

**BOARD OF EDUCATION
UTICA CITY SCHOOL DISTRICT
REGULAR MEETING – TUESDAY, AUGUST 23, 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., Kathy Hughes, Michele LaGase, Haylee Lallier, Teresa Mathews, Alicia Mroz, 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.

President Hobika, Jr. asked that before we get started, I would like Mr. Falchi to introduce the building principals that are present today.

Mr. Falchi introduced the principals in the audience. Mrs. Kalavazoff (Albany School); Miss Belden (Hughes School); Mrs. Galinski (Conkling School); Ms. Sikora (M.L. King School); Ms. Gerling (Columbus School); Mr. Clark (John F. Kennedy Middle School); Mr. Gifford (Thomas R. Proctor High School); Ms. Cotter (General Herkimer School); and Ms. DeDominick (Kernan School)

Mrs. Padula: Mr. Hobika said I can talk about spirit. I just want to thank all the principals for coming. I hope you had a wonderful summer. As a parent, as a Board Member, as a Utica resident I appreciate you all and your time and effort that you put into our next generation of leaders. You're such positive role models and I'm so happy to have all the Raiders and now Junior Raiders throughout all the buildings. On behalf of the whole Board, I'm sure we appreciate you guys and we know how hard you work and we really, really appreciate it.

Presentations

Durham Bus Company – Transportation Update, Brett Wester, Region Manager for Durham School Services and Brian McCann

Mr. Wester presented an update for Durham Bus Company.

Questions from the Board Members:

Mr. Dawes: Real quick...with anticipated drivers coming on and what you already have, where are we going to be on September 6th when school opens?

Mr. Wester: This is the expected amount that we have right now. We are meeting with Zach and we're finalizing all the routes right now with final tweaks and things like that. We're meeting with Zach early next week to make sure that we can fill the gaps for the first couple weeks of school. I will be honest with you. I'm also in the Albany area, I

have a Schenectady location that's going to have some extra drivers and we're looking to pulling some of those drivers in temporarily to help fill the gaps.

Mr. Dawes: So are you saying that we're going to have adequate drivers for all of the bus routes when school opens?

Mr. Wester: That is the game plan and next Tuesday we should be able to finalize and fill those gaps.

Mr. Dawes: And we won't have parents come in on our meetings and tell us horror stories about their kids standing on the corner and not getting picked up.

Mr. Wester: That was the goal and that is the expected goal, yes.

Mrs. Knoop: First I just want to say that I know this was a really big undertaking; 15 bus drivers, new hires and we have 6 monitors for the buses that were just hired. That's great and I know you guys are working really hard. The number that we've sent out, have we gotten any parents – what is the response of parents calling for saying if their kids are opting to not take the bus?

Mr. Wester: I am unable to answer that.

President Hobika, Jr.: That's for Zach question.

Mr. Wester: He's out right now for the next day or two.

Miss Albanese: I don't know the exact numbers, but as of last week between 2 of the elementary schools we were almost able to reduce one bus from 2 separate buildings because of the number of parents that have called and said. We didn't ask them to be taken off, but they said they're not going to be using transportation. That's why we're going to meet with Durham next week to kind of finalize things. Being 4 short, it's much manageable than 50; and Zach will get the job done trust me.

President Hobika, Jr.: Yes.

Mrs. Knoop: Is that something that we can put on DOJO too as a reminder to parents and to it out there that if you're child isn't going to be taking the bus please call. That's something that we can just shoot out there as a reminder to parents if they're looking to transport their kids. The other question I had is that Mr. Paul raised an interesting idea last week about consolidating the bus routes. Have you looked at that instead of stopping at every corner? We looked at kind of broadening this a little to kind of save some time.

Mr. Wester: We've gone off the expectations kind of set between us and Zach. The review of that 100 percent, the routes are just getting done. Some of that conversation next Tuesday is going to be about some of those possible changes. But I also don't want to make too many changes from what we already have right now because people have already been notified. I don't want to create a mess at the beginning of school. I think that is something down the road that would be something that would help us, but right now I know of 2 or 3 buses that instead of having 45 or 50 kids have 26/28 kids. Those are the ones that we need to look at to get a little more full, but at the same time we have to watch our time so that we make sure we get to the next tier on time.

Mrs. Knoop: Thank you.

Mrs. Padula: Is that the district's drivers' number is that's what's included in the Superintendent's Report?

Miss Albanese: Those are included in that number, yes.

Mrs. Padula: I can see between Zach and Mrs. LaGase I think between 22 bus drivers and monitors were hired. It was one of the biggest departments with appointments this week, so that's huge. I appreciate people working for

the district and this is a huge aspect of obviously getting kids to school and on time. Props to Zach. I know he's not here. It is super appreciated. I know like Mrs. Knoop said with the communication; I know the letters were sent to parents, but if we can communicate that as a reminder. Are the schools fully staffed with secretaries at this time. The secretaries aren't back yet?

Mrs. LaGase: They aren't back yet.

Mrs. Padula: Ok.

Mr. Dawes: Would it be possible for us before school opens to have a quick Special Meeting and meet with Durham so we know and we could put it on the TV so the parents know. I'm very concerned about the kids being on a corner somewhere and not getting picked up because we didn't have enough drivers, or something happened. I waited all last year to hear that everybody was getting picked up and I'm still waiting.

President Hobika, Jr.: I don't have an objection to that. We will endeavor to schedule a Special Meeting.

Mr. Dawes: It can be very short and quick. A quick presentation so that we know, or if we have to hire more people.

Mr. Wester: We have a very busy schedule over the next couple of weeks, but if we could just at least work on a plan of a time that we can get together.

President Hobika, Jr.: We can always have you just appear virtually.

Mr. Wester: We can do that do too, no problem.

President Hobika, Jr.: I'm not sure when we will be able to schedule it, but it may be something that we end up streaming.

Mrs. Padula: Or maybe Zach can present if there is a PowerPoint

Mr. Testa: I called Zach and I stopped down where the small buses are and I met some of the people down there. The way the country is going, it's hard to get drivers, but I believe they are doing great. On the small buses we are in good shape. As far as communication, if there's any way the Board can help you guys and vice versa so that we can make sure our parents and our kids know that we are going to be ok in the beginning of the year. I thought that was a great idea Don said.

Mr. Wester: Again, we have a lot of people working here towards getting their license plus the other ones finishing up towards over the next week. We're getting very close to a very good position. This right now where we are at is manageable and basically this is going to push it over the edge. So, we're getting very close.

President Hobika, Jr.: Number one we are talking about bus routes to and from the school, right? Do we have enough drivers to be able to take our teams to the various events and things like that when there's games scheduled on a school day? How do you deal with that?

Mr. Wester: Some of the planning that we have to put into this is a few extra buses on top of our shortages to make sure that we can cover the sports.

President Hobika, Jr.: What's the plan if for example you have a number of drivers that are sick and unable to drive. What's our plan? What's the plan you have in place for exigent circumstances because I'm sure that our principals will want to hear that because they are going to be the recipient of calls as well.

Mr. Wester: First off is to get to that spare number as soon as possible. We really want to try for a minimum of 5% spares – 6 to 7 percent is much more comfortable. I will say that our team in Utica, we have a pretty reliable crew

that we can depend on. But at the same time we have to count that in, things happen. There are people that may be a day or two late on some clearances so we have to take them off the road, there may have been some people that have called in or gotten sick or something happened. Basically with that, we have Charlotte and Jenn the two in our office that work as the main dispatcher and the router. They are very, very good on how to cut up and fill holes in different buses that we may have available. Right now the reason we don't want to overpack the buses is so that we do have room if something happens. We want to watch what we're doing the first couple of weeks. We are going to be a little more aggressive, but after that it's going to get to a point where we are just going to send out a spare driver or we're going to be able to have room to be able to cut up a bus into a couple buses or a few buses to be able to allow time to get all the kids on time.

President Hobika, Jr.: I just have one more. Again, I want to thank all the parents that have chipped in in terms of bringing their children to and from school. We need to make sure that we get the information out to see if we might be able to get a few more parents at least early in the year while we are ramping up to the full number. I'm not sure how it's been communicated, but I think we need to use the full might of our social medias and our communication; whether it's DOJO or otherwise to see if we can get a few more parents, family, and friends to get our children to school just to give us a margin for error during this first couple of weeks. Based on what you're telling me there's probably going to be a very tight margin right?

Mr. Wester: Yes.

President Hobika, Jr.: I want to thank you for your efforts on behalf of the Board and the district. I'm not sure who needs to do this because we don't have a communications person at this time, but we need to get that information out in as many channels and as many avenues as possible – and in as many languages as possible right? So that we might be able to again, give you a margin for error so that we are not dealing with the chaos at the school if the kids get there or on the way home. Do we need a motion to make sure that the communication gets out there on seeing if we can get parents, family, or friend to maybe pick up some more slack for us at least in the beginning of the year.

Mr. Dawes: I think we can just ask.

President Hobika, Jr.: Who are we asking?

Mr. Dawes: Why don't we ask the Superintendent if he would put it out to the proper people. He would know more than we would.

Mr. Karam: I sure will Mr. Dawes.

President Hobika, Jr.: Ok, then we don't need a motion.

Mr. Wester: I just have one more thing to bring up. We've talked about bus tracker multiple times. That system is set up. We just have to finalize the routes to vote them into the system. We are going to be running it in the shadows for a few weeks at least for into September and then look for an October 1ish startup. We want to make sure that the system is working properly, we're getting the data that we're going to need and all that stuff. I just want to call that out as getting ready to be done.

Mrs. Padula: I have one more question. I have a question and it's not so much regarding the bussing; but if a bus is late to school, are we following the same protocols with keeping the kids after in a room. I know we haven't worked on before care and after care yet.

Mr. Falchi: Yes, that and the messaging before and after school if the bus is going to be late with an ETA...

Mrs. Padula: It will still be communicated like the end of the school year?

Mr. Falchi: Yes.

Mrs. Padula: Thank you.

President Hobika, Jr.: Thank you very much. We appreciate you coming in. We will get in touch with you in terms of a last chance special meeting to bring everybody up to speed.

Mr. Wester: Ok, thank you.

Home Schooling – Alicia Mroz, Administrator for Pre-K and Student Programs

Ms. Mroz presented the Board with a PowerPoint on the steps for Home Schooling.

President Hobika, Jr.: This is just going to be a general overview, right?

Ms. Mroz: Yes, it's going to go through the steps that a parent needs to do when they are pursuing homeschooling for their child or children.

President Hobika, Jr.: But our district doesn't encourage that. We all think our teachers do it better, just saying.

