	AR	LD	15:1, ICT, 10 mo.	N	Chg. Program

Committee on Special Education Meeting Date: February 9, 2022

BN4/13/06LF	AR	LD	15:1, 10 mo.	N	Ongoing
BK11/19/06LF	AR	LD	15:1, 10 mo.	Y	Ongoing
HA9/12/09MF	AR	LD	15:1, 10 mo.	N	Ongoing
WJ1/10/06MM	AR	OHI	15:1, 10 mo.	N	Ongoing
BJ12/24/04PM	AR	LD	15:1, 10 mo.	N	Ongoing
HM1/1/05PM	AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 9, 2022

WJ5/12/08CM	AR	SLI	None	Y	Ongoing
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Committee on Special Education Meeting Date: February 10, 2022

HJ7/6/05PF	AR	LD	15:1, 10 mo.	N	Ongoing
BP11/1/05PM	AR	LD	15:1, 10 mo.	N	Ongoing
AB5/2/05RF	AR	LD	15:1, 10 mo.	Y	Ongoing
BR6/5/05TF	AR	LD	15:1, 10 mo.	N	Ongoing
WD2/28/05VM	AR	OHI	15:1, 10 mo.	Y	Ongoing
HY8/31/05MM	TR	LD	15:1, 10 mo.	Y	Stop 15:1 math
HY8/31/05MM	AR	LD	15:1, 10 mo.	Y	Ongoing
BM6/9/05MM	TR	HI	15:1, 10 mo.	Y	Stop 15:1 math
BN6/9/05MM	AR	HI	15:1, 10 mo.	Y	Add Audiological consult.

Committee on Special Education Meeting Date: February 14, 2022

WM4/1/06LM	AR	LD	15:1, 10 mo.	Y	Change SP to direct consult.
HI11/30/06MF	TR/AR	LD	15:1, 10 mo.	N	Ongoing
AA6/26/26MF	AR	LD	5:1, 10 mo.	N	Change Program; Stop couns.
WB8/19/06PF	AR	LD	15:1, 10 mo.	N	Ongoing
HG10/31/06SF	TR/AR	LD	15:1, 10 mo.	N	Ongoing
AN11/18/04TF	TR/AR	LD	15:1, 10 mo.	N	Ongoing
WD4/2/06KM	AR	OHI	12:1:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: February 14, 2022

HL8/2/05HM	AR	OHI	5:1, 10 mo.	N	Change Program
BZ8/10/04HM	AR	LD	15:1, 10 mo.	N	Change Program
WA12/15/04HF	AR	LD	15:1, 10 mo.	N	Change Program
BK1/28/05AF	AR	LD	5:1, 10 mo.	N	Change Program
AR7/16/05MM	AR	SLI	5:1, 10 mo.	N	Change Program
AC1/2/05FM	AR	LD			Declassified
AC1/2/05FM	IR	None	Sect. 504	N	LD to 504

Committee on Special Education Meeting Date: February 14, 2022

BX7/12/08BM	TR	LD	15:1, 10 mo.	N	Ongoing
BX7/12/08BM	AR	LD	15:1, 10 mo.	N	Change Program

BA6/30/09IM	TR	AUT	8:1:1, 10 mo.	Y	Ongoing
BA6/30/09IM	AR	AUT	8:1:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: February 15, 2022

BM3/5/09RM	AR	LD	12:1, 10 mo.	Y	Ongoing
BM8/28/09GM	TR/AR	LD	15:1, 10 mo.	Y	Stop OT and SP
WA6/15/09RM	TR/AR	OHI	15:1, 10 mo.	N	Ongoing
BA2/20/09WM	TR/AR	OHI	15:1, 10 mo.	N	Stop OT and SP
WA3/23/09SM	TR/AR	AUT	12:1:1, 10 mo.	Y	Stop adapted PE; Change couns. to (ind.)
WJ7/29/09SM	AR	LD	5:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: February 15, 2022