Ms. Mroz: They all do a wonderful job.

Questions from the Board Members:

President Hobika, Jr.: Is this the time to ask whether or not a parent who is homeschooling, they have to test their children? Is this the time to ask that or is it later on?

Ms. Mroz: I'm going to get to that, and I will provide additional information.

President Hobika, Jr.: This sounds like it's very complicated, that's why I was asking. What exactly is the IHIP (Individualized Home Instruction Plan).

Ms. Mroz: That would entail someone per say maybe going into the high school level, going into a program. There are many different online curriculum programs that parents can select from: Time for Learning or there's Pace. There are just very different programs that they can actually purchase, and there are a few that are free.

President Hobika, Jr.: I want to thank you for making the presentation. Does any Board Member have any questions about this?

Mr. Paul: First of all, I'd like to say thank you to Ms. Mroz. I had a parent reach out to me a couple of weeks ago concerned about a few things. I reached out to her and she got right back to them that same day. The parent was thrilled, so I want to say thank you for that. Next my question is, I was looking at the hours and high school is 990 hours a year. Does the homeschools follow the school calendar or is it an entire year? Because if you break it into quarters the math is a little different.

Ms. Mroz: The school calendar is just like a guideline for them, because sometimes it can be overwhelming to see all this information if you're a parent. So they will call our office and we will suggest using the dates that the marking periods end as target dates for their quarterly reports. Sometimes parents will select their own dates as long as it doesn't go over the end of the school year.

Mr. Paul: I guess that was my question; so it goes from the beginning of the school year to the end of the school year. When you're talking quarters, you're talking about academic quarters within the school.

Ms. Mroz: Yes.

Mr. Paul: Ok, thank you.

Mrs. Padula: How many students are currently enrolled in homeschooling from our district? I was just curious.

Ms. Mroz: It keeps growing. I know last year it was 333 we had and we're still adding more and more.

Mrs. Padula: Is this the highest you've ever seen it? Is it related to COVID?

Ms. Mroz: I think it went up like 3 or 4 times the amount. There are a lot of students that are homeschooling, and I had that information. I know so far; we are probably around 120 and we are still growing so there could get more. We are getting letters daily. We are reaching out to families who homeschooled last year that we haven't heard from by letter or by telephone.

Mrs. Padula: I saw it said by like July 1st and then you needed everything by August 15th – if they were to reach out to your office tomorrow will you still accept it? Is there a true cut off? What if they come to you in October?

Ms. Mroz: We still accept them into the program.

Mrs. Padula: Do you alter their calendar by marking period or do they get a little leeway?

Ms. Mroz: Once their letter of intent comes in then we would look at the hours and adjust the hours for the remaining quarters.

Mrs. Padula: Ok. Is this PowerPoint online?

Ms. Mroz: It can be.

Mrs. Padula: I think it's super helpful if we could. It's a really nice document, good job.

President Hobika, Jr.: I do have one question. If you decided that you wanted to homeschool and then you got part of the way through it and you said I don't think I want to homeschool anymore. How does that work in terms of getting back into the district and into the classes and everything.

Ms. Mroz: The parents can simply go back to the school that they were registered at, and they will notify our office and say this is too much for me or its not working out. They can re-enroll into school. The school will get the records we have so far on homeschooling from the parent and keep it in their students' file.

President Hobika, Jr.: Ok.

Mr. Cardillo: What's the passing rate or the success rate for the kids that are homeschooled?

Ms. Mroz: The reports are submitted by the parents, and they do their written narratives, they can do a grade, they can do a summary of the student's progress. We look at the annual assessment. If they choose to do that, that's pretty much an indicator. Say if they didn't do well in math, they went below the 33rd percentile then we indicate that on the report we send out and we let the parent know, we reach out to them and say you have to have some kind of remediation in math if you're planning to homeschool for the next year or so. They will add extra math in there, remedial subject areas and services. If it's in reading or if it's in English, we will also indicate that. Pretty much that is the indicator to us how they did throughout the year.

Mr. Cardillo: What is the graduation rate among homeschooled?

Ms. Mroz: They don't get a diploma. They only get a letter from us saying that they successfully completed the program by submitting in the required documentation.

President Hobika, Jr.: What affect does that have on their ability to apply to different colleges?

Ms. Mroz: I've had parents ask me if they could get a letter stating that from the district that their child has successfully completed the requirements and I've sent them to colleges and they've accepted them.

President Hobika, Jr.: Can you take a Regents Exam for example if you're homeschooling?

Ms. Mroz: Once you homeschool, you are not in the district anymore. You've opted to teach your own child.

President Hobika, Jr.: You can't play sports either right or participate in extra-curricular activities?

Ms. Mroz: That would be maybe at the discretion of the district if there is a policy set in place. That's something that would have to be on the district's part.

President Hobika, Jr.: Thank you.

Mr. Paul: Just one more question. I know we're talking about performance, in the 33rd percentile. What is our recourse if the children underperform? We're seeing a child that's 2 years in a row their underperforming, what's the recourse there?

Ms. Mroz: I would have a conversation with the parent, looking at the areas, discussing how the child is doing that they're not making strides or achieving at the grade level that they need to achieve at. Then we have a meeting and possibly discuss that maybe returning to a school setting might be more beneficial to them at that point.

Mr. Paul: Thank you.

President Hobika, Jr.: Thank you very much for that enlightening report. We appreciate your time and I know it took some time to put that together so thank you.

Michele LaGase, Director of Human Resources, Human Resources Update

President Hobika, Jr.: I do want to mention that she has been doing a yeoman's job (or a yeo person job) because she has had to interview all kinds of people and deal with all kinds of things and all kinds of matters. I do want to say that part of what she's been doing resulted in her and Mr. Falchi issuing memos that are restoring the authority and responsibility of our building principals and also our department heads to guide their ships the way they see fit, obviously within boundaries. Not only that, but they also have the ability to address disciplinary issues on building by building or department by department basis. I think that is very good.

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

Questions from the Board Members:

President Hobika, Jr.: I want to thank you for your efforts. Before I ask any questions, are there any questions from the Board?

Mrs. Padula: Thank you. This is super, super helpful; and anybody listening obviously go to our website and apply. How do we look like in terms of food service, security, monitors, TA's – all those very essential positions to open schools.

Mrs. LaGase: Security I can speak to. Mr. Williams and I have been meeting because he had a target. I think he would like to get 4 additional security monitors as a cushion. With what's in the Board Report tonight, he feels that he can adequately be staffed, and I do have some applications upstairs that he brought in. I would like if Mr. Ferraro would speak to food services because he's been handling that. I don't want to misrepresent. I know he's been working on hiring.

Mr. Ferraro: At Administrative Council last Thursday we gave the principals their rosters for food service. We're roughly down around 15 or 16 monitors and food service workers (people working in the serving line). We are interviewing and looking for applicants every day. A couple come on, a couple leave, people want to move around. We try to be flexible with the hours. Some of them will just work breakfast, some will just work lunch. We try to work around some of their schedules because we do need the people. We're pretty lenient for the most part. We like to keep them on the whole shift, but sometimes it's difficult to do that.

Mrs. Padula: Do you think that we're like in the same position that we were in at the end of last year, teacher's constantly covering lunch.

Mr. Ferraro: I don't think so, some of the rosters I gave principals it really isn't as near as bad as it was last year.

Mrs. Padula: Oh good.

Mr. Ferraro: They did get those rosters. We are hoping to get a couple of more on before then because we put them on as subs prior to coming to the Board to work them into the district before we decide to make them permanent or not.

Mrs. Padula: Ok, while you're up there. Cleaners and maintenance how are you feeling about that area.

Mr. Ferraro: We're in good shape. We have a couple of interview processes coming up in Mrs. LaGase's Office. She's been good with our needs. Again, we've hired 3, 2 have left, we have a couple Assistant Custodian positions that we were waiting on Civil Service for the ok from them to interview. That's in the process for the first week in September. That will fill all those supervisory roles throughout the district. I think we are about 4 or 5 cleaners to go.

Mrs. Padula: Ok, thank you. I appreciate it.

Mrs. Knoop: I just have a quick question. When you say you're filling these positions internally, what does that mean?

Mrs. LaGase: That typically means like for example and that's at the secondary level; it's easier for us to fill at the secondary level because many teachers are willing to take an extra section. Mr. Gifford, Mrs. Palladino, and Mr. Clark have been working with the UTA members. It's particularly helpful especially in areas like math because we need certified teachers who are content specialist. That's critical. Many of those teachers have said I'm more than willing. I want to make sure what needs to be covered is being covered, so I will take an extra section. We're working on that, and we appreciate that. It makes things smoother. We are adequately looking to get full time positions so that our teachers don't have to do that any longer.

Mr. Paul: I had a question in regard to kind of how teachers are placed in buildings. This may be a principal thing; this may be a Mr. Karam thing. I know that when it comes to assignments, we have some teachers that aren't happy with their assignments. When I say unhappy, we have to cherish seniority I would think in this district and honor teachers that have been here for a while. I've had a conversation with a teacher that feels as though he's been leapfrogged in a position. I think that when we look at our honor's programs, those are the programs that we would want our best subject matter experts to teach I would think. When it comes to that, I would think that the more senior person in that position would be looked at first. Would that be correct?

President Hobika, Jr.: Isn't it your best rather than your most senior because sometimes you may have someone...

Mr. Paul: I'm getting there. When I say best, I'm thinking a teacher that has been here over 15 years versus a teacher that has been here a year. Is that how were doing it, or does that makes sense?

Mrs. LaGase: Are you saying an assignment meaning classes that they are teaching?

Mr. Paul: Meaning classes that they are teaching.

Mrs. LaGase: That is determined at the building level by the building principal. What I've been trying to do in terms of new hires; like as I said with the band position. One of our current members reached out and wanted the band position. I explained to him that that's going to leave a huge vacancy at an elementary and asked him if he would do me a favor and stay at the elementary until I can get a replacement for him and then I will move him to that position. What I've been trying to do is with our new hires I've been trying to be open and honest about what's available and asking them what they would like to do – what grade level, whether it's primary or intermediate, if there's a building availability what building they would prefer in an effort to try to not only hire them, but retain them because I know sometimes that uncertainty could be the deciding factor whether they take a job with us or a job with somebody else if they're interviewing at multiple schools. We've been working hard to try to meet everybody's needs. Unfortunately sometimes it's not always possible, but we're trying to do that as best we can.

Mr. Paul: If we're looking at a teacher (these 2 teachers are at the same building), there's no building move at all. Both teachers have been in that building. It's the building principal's decision of where that teacher is placed.

Mrs. LaGase: Yes.

Mr. Paul: Ok, thank you.

President Hobika, Jr.: It is now, I guess.

Mr. Paul: It is now – as of the last meeting.

President Hobika, Jr.: No, as of the 22nd and the 18th; my understanding is that the principals can make whatever moves they need to make based on the memorandums that went out. Mrs. LaGase you seem to be working an immense amount of hours doing all kinds of things. Do you have anyone else in your department that has a human resources background in education aside from clerical experience?

Mrs. LaGase: No.

President Hobika, Jr.: Ok, thank you. First of all, I would like to thank many of the staff, the teachers, the administrators, the parents, and the friends of the district for communicating with the various Board Members just providing us with information that allows us to have better oversight of the district. It seems that you having to sit here and interview all of these people, hire all these people, deal with disciplinary matters, deal with not only populating the schools and everything else. I was thinking that it would probably be helpful because you've been in this position since January. I know that no matter where we put you, you are a very capable individual; but you can only handle so much on your plate. So, I was thinking now that we moved into the year 2022 maybe what we should do is perhaps bring in a consultant or somebody that might be able to help you refine the Human Resources Department and create a situation where if we need to hire an assistant or a deputy or having different people in positions that would provide you with more support so as to better communicate and operate in our Human Resources and Personnel Department. Maybe clarify and streamline some of our processes so that we can improve performance by everybody in the district and also improve morale. I was thinking that maybe we could get a motion of some sort to create an RFQ for someone to come in and I don't want to use the word audit because people will think they're in there to do something. But evaluate what's happening and then put something in place; obviously with your input and experience to report their findings and perhaps suggest some improvements that might improve everybody's lot in life and take some pressure off of you because you're doing a lot of things and you do them well. I thought maybe that might be something that the district might want to do, or the Board might want to do so that we

can get a better handle on everything so that you're not running around having to put out all these fires and we can make it a more efficient process. I don't know if anybody might be interested.

Mrs. Knoop made a motion to create an RFQ for someone to come in and evaluate the Human Resources process. This motion was seconded by Mr. Paul.

Mr. Dawes: Can you explain that? Are we talking about an assistant to help Michele?

President Hobika, Jr.: No, we're talking about someone coming in to basically evaluate the Human Resource process. For example, chain of command, who actually is your boss. Or who is the person that evaluates you. Or who is the person that you answer to or that gives you orders. Or who is responsible for making sure that you show up on time or at all. Or for example somebody whether or not they're doing their job correctly whatever it happens to be, so that we can get some uniform process in place so that there's more clarity and there's less ambiguity. That's what I was thinking about, and I know it would help Mrs. LaGase. How many employees do we have in this district?

Mrs. LaGase: Approximately 1,800. That's without the new positions.

President Hobika, Jr.: 1,800 without the new positions and we got 1 Human Resource lady. It is a testament to her skill and her ability to work, but I think it's unfair to pile all that on one person and not have her supported. I'm not a Human Resource person so I say bring somebody in. We can do something for a Request for Qualifications, and we'll have that person come, evaluate the Human Resource Department. Then we will be in a position where we can create a more streamline approach and we can possibly improve performance, take some of the pressure off of our existing people and do something so that might improve morale a little bit just by having more consistency.

Mr. Dawes: I don't disagree with you, but my first thing would be to ask Michele is that going to help you, or would it help you if you had more staff? What would be your opinion I guess is what I'm asking?

Mrs. LaGase: I guess my question is you use the term evaluate so I guess my assumption is that there's an inference to what's happening in the department is not correct or adequate.

President Hobika, Jr.: Well, I'm using the word evaluate because my vocabulary just isn't good enough to come up with the perfect word. I would say assess, not meaning and as I've said I can't be more emphatic about the fact that I think you're very capable and doing an excellent job. But I'm talking about assessing the overall Human Resource and Personnel procedures and the staffing in that department to make sure that we are giving you every opportunity to be the absolute best that you can be and giving everybody in the district an opportunity to participate in a situation where there is consistent unambiguous application of the Human Resource and Personnel process. That is not casting aspersions on you in any way. I cannot be more clear about that. It's actually trying to assist you in coming up with a better plan.

Mrs. LaGase: Could I just ask, are you looking for the Request for Qualifications, are you looking for a contract service for a specified time. You mention making an assessment, are you looking to have whatever firm and/or individual that is selected through this process hear for a definite period and then reporting back to the Board. Or are you looking for an ongoing position in my department.

President Hobika, Jr.: It may end up being an ongoing position meaning that not that the person is overseeing you. It might end up in a position that you have a deputy. This is more or less trying to refine our process and populate our department so that there's consistent unambiguous application of everything. Like for example we should be having exit interviews. For example, I'm on the BOCES Board and everybody that leaves BOCES writes a letter or sends something. They can put it on a napkin. It gets put into the book that you get each meeting that talks about whatever reasons. You can say anything. You can say I'm going off to sail into the sunset, or I've got a better job, or I have a bunch of beefs – whatever it may be; but it's in the book. My point is that you have so much going on it's hard to be doing interviews, trying to bring people in and then to do exit interviews as well and document all the information. Again, we need to get you some support. I am not an expert in that area, so I'm thinking we can send

a Request for Qualifications out and then we can evaluate that. We will put it together, maybe we will have our Grant Writer do a draft and then our newly formed Personnel Committee will take a look at that, evaluate it, make whatever modifications that are necessary to make to it, present it to the Board at the next meeting. I'm not saying that this is going to happen overnight, but my point is we want to move down the road; we have 1,800 employees, we have a huge payroll, we have all kinds of people with all kinds of personalities and everything else. What we want to do is we want to put our employees whether they're administrators, administrative staff, teachers, custodians, support personnel – we want to put them in a position where they feel that they're in the new millennium of employment. That's basically my perspective on it. It has nothing to do with casting aspersions on you in any way. This is more or less trying to create a new process that's going to be defined, unambiguous and include adding personnel to your department to provide you with the support necessary for you to be able to do all of the things that you do on top of all of the things that you do. Anyone else have any questions.

Mr. Cardillo: Joe, I'm confused. I think you're talking about structure, that's my sense. You keep using the word adequate, I think it's structure. I think what Mrs. LaGase is telling us is that she's been able to do this, and obviously do it effectively based on what we would have an opening here in a couple of weeks. It's been done well. You're talking about spending money.

President Hobika, Jr.: Which we have.

Mr. Cardillo: Well, that's wonderful. I'm going to say something that I said a couple of meetings ago. This is 2022. We got a bushel barrel full of money because of COVID. It's not going to be that way in 2023 and in 2024. You have to be very careful how we spend money being in anticipation of; you have a downturn in the stock market, you've got gas prices that are off the wall, you've got inflation. You're dealing with all this, so you've got to be very cognizant of your budget and what you commit to between now and the next couple of years. It could be a serious situation. One thing is for sure, the State of New York if it's in trouble is going to go back to what they did before. That means they're going to cut money out of the budget and that means we're going to have a problem. So if we just say we're going to get a consultant for this, we're going to get a consultant for that; you're going to start running up numbers. You may have some kind of surplus now, but it will be gone. We may not have that kind of money coming in.

President Hobika, Jr.: May I respond to that?

Mr. Cardillo: Sure, go ahead.

President Hobika, Jr.: I'm willing to invest some money in our Personnel and our Human Resources to provide a better work environment for everybody. This isn't talking about creating a situation where we are going to be spending millions of dollars. I of course would not want to spend millions of dollars, but I would want to spend a few bucks to figure out a way to create a better work environment for our employees and improve morale and spirit which is obviously the absolute purview of my esteemed vice president here. I think that would be a good thing. I'm not creating a situation other than just thinking that we need to bring somebody in to assess the situation and perhaps come up with some recommendations to streamline things, make things a little bit more unambiguous and provide perhaps again, I'm assuming that 1,800 employees and one professional in the Human Resource Department that does not make a lot of sense. I don't think that if you went to any other private company or public company where they had 1,800 employees, they've had one person making these decisions. That's my perspective on that. Anyone else what to weigh in?

Mrs. Knoop: I just had a couple things. When you're talking about having somebody come in. I think it's really important what we're seeing. Yes, we did a great job and Mrs. LaGase did a phenomenal job recruiting, but we had 15 teachers resign and we only had 8 that were hired: that's negative 7. I know she's working hard. I also know that I've sent emails and I don't get a response. I know that Mr. Falchi has responded for you when I'm asking for policies and exit interviews, which I found out don't exist. Then I was told...

Mrs. LaGase: No, that's not correct. You emailed and that email went to Members of the Board, went to myself, went to Mr. Falchi and other members in the district, the Superintendent. That email was responded to initially on

behalf of the concerns; Mr. Falchi sent that correspondence and then Mr. Lalonde our Labor Relations Attorney sent the response on behalf of everyone. You and I had I believe maybe 2 other email exchanges regarding matters in which I've responded. In terms of the exit interviews, there is an exit interview form. That exit interview form is sent out after the Board takes action on any resignations. I believe that Mr. Lalonde's response to that 2nd email response outlined what his recommendations in conjunction with our School Bboard Attorney in terms of the access to those exit interviews as part of the personnel record would be brought to Executive Session. That explanation was in that email.

Mrs. Knoop: Do you have any of the exit interviews. Have the principals, have the teachers, anybody received an exit interview?

Mrs. LaGase: They've all been mailed out and I have received I think from this last Board Meeting I want to say two received back.

Mrs. Knoop: Do you have the keys and the computers from the principals that have left our building.

Mrs. LaGase: I was not responsible for securing that.

Mrs. Knoop: Ok, so whose job is that?

Mrs. LaGase: At this point in time those procedures are something that we've been discussing internally trying to have a policy so that it's consistent across buildings.

Mrs. Knoop: Right now we have people that no longer work for our district that have keys to the buildings and computers.

President Hobika, Jr.: We don't know that do we?

Mrs. Knoop: Yes, we do.

Mr. Paul: Yes, we do; we know that.

Mrs. Knoop: That's a safety concern, so while this work is great, and I want all these students to have as many teachers and I give you so many kudos for that. But there's other things too that are falling to the side that needs to be fixed.

Mrs. LaGase: The employee that you're referring to was instructed to turn those in prior to the employee leaving for the last day of work which is the standard procedure. The employee did not turn those in. Typical procedure is if the employee does not follow through with the request to return those items to the district, then at that point the district would send a letter to that individual requesting those items. If we didn't receive them, then we would be talking with our Labor Relations and our School Business Office about the loss of those items and the failure of that employee to return those materials.

Mrs. Knoop: Has the letter been sent out?