BW5/31/06RN	AR	LD	15:1, 10 mo.	N	Ongoing
HJ6/3/05RM	AR	LD	15:1, 10 mo.	N	Ongoing
BX5/25/06SM	AR	LD	15:1, 10 mo.	N	Ongoing
AK1/18/06TM	AR	LD	15:1, 10 mo.	Y	Ongoing
BI7/26/06WM	AR	LD	15:1, 10 mo.	Y	Dec. couns.
WE1/2/06AM	TR/AR	LD	15:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: February 15, 2022

WJ4/28/05SM	PR	ED	15:1, 10 mo.	Y	SLI to ED; Stop OT
WJ4/28/05SM	AR	ED	15:1, 10 mo.	Y	Ongoing
HA3/18/05RM	AR	LD	15:1, 10 mo.	N	Ongoing
BK8/13/05RM	AR	LD	15:1, 10 mo.	N	Stop couns.
BP6/4/05SM	TR	LD	15:1, 10 mo.	N	Stop couns.
BP6/4/05SM	AR	LD	15:1, 10 mo.	N	Ongoing
HL11/2/05QM	TR/AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 16, 2022

BR8/10/05PF	AR	LD	12:1:1, 10 mo.	N	Change Program
BC8/27/05WM	AR	LD	15:1, 10 mo.	Y	Ongoing
BC9/11/05PM	AR	LD	15:1, 10 mo.	Y	Ongoing
MI10/28/05WM	AR	LD	15:1, 10 mo.	N	Ongoing
WJ4/1/04ZM	AR	OHI	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 17, 2022

BJ11/28/06CX	AR	TBI	5:1, 10 mo.	N	Ongoing
BZ10/24/06CM	AR	LD	ICT, 10 mo.	N	Change Program
HJ2/23/26AF	AR	OHI	5:1, 10 mo.	Y	Add couns.
WR1/17/06SF	AR	OHI	5:1, 10 mo.	N	Ongoing
HP6/16/06GM	PR	LD	15:1, 10 mo.	N	Change Program
HP6/16/06GM	AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: February 18, 2022

BD10/10/07AF	TR/AR	LD	5:1, 10 mo.	N	Ongoing
MJ11/7/07RM	AR	LD	ICT, 10 mo.	N	Change Program
MB9/29/08KM	AR	LD	5:1, 10 mo.	N	Ongoing
WR1/16/08PM	TR/AR	LD	5:1, 10 mo.	N	Ongoing
BL8/11/08WF	AR	ID	12:1:1, 10 mo.		Add ½ day vocational

Committee on Special Education Meeting Date: February 28, 2022

BR8/22/09AM	AR	LD	15:1, 10 mo.	N	Ongoing
WT10/6/09BF	TR/AR	OHI	15:1, 10 mo.	N	Ongoing
BE3/11/09BM	TR/AR	AUT	15:1, 10 mo.	N	Ongoing
BK9/24/08BF	AR	LD	15:1, 10 mo.	N	Ongoing
BJ9/11/08BM	TR/AR	LD	15:1, 10 mo.	N	Ongoing
WS10/6/09CM	AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: March 1, 2022

WT6/14/05GM	AR	LD	15:1, 10 mo.	Y	Ongoing
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Committee on Special Education Meeting Date: March 1, 2022

WD11/23/08SM	AR	LD	15:1, 10 mo.	Y	Change Program
BJ9/15/08TF	AR	LD	12:1:1, 10 mo.	N	Change Program
BA5/8/08LF	AR	LD	5:1, 10 mo.	N	Change Program
BJ9/23/09TM	AR	SLI	12:1:1, 10 mo.	Y	Change Program
HZC4/19/09M	AR	AUT	15:1, 10 mo.	Y	Change Program
WP9/9/09PF	AR	OHI	8:1:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: March 2, 2022