Mrs. LaGase: It has not to date.

Mrs. Knoop: I guess those are my concerns. It just doesn't sit well when we have those issues like this happening. We don't know and we just can't assume that everybody is happy that they left. We can't assume that these people have keys to the building, and we have students coming in the building, we have faculty that now returning to the building.

Mrs. LaGase: I'm not assuming anything. In fact often times what is indicative of why an individual left and what their perspective was when they left is their letter of resignation. We read each of those to determine what they've indicated and outlined in that letter of resignation. Whether that be that they state a reason, don't state reason, that they indicate in that letter of resignation their pleasure and/or if there is a concern with their employment that would be indicative of why that employee was leaving. We read those very thoroughly as part of the personnel file. Obviously if an exit interview form is returned to us, we review those as well for any comments.

Mr. Paul: I have a question. Maybe as we look at this consultant, we are trying to figure out how efficient is this district. Where our shortcomings are, where do we stand really tall. I think that if we allow a consultant to just really look at how this district is run not who runs it, but how it's actually ran. I think that we will see that we have some concerns here and there not your concerns alone, there all of our concerns. I think that we will see that we can get some help in the HR Department if we need it. They may say we don't need it, but I guarantee they can show us where we're coming up short or we're standing tall. We can address it that way as opposed to speculating all day and all night about what's right and what's wrong here, whether or not somebody left here happy or sad or mad or angry if our process for getting equipment back from an individual. At least the district is adequate. I think that if we allow that process to work through, we will have a much better feel for this district. I believe that the morale in this district will improve. This isn't a slight on you at all, this is a district that we love and a district that we feel will do much better once we can get our arms around a lot of the things people have talked about.

Mr. Dawes: If Michele came in and said I'm buried; I can't do this and I can't do that, and I can't get this done I'm sorry. In the last probably month and a half maybe 2 months hired probably 100 new people and lost as many in every other school district. If she asked for help, I would be the first one in line to give it to her. I don't know if we are forcing something down her throat that she really doesn't need or feels she doesn't need right now. That's my whole thing Mr. Hobika.

Mr. Paul: I just heard Mrs. LaGase say she was here until 6:30 and on the phone until 8:30. She's just the HR Director; there are a lot of teachers that are doing the same thing, there are a lot of other staff that are doing the same thing. Is it because she wants to do it? I'm sure a work/life balance comes in to play here and she'd like to be home doing whatever she wanted to do when she is supposed to be off. I don't think that she's going to ask, because that's not a person she is she does her job.

President Hobika, Jr.: She doesn't really ask for help.

Mr. Paul: She's going to do her job.

President Hobika, Jr.: Right. She's going to do whatever it takes because that's just the way she is. She's does that in every position that she's in.

Mr. Testa: Several issues have come up and I listen to what Michele is saying. I really know the job that the principals do, I know what our administrators do. I get where you're going with some of this. I just wish that we would have a retreat as a Board and talk to each other and try to work on these things together. This is what I heard last year, let's work together and maybe we can do this. I would love to have a retreat and that the input of the Superintendent and input from the administrators are very important.

President Hobika, Jr.: I'll mark that down on my list of things to do. In the meantime, we are going to be taking about the situation with the Request for Qualifications for someone to come in and assess our Human Resource and Personnel processes and evaluate it for whatever we might need. Again, I just want to be clear on the record that this is not any slight or allegation against Mrs. LaGase. I think she does a fantastic job at whatever position she's been in.

Mr. Testa: I just want to finish because I wasn't done. The bylaws are in here. As Board Members, each one of us have rules we have to go by. Basically, that's why we need to talk. We need Joe to sit down and work together.

President Hobika, Jr.: We are working together, right here.

Mr. Testa: If you want to get her help, fine. Right now I just wish we would take time and look at this together that's all.

President Hobika, Jr.: All we're doing is requesting that a Request for Qualifications be put together to have someone come in and assess our Human Resource and Personnel practices and policies and the department itself whether or not we need additional employees or whatever it happens to be. I'm not really sure how that's anything other than just voting to put one together. Then once one is put together, we will have a vote on whether or not it's going to be implemented. At that point, everyone can weigh in again, and we will be working together on that.

Mrs. Padula: Is it just HR?

President Hobika, Jr.: At this point, yes. What are you saying?

Mrs. Padula: I worry about if God forbid something happens to Mrs. LaGase, then we're left with that department. But if you look at other administrators, they're left on an island too.

President Hobika, Jr.: I understand, but we know right now that the Human Resources and Personnel policies lack of clarity in terms of chain of command and things like that. We've had communication amongst all of us that there needs to be improvement. My thought is let's bring somebody in to evaluate it and assess it and we'll put together a Request for Qualifications and then we'll issue it. Then people can make presentations and we can decide whether or not we actually want to move forward on it. There are people that don't think its necessary or a good idea and that thought prevails then that's what will happen. Anybody else have any thoughts or questions before we move the question?

Mrs. Knoop made a motion to create an RFQ for someone to come in and evaluate the Human Resources process. This motion was seconded by Mr. Paul.

Mr. Cardillo	-	No
Mr. Dawes	-	Abstain
President Hobika, Jr.	-	Yes
Mrs. Knoop	-	Yes
Mrs. Padula	-	Yes
Mr. Paul	-	Yes
Mr. Testa	-	Abstain

President Hobika, Jr.: Mr. Testa what is your reason for abstention?

Mr. Testa: Because I'd like to talk about it that's it. Basically we have to find out. As far as a Board what we do, this is new for me, I'm learning and the other Board Members here I'm sure they're getting input on some things. I would just like to think about it some more that's all.

President Hobika, Jr.: I understand. You're going to have plenty of opportunity to think about it once the RFQ is put together and put in front of you and scope it and all that. Then we can move forward or not, depending on what's going to be. Here's one of the problems. As much as we'd like to sit in a room together and discuss this, our positions on this Board actually require us to have this discussion in the presence of the people. That's what we're doing.

Mr. Testa: This is a new idea that you had and I'm first hearing of it tonight, but other Board Members have already known about it this week so I'm sure...

President Hobika, Jr.: I've been talking about this for a long time. It's ok. I think we did have some discussions about Personnel about that earlier in the week, maybe that was on something else. This motion passed so now we will create a situation where we will have a Request for Qualifications to audit the district's HR practices and report the findings and suggest improvements.

Mrs. Padula: Audit?

President Hobika, Jr.: Ok, assess, evaluate. I kind of want to use evaluate. If anyone wants to consult the Thesaurus for a non-offensive word that I could use.

There being no further discussion; **motion carried (4-yes/1-No/2-abstain).**

COVID-19 Protocol Update – Michael Ferraro, Director of Support Services

Mr. Ferraro provided the Board of Education with the COVID-19 Protocol Update for the opening of school.

Questions from the Board Members:

President Hobika, Jr.: Mike can I just ask you something. Is there much of a change for this school year?

Mr. Ferraro: Not much.

President Hobika, Jr.: Versus what we went through last school year? What are the highlights of it?

Mr. Ferraro: The highlights are basically the quarantines. There is really no more quarantine if you've been exposed. Now they just want you to wear a mask and continue to go about your business.

President Hobika, Jr.: Let's just be clear about something. If you have a fever, you are not welcome at school, correct?

Mr. Ferraro: Correct.

President Hobika, Jr.: If it were this building or wherever else, right?

Mr. Ferraro: Correct.

President Hobika, Jr.: So, if you have a fever no matter what you're not....

Mr. Ferraro: All the same procedures are in place. If you're symptomatic, if your COVID symptoms, you have to go home and be tested. You have to be fever free or symptom free for 24 hours prior to returning.

President Hobika, Jr.: Is it the fever that's going to get you sent home or is it the other stuff?

Mr. Ferraro: The focus this year is the fever, but if you have other symptoms they are still recommending; again, it's all recommendations.

President Hobika, Jr.: So, if you have the fever you're not coming to school. If your fever broke and it's been more than 5 days, then your child can come back to school?

Mr. Ferraro: It depends. Did you test positive, or you just have a fever?

President Hobika, Jr.: Let's say you tested positive, and you've been home for 5 days.

Mr. Ferraro: If you're still symptomatic you cannot return. You stay out until your symptoms are gone.

President Hobika, Jr.: When you're talking about symptoms because everyone was upset last year because we were making people stay home for 10 days right? The students would have to be home for 10 days on top of their illness.

Mr. Ferraro: If you tested positive last year, the 10-day isolation was really because you had to wear a mask for the entire 5 days after that. But they still had social distancing guidelines then which they've taken away now.

President Hobika, Jr.: What are we doing now? You have to test negative before you can come back to school or are you saying you can't have a fever and you have to wear a mask. What is the plan?

Mr. Ferraro: If you go home with a fever, so called fever or slight fever or there are a couple other systems.

President Hobika, Jr.: Elevated temperature.

Mr. Ferraro: Right. You're going to want to test, or if the fever is gone after 24 hours they can return.

President Hobika, Jr.: Right.

Mr. Ferraro: Again, some of the stuff is hard to verify but that's the guidance.

President Hobika, Jr.: We're still checking temperatures on the way in, right?

Mr. Ferraro: It's not required, and it's all been eliminated. There is no more screen testing, there's no more temperature checks, there's no more quarantines. If I am exposed to somebody...let me be clear, we only got this yesterday, so we still have to work with the Health Department this coming week to get some answers on some of this stuff. It's still cloudy like normal.

President Hobika, Jr.: Would it be a good idea I guess at this point once you kind of parsed it down with the Health Department to maybe put together a little video presentation that we could put on our various social media talking about it so that parents, teachers, and staff are aware.

Mr. Ferraro: Typically we'll send a chart out like this. We send it to all staff after we review it and make sure some of the stuff is doable. Some of the guidance in a district our size is sometimes not doable just because of spacing, large gathering, oversized classrooms, whatever. I know you want a video, but typically this is better.

Mrs. Pedula: I think you should do a Facebook live and we can record it we can stream it on Instagram too.

President Hobika, Jr.: Yes, you can do a Facebook, yes.

Mr. Ferraro: Let me go over some of the highlights where we are probable going to be when we start school. It's going to be a 5-day isolation. It's going to be if you still have symptoms on the 6th day you're not coming back. You're going to wear a mask if your symptoms are gone on the 6th day. You're going to wear that mask for 5 more days unless you take 2 antigen tests and provide us with those that they're negative. This will change probably in another week. Once we talk to the Health Department, we will put a chart together like this we will post it online and we will send it home in the mail like we normally do. That way we can get it translated.

President Hobika, Jr.: Those are the state requirements correct?

Mr. Ferraro: Yes. Basically, throwing some emails back and forth with State Health today, it looks like they are just going to tell you that they are going to stay in line with CDC from now on for the most part. So whatever they come

out with they will probably stick with what they're given. If you're vaccinated, you're still going to isolate, before they would tell you that you could test positive...you could wear a mask. Some of that stuff is all going away. Again, a lot of it isn't final. We're going to try to take care of it this week and get it out to everybody and all staff hopefully by the end of the week. If not, hopefully Monday. Again, this came out on Monday (yesterday) and we will try to work out the kinks like we normally do. We take every case by case like we do with the principals. They communicate with my office with every single case or scenario we have in the district, and we work through them to make sure we're not isolating or sending somebody home just to send them home. We do go through every scenario or person that has been affected by close contact or a sibling case by case. The principals can attest to that because we don't want kids sitting home just because it's easier to send them home because they've been in close contact. We will send a simple flyer home.

Mrs. Padula: Can we talk about breakfast and lunch. Is it going to be regular or putting it in these boxes inside a bag and the kids carrying the bag.

Mr. Ferraro: Breakfast and lunch we started at the end of the year was through the serving line as normal.

Mrs. Padula: So there is no bag?

Mr. Ferraro: I think it was in May we went back to going through the lunch line.

Mrs. Padula: How many kids at a table? Is that back to normal?

Mr. Ferraro: There's no social distancing, that's all gone. Currently we are installing UVC – these are circulating air movers in each classroom, and they actually kill the COVID-19 and flu viruses.

Mrs. Knoop: How are the schools chosen?

Mr. Ferraro: We had Emmony Engineering come in. They are a mechanical contractor and we made them do an assessment of the district. We did the worst I guess units in the district in order – deficiency wise. Typically, it's the oldest units. It was Proctor's academies; Albany two story addition and Jones I think it was the kindergarten wing (we call it the library wing) and then we are going to do the 2-story next year. We tried to get the whole school done, it was just impossible to do that and get the whole buildings back together. We're going to be working 2nd shift throughout the breaks to install those throughout the school year. That's how the schools were chosen. Some of those schools were the earlier projects and Capital Projects or they weren't up for replacement through SED on those units. Some of them have 20-year life spans and there are lot of regulations that we have to follow.

President Hobika, Jr.: That's some razzle dazzle right there Mike.

Mr. Ferraro: Yes, it's good stuff.

Mr. Paul: Do we have a decibel level just from a noise standpoint.

Mr. Ferraro: If you had this on in a room, you couldn't even hear them. They are built for classrooms.

Mr. Paul: Thank you.

Mr. Testa: I just want to thank Mike for all of the work he did this year. As far as the staff and the paving – that looks great in the schools. The only issue I hear a lot is with the air quality. Sometimes the air conditioning in some schools – some classrooms are hot, some are not.

Mr. Ferraro: That's part of this project is air quality. Every classroom in the district has been assessed and every classroom will get that air quality upgrade they need. It's not just classrooms, we have some deficiencies in the hallway air movement, some of the gym spaces and stuff like that. We are working on that with reason.

Mr. Testa: Ok, thank you Mike.

Mr. Dawes: Mike I have a question. We had that discussion at the last Buildings and Grounds Meeting; the windows not opening or not working properly to open. Have we worked on those this summer.

Mr. Ferraro: We are in the process now, the Superintendent and myself have had some conversations about some projects that we are in the process of doing now. There are some window replacements at Albany and Columbus. We've got some tile work and lighting work at some buildings. We are assessing all that and we are getting all that together for the next round of projects to do. So, yes Albany, Jones, Columbus – some of the windows that didn't get replaced under the Capital Project because they weren't up for replacement are now up for replacement and we're going to do that going forward.

Mr. Dawes: So they will be able to ventilate their room?

Mr. Ferraro: Ventilate the rooms, open the windows; we're working on it.

Mr. Dawes: Thanks.

Mr. Ferraro: We will post one of these pamphlets online too so everyone can see them.

President Hobika, Jr.: I know, there was one thing I had asked you to address, and that was that issue of what the districts process is for obsolete equipment. Someone had raised that. We have it in our Superintendent's Report.

Mr. Ferraro: Depending on what equipment or what department. My department I'll give you. If it's equipment (truck, lawnmower) obviously when equipment gets to a certain life span you really can't put any more money into it. At that point we determine if it's no longer a useful life. We put a request in with make, model, and serial number and a district tag which they all have, and we send that to Miss Albanese's Office and that goes into the Board Packet. Once you guys Board approve that it comes off the inventory role.

President Hobika, Jr.: Where does it go?

Mr. Ferraro: It depends. Some of it if it's useful parts, but you can't afford to repair it; say you have a blown block in the engine. We use Auction Internationals, they're a municipality auction that every school district in the state uses and that's typically what we do. Some of it we'll just use for parts ourselves. Say we have 2 equal lawnmowers and one blows a transmission, we will keep the lawnmower. We still have to obsolete it because it's no good, but we'll keep the lawnmower for parts.

President Hobika, Jr.: Cannibalize it right?

Mr. Ferraro: Yes, and that's typically what we do.

President Hobika, Jr.: Say it will be in there laptops or....

Mr. Ferraro: Those are by school.

President Hobika, Jr.: What do we do with those? They're not really usable anymore.

Mr. Ferraro: They will go to a certified recycling center because the hard drive has to be wiped per New York State Law. We just can't bring them down to Herkimer Waste, we can't try to sell them. You have to send them to a certified recycling center. When we give them to them, we take a log like we give for obsolete. We get that log back from them with a certification for each one of those devices. They are certifying that everything that everything has been wiped.

President Hobika, Jr.: Ok. Then it comes back to us, or they're thrown out?

Mr. Ferraro: Part of the recycling process is that it costs money to wipe the hard drives, so basically it's a swap. They wipe the hard drives and they keep the obsolete equipment. Most of it is junk anyways when they get it. But our main concern, my main concern is that the hard drives are wiped because they're still a lot of data on those when they turn them in.

President Hobika, Jr.: Ok, thank you.

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 did want to ask you a question. Every month we get our Superintendent's Report and at the end of it, there's a thing that says recommendations of the Committee on Special Education.

Mr. Simpson: Yes.

President Hobika, Jr.: Basically it just looks like a lot of letters and numbers and codes.

Mr. Simpson: I can explain those to you, that's no problem. I can even put something in the Board Packet.

President Hobika, Jr.: Could you put something in the Board Packet so we can become a little more...

Mr. Simpson: Yes. Those were recommended by the Board years ago and whenever we hear a meeting or an Annual Manifestation or whatever for it to become official it has to go through the Board for approval. Then the parents get a letter that says it's been official.

President Hobika, Jr.: Perhaps you can send us an email version of this slide as well. Number two, we're short social workers. We have 13 buildings, right?

Mr. Simpson: We do.

President Hobika, Jr.: And we don't have enough social workers at this point from what I understand.

Mr. Simpson: No, we're covered sir. We're covered with social workers. This is one of their positions. Every building has social workers in them.

President Hobika, Jr.: They do?

Mr. Simpson: I believe Mrs. LaGase hired 7 of the 14 (new positions).

President Hobika, Jr.: New positions. So we're going to have enough?

Mrs. LaGase: Yes.

President Hobika, Jr.: I stand corrected.

Mr. Paul: You said once consent is signed, you have 60 days.

Mr. Simpson: Yes.

Mr. Paul: What if you don't get consent meaning you have someone pushing for the service and they're not getting a response.

President Hobika, Jr.: What do you mean?

Mr. Paul: Meaning if you have a parent, say you have a professional staff member asking for services or referral so to speak and they're not getting that response. We're still waiting 60 days.

Mr. Simpson: No, it's only 60 days from signed consent.

Mr. Paul: We down the road we keep the kid as long as we can....

Mr. Simpson: No, no way. We have a procedure in place in the Special Education Department. We also have a liaison assigned directly to us that tracks these consents. So, if we send a consent out on Monday, if we don't get the consent back next Monday, she starts making the phone calls.

Mr. Paul: Ok.

Mr. Simpson: So she makes 1 – 2 phone calls. She meets with me every week and she says I still haven't gotten these. Then I decide that she needs to go and make a home visit. We also enlist the help of the buildings too because the buildings sometimes see the parents that we don't, so we will enlist them. But we track down these consents as much. Very rarely do we get one back that says no I don't consent, but we do. In a case that this happens, I will have the Chairperson call and we will try to explain the process better to the parent and say look this is what we want to try to do. It works most of the time.

President Hobika, Jr.: Mr. Simpson, we have how many special education students in the district at the present time (approximate)?

Mr. Simpson: As of yesterday, I think there 1,089.

President Hobika, Jr.: Let's say we have almost let's say 2,000 using round numbers.

Mr. Simpson: Yes.

President Hobika, Jr.: And we have 6 clerical staff. We have 3 administrators; one would be you. Who are the other 2?

Mr. Simpson: Mrs. Falchi is in my department.

President Hobika, Jr.: She just came in.

Mr. Simpson: Yes, she just came in. There is Corinna Pelkey. She's the Administrative Chairperson.

President Hobika, Jr.: She is the chair of the.....

Mr. Simpson: She is going to be Chairperson of elementary schools. Then I have 2 social workers who are dedicated Chairpeople; one is for preschool CPSE and the other one is for secondary.

President Hobika, Jr.: Ok.

Mr. Simpson: We are thankful that Mrs. Falchi came on board and Ms. Pelkey.

President Hobika, Jr.: It seems like this is a very highly complex area, right?

Mr. Simpson: Yes, it is.

President Hobika, Jr.: And it's not a cookie cutter approach for any student, right?

Mr. Simpson: It's the nature of special education to the individual.

President Hobika, Jr.: Right. I guess the question that I have is what is it that we could provide you with that might streamline our systems, grease the skids in terms of trying to maybe move things a little faster and more efficiently. Also allow for clearer and better communication between our teachers, our TA's and whoever else interacts with these children at the building level. Based on your experience, you've been in this position for what a couple of years now.

Mr. Simpson: Going on 5.

President Hobika, Jr.: What is it that we could do that would make things a little better for everybody concerned; especially the kids.

Mr. Simpson: I just want to say that administratively my department is at pre-pandemic level again.

President Hobika, Jr.: Was that pre-pandemic after the cuts that we had from...

Mr. Simpson: Oh yes. We're back as far as administratively goes and with those 2 social workers that help us out. Regarding Chairpeople I have the staff now that we need to reach out effectively to buildings to answer questions, to reach out to related service personnel and schedule these monthly meetings which we are going to have with related service personnel with Mrs. Falchi. We are good there. I'm excited for next year going forward with what we have.