HS9/15/09MF	AR	LD	15:1, 10 mo.	N	Change Program
WL7/25/09MF	AR	LD	5:1, 10 mo.	N	Change Program
BJ11/12/08NM	AR	LD	8:1:1, 10 mo.	Y	Change Program
BJ12/27/08PM	AR	LD	15:1, 10 mo.	N	Change Program
HA5/19/09MM	TR	OHI	15:1, 10 mo.	Y	Ongoing
HA5/19/09MM	AR	OHI	15:1, 10 mo.	Y	Change Program
BM6/30/09MM	AR	LD	12:1:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: March 2, 2022

BR8/10/05PF	PR	LD	12:1:1, 10 mo.	N	Change Program
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Committee on Special Education Meeting Date: March 3, 2022

BI1/16/06TM	TR/AR	LD	5:1, 10 mo.	N	Ongoing
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Committee on Special Education Meeting Date: March 8, 2022

HJ1/6/09HM	AR	LD	5:1, 10 mo.	N	Change Program
BJ2/21/09JF	AR	LD	5:1, 10 mo.	Y	Change Program
WS7/31/09SF	AR	LD	5:1, 10 mo.	N	Ongoing
WN8/3/09TM	AR	LD	5:1, 10 mo.	N	Ongoing
HL7/17/09CM	AR	OHI	5:1, 10 mo.	N	Change Program
HA1/21/09LF	TR	LD	5:1, 10 mo.	N	Ongoing
HA1/21/09LF	AR	LD	5:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: March 9, 2022

BM7/22/09FM	TR	LD	5:1, 10 mo.	N	Ongoing
BM7/22/09FM	AR	LD	5:1, 10 mo.	N	Change Program
HG4/8/09GF	AR	LD	5:1, 10 mo.	N	Change Program
WA7/22/08GF	AR	LD	5:1, 10 mo.	Y	Change Program
WG11/2/09GM	AR	LD	5:1, 10 mo.	N	Change Program
HK9/9/09CM	AR	SLI	5:1, 10 mo.	Y	Change Program

Committee on Special Education Meeting Date: March 10, 2022

BT2/8/08TF	AR	OHI	5:1, 10 mo.	N	Change Program
BJ2/13/08TF	AR	LD	5:1, 10 mo.	N	Change Program
BK10/17/08SM	AR	LD	5:1, 10 mo.	N	Ongoing
HM12/24/07RM	AR	LD	5:1, 10 mo.	N	Ongoing
BJ11/28/07KM	AR	LD	5:1, 10 mo.	N	Change Program
BS6/22/08RF	AR	LD	5:1, 10 mo.	N	Ongoing
HE7/20/08TM	TR	LD	5:1, 10 mo.	N	Ongoing
HE7/20/08TM	AR	LD	5:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: March 29, 2022

BA1/13/04TF	TR	LD	15:1, 10 mo.	N	Ongoing
BA1/13/04TF	AR	LD			Graduate
WG4/13/04AF	AR	LD	ICT, 10 mo.	N	Ongoing
BA11/08/05JF	AR	LD	ICT, 10 mo.	N	Ongoing
WC7/21/05BF	AR	LD	ICT, 10 mo.	N	Ongoing

HD9/1/04CF	AR	LD	5:1, 10 mo.	N	Change Program
AJ3/27/06HM	AR	LD	ICT, 10 mo.	N	Ongoing
WC4/13/06LM	TR/AR	LD	ICT, 10 mo.	N	Ongoing
AN2/14/05AM	TR/AR	LD	ICT, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: June 2, 2022

WJ4/13/08HM	AR	LD	15:1, 10 mo.	Y	SLI to LD; Change Program; dec. SP to 1 x wk.
BD2/9/09SM	PR	LD	ICT, 10 mo.	Y	Change Program
BJ9/26/07FM	AR	LD	15:1, 10 mo.	Y	Ongoing
WJ10/22/08TM	AR	OHI	5:1, 10 mo.	N	Ongoing
WM10/22/08TF	TR	LD	5:1, 10 mo.	N	Ongoing
WM10/22/08TF	AR	LD	ICT, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: June 2, 2022

HA11/17/07MM	AR	OHI	15:1, 10 mo.	N	Change Program
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Committee on Special Education Meeting Date: June 14, 2022