Mr. Paul: I have a question Mr. Simpson. Pre-pandemic staffing – would it be safe to say that post pandemic needs are higher than pre-pandemic needs?

Mr. Simpson: Yes.

Mr. Paul: So, should our staffing be better than where we were prior to the pandemic?

Mr. Simpson: Well, actually now that we have (and I hate to keep going back to Mrs. Falchi) but we have a person charge of character education, social emotional learning, and mental health awareness and we're implementing a multi-tiered system of mental health supports in the elementary. Mr. Paul you hit the nail on the head there, so that's good.

President Hobika, Jr.: That's only one person, right?

Mr. Simpson: Yes.

President Hobika, Jr.: That's the policy implementation, but the actual rubber meeting the road, we probably need to take a look at that. Because I mean everyone being home, the virtual schooling, the lack of socialization, the lack of discipline. That has had a significant impact on all children, not just special education children, right?

Mr. Simpson: Yes.

President Hobika, Jr.: And all children meaning throughout basically the state.

Mr. Simpson: Absolutely.

President Hobika, Jr.: So, would it be something that we might want to look at to see what we can do.

Mr. Simpson: The first thing that I would like to do Mr. Hobika is finish hiring those other 7 social workers.

President Hobika, Jr.: Yes, we're working on that.

Mr. Simpson: Yes.

President Hobika, Jr.: Mrs. LaGase can have that done by the morning.

Mr. Simpson: Oh she will, I guarantee it. What the social workers provide from my department is where like you said where the rubber hits the road. It strains the social workers because there's only one per building. So now, when we start getting this, we can have the social worker do the psych counseling that they're supposed to be doing in the schools, as well as help the entire school with the social emotional...

President Hobika, Jr.: It just seems like there are a lot of kids that have emotional issues or behavioral issues, let alone educational issues. The regular staff might require more attention to them to their situation with that student. The question is that do we have enough clerical staff? Do we have enough professional staff? Do we have enough administrative staff? Should we be looking at this because obviously the cohort of kids that went through the pandemic and the virtual learning, they are going to be with us for the next number of years and they've all felt the impact. I'm sure at some point there's going to be a discussion on our reading and math scores or whatever it is. At some point we are going to learn about that. Also the issue of emotional and mental health issues.

Mr. Simpson: And we grow; and the Special Education Department grows.

President Hobika, Jr.: Right.

Mr. Simpson: As we do grow, we assess our needs.

President Hobika, Jr.: And I guess the question that comes up is, is there a dialogue between the building teachers (the people that are teaching the kids in school) that are observing the behavior everyday and your department. Exactly how does that information flow, because one of the concerns that we've had over the past year or so (or it's been longer than that). In reality it has come more to light is that there just doesn't seem to be information flow going back and forth where someone can feel free to convey information and then have a professional debate on something. I guess the question that comes up is can we get to a point where there can be a dialogue between the building staff and the department.

Mr. Simpson: There has to be, you're absolutely right.

President Hobika, Jr.: Awesome, fantastic.

Mr. Simpson: That has to be a priority.

Mrs. Padula: I just wanted to reiterate the importance of the support inside the classroom too with TA's. I know Mrs. LaGase is working extremely hard in filling those, but I think the teachers need to have the support inside the classroom as well with that additional staff. I know that we struggled in that area based on hiring, but I'm hoping this year it's a little bit better.

Mr. Simpson: We're in constant communication with Mrs. LaGase as far as TA's goes. I totally agree.

Mr. Paul: Who's currently involved in determining the SEL needs of our students?

Mr. Simpson: The social emotional learning needs of our students? I have to say they're not in charge of that, but the classroom teachers they are the front lines in this. Classroom teachers see something like that and to see the kid in the class that a student is not doing well and there is something go on. They would enlist the help of first the building principal and the social workers and the guidance counselors that are there. We have the support staff now and we're starting to implement a Social Emotional Learning Program and a multi-tiered system of support; tier 1 this is what you do. Tier 2 if you're talking about mental health, social well-being – this is what you do. Mrs. Falchi flush these things out. I'm excited about that because I know the need and I see it. I see it when the referrals come in. We finally I think have the staff down there and we're starting to get the support staff.

President Hobika, Jr. We have one additional administrator.

Mr. Simpson: Two sir.

President Hobika, Jr.: Two, ok. We may need to figure out because I mean our impetus this year is on the improvement of the mental health of our kids, right?

Mr. Simpson: Yes, it is.

President Hobika, Jr.: You're going to be the tip of the spear so to speak.

Mr. Simpson: Yes, sir.

President Hobika, Jr.: We are here to support you and we want to give you what you need in order to allow our teachers, our building troops. That's what I'm hoping we can ultimately accomplish. I appreciate you coming in again. I kind of like having you here. You have a great personality and I enjoy it. Thank you for coming in tonight.

Mrs. Knoop: How many students with an IEP require mental health services?

Mr. Simpson: Counseling services I don't have off hand. If you're talking about specific counseling (psychological counseling services), that a parent signed off on; there are more in the middle schools. There might be 15-16 at an elementary school, but when the middle schools come around, we have 160. The high school since we have 4 or 5 (5 actually) social workers now, that's where you see a lot of what we call IEP psychological counseling. Mental health needs as far as the whole district goes, yes that's on the rise as well. I think it affects our special education cohort more often times the regression after remote learning. Yes, I see a very big need for that.

Mrs. Knoop: Another question I have, last presentation you said pre school and elementary IEP's you had 1,088 per year. How many require speech and of those students, how are they broken down? How many people are these therapists responsible for?

Mr. Simpson: A speech therapist's maximum number of students is 65 as per state regulations Part 200. I don't know off the top of my head what it is. We are covered now, we have it. But what the issue is that the incoming kindergartners tend to need speech more as you progress through school. Incoming kindergartners will need speech and will get less and less until they get to the high school you don't really see it. That's where our needs are. Some of our more involved students they have speech therapy more often than others. What I do and thankfully Mrs. Falchi is going to do here is that we spend the first days back drawing up our schedules; August 31st and September 1st. That's what we do.

Mrs. Knoop: You also said too is that they have to travel to Notre Dame and Charter, so we share them with those schools as well.

Mr. Simpson: Yes.

Mrs. Knoop: How do we ration that?

Mr. Simpson: We meet again like I said the 31st and the 1st; we're going to meet with the related services and start working on their schedules. It has to do with caseloads, and somebody has to be able to go over there and have space in their schedule to go to Notre Dame and to Charter. We provide CSE responsibility for those 2 schools.

Mr. Paul: Real quick, I just want to jump in. You spoke about kindergarten. Are we providing kindergarten screenings before the start of the school year?

Mr. Simpson: The building principals might do screenings; we don't screen for special education before then. What happens is preschool students we'll put in either special education referrals or their pediatricians will recommend early intervention services. The students with a preschool IEP will then be transitioned into our schools with an IEP meeting. That's where those come in. I don't know if that helped a lot. I can do a preschool presentation.

Mr. Paul: The reason I asked the question is when my daughter went to kindergarten, I was afraid that she was not going to get into kindergarten because she didn't want to talk to the kindergarten teacher. I actually called my wife and said this. She graduated college with honors so she's very bright, but those kids that don't go to pre-k (she didn't go to pre-k), how do we find out where they're at before they start school. How do we know if they need these services prior to them attending school if they're not screened until they get there. Then we have to start that process and now we're taking 60 days and...

Mr. Simpson: I'm sorry to interrupt you Mr. Paul I just want to say no we don't allow that 60 days. It could happen. If a 5-year-old shows up to school and there might be an issue with that, then the building principal is going to call me and we're going to see what we can do with this. Not all parents, like I said send their kids to preschool, they're just not going to do it. We have to kind of assess that.

President Hobika, Jr.: But it's a good idea, right?

Mr. Simpson: Oh yeah 100 percent, yes. Then we have to assess them in kindergarten and sometimes like I said it could be a general screening. You have to be careful; you just can't screen one kid. You have to provide it to the entire class, but we can do a general screening in the classroom and see that way. Or if there is some sort of an obvious issue especially with speech. Like you said, a student/child is not speaking, then that's something that we would hear about. The building principal would tell us.

Mr. Paul: The flip side to that what if we had a kindergartener that is above age for that grade level, a 7-year-old.

Mr. Simpson: Again, they need to be assessed. I think that may be a question if it's a regular ed student more for another department, but I think a 7-year-old would start in first grade.

Mr. Paul: No, say have a 7-year-old that's actually in kindergarten who hasn't progressed beyond.

Mr. Simpson: If that student hasn't progressed then it's definitely a referral to me. Absolutely 100 percent.

Mr. Paul: Ok.

President Hobika, Jr.: We might want to have a workshop with Mr. Simpson and some of his staff.

Mr. Simpson: Not live hopefully.

President Hobika, Jr.: To maybe get it drilled down into some of these more technical questions.

Mr. Simpson: I would be happy to.

Mrs. Knoop: I do have a question regarding the pre-school kindergarten screening. There was a meeting in June regarding these students and their placement and it looks like you guys just had a meeting again last week to re-

evaluate. I'm wondering how that re-evaluation process happens if these students are not in school and there is not a screening happening.

Mr. Simpson: I can't speak to an individual student, but I don't know if you mean a screening or a meeting. Some students the psychologist or the social worker may have felt that their placement was too restrictive. If we see a kindergartner going into a placement that's too restrictive, we don't want to put them there. We want to see them in the general education curriculum as much as we possibly can. I review all of the incoming kindergartners because like I said the most intense services. So when I review them (I'm not going to say a name), if I see or suspect that a student is in too of a restrictive environment, I'm going to call in my social worker and a chairperson to go over that with me and say is this really the best place. Let's take a look, let's meet with the parents again and see if we can get this kid more involved in a regular education curriculum which is what we are required to do.

Mrs. Knoop: Ok.

Mr. Simpson: That could be what you're talking about.

Mrs. Knoop: I'm looking at a recommendation to be put in a 13:1:1 and be removed from a 15:1.

Mr. Simpson: That's exactly what I'm talking about. I look at them and say 12:1, let's see if we can get this student more involved in the regular ed curriculum.

President Hobika, Jr.: Can I just ask a question. You make the decision, so you look at someone's file and you're the one that makes the decision? There's nobody else?

Mr. Simpson: For the incoming kindergartners, yes. I want to see those incoming kindergarteners.

President Hobika, Jr.: Ok.

Mr. Simpson: I don't make it myself, obviously I'm not a psychologist; but I'll bring in a psychologist and we'll review them together if I suspect something.

President Hobika, Jr.: Sure, thank you.

Mr. Paul: Can you tell me if all of our students that need speech therapy are receiving those services.

Mr. Simpson: All students are receiving speech therapy services for next year that have it on their IEP.

Mr. Paul: On their IEP. So, if it's not on their IEP?

Mr. Simpson: Then they don't get it. Nor can we bill for it, nor can we get reimbursement from Medicaid.

Mr. Paul: I understand that. Just thinking about kindergarteners and a young person needing speech therapy, I just want to know if we have enough personnel that's able to give them the speech therapy, if we're fully staffed.

Mr. Simpson: At this point, yes.

Mr. Paul: I know that we're actually kind of giving up our services between 3 different districts, Charter, and Notre Dame. Do we have enough services providers that are proportionate enough to our children in those schools.

Mr. Simpson: Can you say that again.

Mr. Paul: Do we have enough service providers or mental health providers that's proportionate to the number of students in the school. Meaning I'm not going to see 10 at Jones and 1 at Columbus. Just by the number of students that need the services per school.

Mr. Simpson: For example Jefferson has 2 speech people because they have that many students there. Again, the speech people, the OT's the PT's are going to get together and start making their schedules and they're going to make sure everybody is covered.

Mr. Paul: When we're looking at classrooms, Tennille was talking about the ratio. Are we seeing where we're mixing maybe 12:1's with 15:1's or 8:1's with 15:1's.

Mr. Simpson: No, it's against regulations. You have to follow exactly what's on the IEP.

Mr. Paul: What happens when a special ed teacher calls in for the day?

Mr. Simpson: Calls in for the day?

Mr. Paul: Calls out for the day. How do we cover that class?

Mr. Simpson: Hopefully there's a sub procedure the building principals follow with any class. They get a sub in or cover it internally which seems the ways things have been lately.

Mr. Paul: When you say internally, can any a regular ed teacher cover a special ed classroom?

Mr. Simpson: To sub for yes.

Mr. Paul: With the IEP's?

Mr. Simpson: Yes, they can. You're asking if they need a special ed substitute, but they don't.

Mr. Paul: That's exactly what I'm asking. I know you talked about traveling. Who reimburses our service providers for their mileage? Does the district reimburse that or is that on their own dime?

Mr. Simpson: I can't answer that question, I'm sorry Mr. Paul.

Mr. Paul: Did I just see something tonight in regard to reimbursement for mileage that Mr. Karam?

President Hobika, Jr.: Wasn't it last meeting, it was something like 62 cents a mile.

Mr. Paul: No, I saw a figure, I don't have it in front of me; based on zero to 15 miles or something like that, there was a figure for that. I didn't know if that was special ed or not.

Mrs. Knoop: It's right here. It's for the Kelberman Center.

Mr. Paul: Ok, that's just specific to the Kelberman Center.

Mr. Simpson: Yes, that's a contract we have to provide services.

Mr. Paul: That wasn't what I was asking though. I was asking going to different schools in different locations. If you have to go from one school to another school as a district employee, not the Kelberman Center, are we reimbursing that individual.

Mr. Karam: Under the UAA contract that Mr. Simpson is a part of, they get mileage.

Mr. Paul: So they do get the federal rate, whatever that is.

Mr. Karam: Yes.

Mr. Paul: That is my last question. Thank you for putting up with me, I appreciate it.

Discipline Process/Student Bullying – Steven Falchi, Administrative Director of Curriculum & Instruction K-12

Mr. Falchi provided the Discipline Process/Student Bullying to the Board of Education.

Questions from the Board Members:

Mrs. Padula: When a cell phone is confiscated, what is the next action because I know that you guys are going to implement this.

Mr. Falchi: Pursuant to the Code of Conduct and it's important that the principals get this out. When they sent their Welcome Back Newsletter out, they actually put that piece of the Code of Conduct in their Welcome Back letter. That phone is supposed to be picked up by the parent if the phone is confiscated.

Mrs. Padula: K-12 the Code of Conduct?

Mr. Falchi: K-12.

Mrs. Padula: Ok.

Mr. Falchi: And we put a dress code reminder in the newsletter as well.

President Hobika, Jr.: Oh a dress code.

Mr. Falchi: Yes.

President Hobika, Jr.: Is that something that you should talk about?

Mrs. Padula: Everyone's wearing uniforms.

Mr. Falchi: The Dress Code is in the Code of Conduct and has been sent home to all the parents. We would just ask that they review that and also support us in that endeavor as well.

President Hobika, Jr.: Ok, good.

School Safety Update – William Williams, Safety and Security Coordinator

Mr. Williams provided the Board of Education with the School Safety Update and the Evolv, Motorola and Day Automation regarding the units.

Questions from the Board Members:

President Hobika, Jr.: Billy is it hard to train on that machine like every new security person comes in, will they be involved with that machine or no.

Mr. Williams: They won't. What I did sir was I turned around and I elected several security officers with seniority and with electrical knowledge. I'm using them as my top instructors. Like being a Police Officer, we have what we call a Field Training Program. As they conduct their training as security, they will be taught on that too.

President Hobika, Jr.: Ok, good.

Mrs. Padula: Will it slow down getting children into school? Is it a pretty like steady flow of traffic that can go through or if like the weather is bad is it going to create a long line.

Mr. Williams: That's a great question. One of the first questions that Mr. Karam had with Evolv and Day was that question, he wanted to know. They said when they use it at major functions, such as I would say like at football games, they use it at Super Bowl, they use it at Great Escape, they use it at Disney World. Mr. Falchi just told me they actually have it there. To make a long story short, they use that and actually the crowd (the way we were told and the statistics show) they can actually move through a double unit over 3,000 people in one hour. It's a lot better than wandering. It's a lot faster. With the high school as I told you that I talked to Mr. Gifford, and we planned this out to a point where we said let's have more units to have a faster flow coming in and that's what we're hoping for. Don't get me wrong, please remember this is in the beginning stage of it. We're going to have kinks. Just give me a chance and we'll make it flow.

Mrs. Padula: We'll do that.

Mrs. Knoop: How are we assuring that the rest of the doors especially at Proctor there are multiple doors; how are we making sure that students aren't opening doors, all doors are being monitored and closed at all times and that's the only entrance that they're using. They're not going for lunch and coming back and going through a different door. The kids open the doors and all that. How are we assuring that that's not happening so somebody is not getting in.

Mr. Williams: One security post. We don't have enough security to do all the doors, but we have them in the vicinity. We have the eyes in the sky – that's the going to be the monitoring room, the camera system. We have them doing it also. We also are deactivating some of the doors from people entering them with the pass cards and stuff like that. We've had problems with the doors being propped open, but I can assure you with that and with the outside patrol car going around and doing perimeter checks of the school, checking the doors, checking the outside, watching who's coming into our perimeter I feel good with it. Talking with the Chief of Police like last year, he allowed us to have the Police Officers actually get into the car and drive around with the red shirt security officers too. That's what we are doing and we're going to look into more. We are going to look into possible alarms, some types of sensors and things like that. I've talked to Mr. Ferraro about it, I talked to other people about it and that's what we're looking to do.

President Hobika, Jr.: Anything about the elementary schools that you want to talk about?

Mr. Williams: John Syrotynski went around to the schools, and I asked him to do a survey check on signage and crosswalks. I want to make sure that it's visible number one; and number two I want to make sure that they're there. Like as you know, people will say it wasn't there, I didn't see it. I want to make sure that it's there. The City of Utica went around, and I think a lot of people saw that. If you see at the intersections that have those big lime green bright signs up. They are all over the place now and we made sure that they were there at all the schools. If you go to Albany School right now, for example there are signs all over – crosswalks, this, that, children crossing. We see that now. We made sure the signs are there and they're actually all there. Crosswalks we have 2 locations that they were not there. One is going to be in front of Columbus School and that's because of the paving. I will contact Mike Mahoney from the Engineering Department to take care of that situation. Right now, in front of Jefferson there is not a crosswalk, they're paving the roads. I'm going to contact him regarding that too. The city's responses is wonderful as long as we have clear weather and obviously no snow on the ground.

Mrs. Padula: Anything with the bus loops?

Mr. Williams: I am encouraging the principals to use it. There are a couple of locations like we've spoken about in which I'm going to speak to the principals.

President Hobika, Jr.: The principals are here, most of them.

Mr. Williams: Yes, they are but I'd like to talk to them in person in regard to that. They might have concerns they want to address, and I don't want to put them on the spot in front of everybody.

President Hobika, Jr.: No, we're not asking you to do that.

Mr. Williams: I know. I encourage bus loops; I know that the secondary (I don't want to say a danger) but a concern. With the security staff I'm attempting to hire and put in place at our schools, I'm trying to assure that we have proper staffing. On top of that, I'm going to be honest with you some of the schools that had 3 before I'm trying to get them the 3 back. I'm going to peoples houses at night. During the day I'm printing out my own applications and I'm dropping it off to them. I'm literally giving them the fingerprinting information, I'm conducting the interviews, I pick it up. We are doing the right process in hiring, but we're trying. That's what we're doing, and you can see the report tonight is there's a lot of security staff. That security staff is going to make me, you guys and the parents feel better knowing that they're there to help our kids and our staff feel safe.

Mr. Paul: I have a question; I know we're talking about safety. Possible training for some of our staff in the buildings in regard to maybe medical training. If you have an incident where the nurse isn't there and a child gets hurt and some of our staff being able to administer aid until possibly an ambulance comes or something like that. Is that something that we can do or something that's in the works?

Mr. Williams: I would have to look into that, probably talk with Mr. Gerace to see where we would go. You know I would go into a burning building for a child, but I want to make sure that I don't put any liability on anybody with the school district. Yes, but if you talk about teaching them basic first aid and stuff like that if I'm allowed to do that. Sure, I'll have Red Cross come in and conduct that. We will look at that definitely.

Mr. Paul: The Good Samaritan Law protects you there.

Mr. Williams: Correct.

Mr. Paul: We just need to get it in the cards to work through how we're going to get our staff to kind of help. It would be a shame for a kid to be hurt and nobody would be able to help.

Mr. Williams: I agree. Any aid is better than none.

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:

President Hobika, Jr.: This is not an evaluation of Mrs. LaGase.

Mr. Rogowski: Correct.

President Hobika, Jr.: I'm just telling you that this is not an evaluation of Mrs. LaGase.

Mr. Rogowski: Ok, I get that.

President Hobika, Jr.: I just want to be clear about that.

Mr. Rogowski: That's not how it was supposed to come across. I was just saying we're evaluated; I'm just saying...