BE8/26/08CM	TR	AUT	None	N	Ongoing
BE8/26/08CM	AR	AUT	15:1, 10 mo.	N	Change Program

Committee on Special Education Meeting Date: June 29, 2020

WT6/14/05GM	AP	LD	15:1, 10 mo.	Y	New Entry
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FOR INFORMATION:

Volume LVII

Report No. P – 2

SUBJECT:

Retirement

Teacher Assistant

It is recommended that the following retirement be accepted:

Frank Dardano

Teacher Assistant – In-House Suspension
Proctor High School
Effective: June 24, 2022
Years of Service: 11

FOR INFORMATION:

Volume LVII

Report No. P – 2

SUBJECT:

Rescindment of Appointment

Teacher

It is recommended that the following rescindment of appointment be accepted:

Brianna Yaghy

Music Teacher
Effective: July 11, 2022
Notification Received: July 11, 2022

FOR INFORMATION:**Volume LVII****Report No. P – 2****SUBJECT:****Rescindment of Appointment****Teacher**

It is recommended that the following rescindment of appointment be accepted:

Jennifer Smith

Special Education Teacher

Effective: July 7, 2022

Notification Received: July 7, 2022

Mr. Cardillo made a motion to accept the Consent Agenda; seconded by Mrs. Padula.

There being no further discussion; **motion carried 7-0.**

THIS CONCLUDES THE CONSENT AGENDA.

FOR ACTION:**Volume LVI****Report No. P – 1****SUBJECT:****Unpaid Leave of Absence****Clerical**

It is recommended that the following unpaid leave of absence be approved:

David P. Testa

Computer Specialist

Proctor High School

From: July 11, 2022

To: January 1, 2023

Reason: Medical

Notification Received: July 7, 2022

Moved by Mr. Dawes and seconded by Mrs. Padula.

There being no further discussion; **motion carried 6-0 (Mr. Testa – Abstain).**

THIS CONCLUDES THE SUPERINTENDENT'S REPORT.

Financial Report

Budget Status Report – Haylee Lallier, Treasurer

Ms. Lallier reported, "We haven't received the July payment from the city yet for the tax payment for payments received by the end of June. The balances now are for the 2020-2021 school year are around \$932,000 and for the 2021-2022 school year around \$1,379,000."

Internal Auditor Report – Paris Rich, Internal Auditor

Mr. Rich reported, "Good evening. The Risk Assessment is very important. Michele has been contacted a few times by the state. I know that the Audit and Finance has to look at it first. I've had it finished since the end of October. We have not had any meetings, so I'm almost ready to start the next one. As soon as we get set up, I'm not sure when you're going to have committees."

President Hobika, Jr.: That happens in August.

Mr. Rich: Ok. Then the Library Club at JFK, there is no Advisor. I talked to Mr. Gifford and they recommend to close it and put the \$123.41 into the Student Council and you have to vote on it per New York State.

Mr. Dawes made a motion to close the Library Club at JFK and put the balance of \$123.41 into the Student Council account. This motion was seconded by Mr. Cardillo.

There being no further discussion; **motion carried 7-0.**

Mr. Rich: Ok, I will take care of it.

Approval of Minutes

- June 28, 2022 – Special Meeting

Mr. Dawes made a motion to approve the June 28, 2022 Special Meeting minutes; seconded by Mrs. Padula.

There being no further discussion; **motion carried 7-0.**

- June 28, 2022 – Regular Meeting

Mr. Dawes made a motion to approve the June 28, 2022 Regular Meeting minutes; seconded by Mr. Cardillo.

There being no further discussion; **motion carried 7-0.**

- July 5, 2022 – Special Meeting/Organizational Meeting

Mr. Dawes made a motion to approve the July 5, 2022 Special/Organization Meeting; seconded by Mrs. Padula.

There being no further discussion; **motion carried 7-0.**

Continuing Business

Mr. Gerace: Mr. Hobika, there is one matter of continuing business. It's the Board Appointment that was temporary until today's date. The Board has to take action to do something on today's date with that Board Appointment.

President Hobika, Jr.: I need a motion to extend the original contract until the next Board Meeting.

Mr. Dawes: You don't want to just pass it; you want to extend it again?

President Hobika, Jr.: Yes, that's my position, but anybody else is free to do what they want.

Mr. Cardillo: Why, just out of curiosity – why?

Mr. Hobika, Jr.: It's a personnel matter and I don't think it should be discussed on the open floor; but I'm more than willing to go into Executive Session.

Mr. Dawes: I'll go into Executive Session.

Mr. Dawes made a motion to go into Executive Session; seconded by Mr. Cardillo.

There being no further discussion; Board Members entered into Executive Session at 9:35 p.m.

Mr. Cardillo made a motion to exit Executive Session at 9:50 p.m.; seconded by Mrs. Padula.

President Hobika, Jr.: We are now open for regular business and we are addressing the Continuing Business as it relates to the contract of Paris Rich the Internal Auditor. Do we have any motions on the floor?

Mr. Cardillo made a motion to extend the contract through to September at which time we will re-evaluate. This motion was seconded by Mr. Paul.

President Hobika, Jr.: September 30th, I'm sorry it dropped off.

Mr. Cardillo: Yes.

There being no further discussion; **motion carried 5-0 (Mr. Dawes – No; Mr. Testa – No).**

New Business

Mrs. Knoop made a motion to have the Superintendent's Report be public on Friday; seconded by Mr. Paul.

President Hobika, Jr.: I thought that we had passed something a while ago addressing that issue.

Mrs. Padula: I thought it was just the agenda available on-line.

Mr. Karam: It was just the agenda.

Mrs. Padula: Can we post it that soon? Only because of personnel names and stuff like that.

Mr. Gerace: The Board can do whatever it wishes. The Superintendent's Report is just proposed until it is actually presented by the Superintendent at the meeting. Things can change from Friday to Tuesday obviously; just as long as everyone on the Board is aware of that. I don't know if the public will understand that. It's his proposed agenda until it is actually presented to you. Same thing with his report. It's his proposed report. I believe there was a motion last year to have the agenda released. This is the actual Superintendent's Report. That's up to the Board. We're not required to even have a Superintendent's Report or Agenda, but that's our practice.

Mrs. Padula: I'm ok with releasing it, I would ask for Monday just so that we could see it. A lot of times I do communicate with the Superintendent over the weekend on questions so that way if people do ask us. I would ask for 24 hours (Monday). I understand it's a document but sometimes there are things in there that we have questions on, and we communicate over the weekend. Just to play devil's advocate on both sides because you're going to get it on Friday, and you may not even open it and if it's posted it may cause ... I just have doubt with it. I'm ok with it being

posted, I just would like the opportunity as a Board Member to review it in case I don't open it on Friday or if I have questions on Saturday or Sunday at least we had time to ask the Superintendent.

Mr. Gerace: It should be marked draft too or proposed. One or the other.

Mrs. Knoop: I know just with the open meeting laws it does have to be 24 hours, so I would be good with that.

Mr. Testa: Also the clerk, is that with the time with the Superintendent and the Board President, as long as everyone is in agreement., I'm in favor or that too.

Mrs. Knoop made a motion to have the Superintendent's Report be public on Monday; seconded by Mr. Testa.

Mr. Paul: What do you mean by come out? Seen or printed?

Mrs. Knoop: Seen online so we can have online access.

Mr. Gerace: I believe it's to be put it on the website.

Mrs. Knoop: Yes, the website.

Mr. Paul: So nothing printed?

Mrs. Knoop: If we print it, where's it going to go?

There being no further discussion; **motion carried 7-0.**

Communication

Adjournment

Mrs. Padula made a motion to adjourn the July 26, 2022 Regular Meeting; seconded by Mrs. Knoop.

There being no further discussion; **motion carried 7-0.**

The Regular Meeting was adjourned at 9:56 p.m.

Respectfully transcribed and submitted,

DEBORAH L. VENNERO
Board Recorder