President Hobika, Jr.: I understand that. This is not an evaluation, it's the process and whether or not she needs any assistance or there should be any modifications to the way things are. This is not an evaluation of Mrs. LaGase.

Mr. Rogowski: Understandable.

President Hobika, Jr.: Good, thank you.

Mrs. Padula: Just before this meeting, Tennille, myself, and Mr. Testa met. We are on the Communications Committee, and we have a couple goals this year. One is enhancing Channel 3. I know it's a cable programming, but we are talking about and looking into potential options for streaming, YouTube, ROKU, and different platforms like that and then whatever is on our social media channels or on the websites making sure they're on Channel 3. We would like to explore the APP; I believe that's what it is – HUDDLE for sports where we can stream sports, but the commentary and stuff comes from the students; so getting the clubs more involved in the sports. We would like to explore and continue to explore with Mrs. LaGase the Marketing and Communications Person. Those are some of our goals this year and that's the committee. If you have any questions, you can reach out to us. Tennille has offered tonight to chair that committee so she will be the point of contact.

Superintendent's Remarks

There are a couple of things I'd like to clear up here first. Mrs. LaGase, I think we went through some of these resignations on some of these teachers that put in. What was the basic reason that some of these, or a lot of these resignations – these were first-time brand-new teachers hired. What did we find when we were checking into that?

Mrs. LaGase: The primary reason has been salary. Most of our employees have been going and interviewing multiple places and waiting to see what packages they could get. The other primary reason is relocation. I can tell you several of the teachers that resigned had relocated to Syracuse. Some were driving in further than Syracuse. With mileage and the drive, and if they could find a position closer to home. Because the applicant pool is so small, we are all vying for the same people. They are making decisions based on that. Even if they could get \$1,000 more or \$2,000 more and could eliminate the travel, it was worth it to them. A lot of the resignations that came in from some of our teachers that have been with us and have said they love it here, their letters of resignations said it was a very difficult decision, but I was able to secure a position closer to home and it's preferable for my family. Those were a lot. A couple of the other younger newer teachers as I said they were applying and interviewing and some of them were in their home districts. They wanted a job where they went to school, were waiting and hoping that they got one. When they did, they said this is where I want to be, and they took those positions. Obviously, there are personal reasons, but those were the two primary. I can tell you some of the subject shortage areas. We are bound by a contract; we are bound by salaries within a contract. Some of the other districts have different contract language. Some of the shortage subject areas like special education, math, and library – I know one librarian told me that out in the Syracuse area could make \$12,000 more than in any district here. She said to me that she couldn't even accept that position. That's the majority and that's kind of been the trend that we're seeing.

Mr. Karam: So in other words one just can't look at a Superintendent's Report and just say blatantly these resignations are due to a morale issue. Is that correct?

Mrs. LaGase: Correct. There are multiple factors that would impact resignations.

Mr. Paul: One can listen to what they're hearing in the district and gather that information though, correct? That there's a morale issue in this district.

Mrs. LaGase: I don't think I'm capable of

President Hobika, Jr.: I don't think Mrs. LaGase can comment on that.

Mr. Paul: My question is, if you can't gather it from there can you gather it from somewhere else?

Mrs. LaGase: I don't think in my scope that I should be responding to that particular question.

Mr. Paul: Mr. Karam can you gather from somewhere else?

Mr. Karam: Sure we can look into doing that absolutely.

Mr. Paul: I do believe when we have this consultant, if we agree to do that look at a lot of the things that are happening in the district and probably tease it out.

President Hobika, Jr.: James, I apologize for interrupting you, but Mrs. LaGase's purview....

Mr. Paul: That's why I asked the question to Mr. Karam.

President Hobika, Jr.: Ok.

Mr. Paul: Thank you.

Mr. Cardillo: Can I say something please. My understanding with this consultant it's only to talk about Human Resources not the entire district. What would that have to do with morale? Why would you bring in somebody who is going to talk about structure. Can I ask a question, please. From the audience all I see is sneering and laughing. Can we just have a meeting and just talk, talk about issues without having to have your smiling commentary. I don't think it's appropriate quite frankly. To clarify what you voted on, I don't think we're looking at evaluating the district. All we talked about was, or all you talked about was evaluating Human Resources.

President Hobika, Jr.: That's not what we adopted. That's not what the person is going to do when they come in. They are going to be looking at process and procedure. The issue of morale may be related tangentially, directly whatever it is; that's not what an HR consultant is going to come in to do. I don't think that what we've adopted; they are going to be looking at process and procedure, chains of command, supervision, and things like that. The other stuff, I think that ultimately if we can kind of clean up some of that maybe; and again I don't mean that it's dirty. I'm just saying that we need to maybe improve it, then it might have a positive impact on morale which would be a goal in spirit. But that's not what this consultant would be looking at because I don't know how you quantify that. Does that address the issue?

Mr. Paul: Ok, I'll give you that. I want to address one thing though. This Board, what I just saw was a display of intimidation and silencing from two individuals sitting up here. How are you ever going to expect anyone to come to a Board Meeting if they can't make a sneer. They haven't made a comment, they haven't said anything directed to the Board and they're being admonished in sitting there and doing whatever it is because at the end of the day they are here to attend a meeting a be a part of this process. If they are not allowed to be a part of this process, they will stop coming and we'll never get anybody to be a part of the process.

President Hobika, Jr.: Again, I heard what Bob said and that's Bob's view. You have a different view, I have a different view, everybody here has a different view on it. He expressed how he feels about it, you expressed how you feel about it.

Mr. Paul: Not Mrs. LaGase, I mean directed to....

President Hobika, Jr.: No, no he was directing it to a couple of the audience members, and I understand that. That's his viewpoint, that's his emotional point on that.

Mr. Paul: You have to take emotions out of that.

President Hobika, Jr.: I understand that but...

Mr. Cardillo: Hang on a minute, time out. We're professionals.

Mr. Paul: You called a group clowns a couple months ago.

Mr. Cardillo: Yeah, you're right, you were sitting there.

Mr. Paul: I was sitting there.

Mr. Cardillo: That is the wrong way to deal with people on this Board. I don't mind that they come but look they are snickering and laughing at everything anybody says. That's inappropriate behavior, I'm sorry.

Mr. Paul: There are teachers in this district that you should respect more than calling them clowns.

Mr. Cardillo: James look we are going to disagree on this, ok? They're your folks so I understand you have to support them.

Mr. Paul: Definitely going to disagree. They're not my folks, they are the people here.

President Hobika, Jr.: Guys if you want to debate a process, policy, or procedure fine. He has an emotional outlook on it, and he has an emotional outlook on it. That's your right. You're entitled to have an emotional outlook, but the fact of the matter is this is a Board Meeting and we're talking about policy and procedure, right? He made a comment about it. There are people that like what's going on out in the crowd, there are people that don't like what's going on out in the crowd. We need to refocus on what we're doing right now and that is hearing from remarks on our Superintendent and the nonverbals that happen out there have an affect on you or they don't have an affect on you. That's the way I look at it. He wanted to make a comment about it. I don't like name calling; he didn't do it this time. He stated his view. I'd like to go back to Mr. Karam.

Mr. Karam: I just have 2 points to make here. First of all, I'm clarifying a general statement that was made that I'm responding to. That's all I'm trying to do. Second, I have a question for the School Board Attorney. Some of the discussions tonight in regard to Human Resources and everything, should that have taken place in Executive Session by the nature of the discussion?

Mr. Gerace: I don't think there is anything improper in talking about policy and procedure by the Board of Education. I do think when there is criticism or perceived criticism with processes that the school district is using in personnel matters then those should probably be discussed in Executive Session because of liability reasons. I also think that much of the discussion that took place at this Board Meeting was out of order. I'm not the Sergeant at Arms so it's not up to me to jump up and say it's out of order. But there were motions and actions taken at inappropriate times during this meeting. You've got a Board President running the meetings, so he runs the meetings. It's up to the Board of Education to decide whether or not you're going to follow your own rules on how to run a meeting. As far as some of the ways the discussion was approached by the Board here tonight, quite honestly when a Board is discussing a motion and the second that's on the floor, that discussion should just be amongst the Board Members. It shouldn't be directed for answers on the motion or discussion on the motion with anyone in the room to be honest with you. Other than whether or not it's legally proper. To answer your question Mr. Karam some of the things probably should've been discussed in Executive Session for contractual reasons. I will gladly meet with the Board of

Education out of your presence to discuss that if the Board wanted to in Executive Session. But other than that, obviously the Board has the ability to discuss policy and practice as well as procedures; that's its job. There's nothing wrong with doing it, you just have to be careful in how you do it and what you say. Obviously, things have been said and whatever has been said is out there and that's it at this point. I do think and I think it was Mr. Testa – I've been recommending that the Board of Education have a Workshop amongst themselves to sit down and discuss ground rules. I've been recommending that for a long time. I've talked with Mr. Hobika about it, and I've talked to other Board Members about it. I haven't talked to the new Board Members about it because I just haven't had the opportunity to do that. I think it would be very helpful for all the Board Members and the Superintendent to sit down and have a Workshop just discussing how you're going to operate with each other. Quite honestly, the Board can't do anything without the Superintendent's recommending it; and the Superintendent can't have any action taken without the Board of Education approving it. Everybody has to work together as you sit here. Even the motion to put out the RFQ; you can put out the RFQ but ultimately, he has to recommend hiring whoever it is that has submitted an RFQ and is approved by the Board of Education. I think Mr. Testa had indicated about having a Board Workshop and I think that's a good idea. But in any event, I don't think it's good for the Board of Education to have its Board Members sniping at each other from either end of the table for any reason. At the same time, I don't think it's really very helpful to the Board of Education. This is a Board Meeting; this is not a sports event. The public should have some sort of decorum with respect to engaging in the Board Meeting. The Board takes its time to hear people speak publicly which I think is a great thing because most Boards don't do that. I've been here a long time and our Board does a lot more than any other Boards around here as far as allowing the general public to come in here and speak at Board Meetings and to actually try to act on what's being spoken most of the time. I think the people that attend these meetings should take that into account that it's actually a privilege to be able to come here to a certain extent to speak. It's an open Board Meeting so anybody can attend, but I think there should be some sort of courtesy that everyone gives to each other; as Board Members to each other, as public to the Board, as the Board to the public that attend the meetings. I guess as an old curmudgeon I'm just trying to quell some emotion here and hopefully allow the rest of the Board Meeting to move on. It's been a long Board Meeting and I think some tempers are starting to flare because it's been a long Board Meeting.

President Hobika, Jr.: I appreciate your comments, but I don't agree with you that anything was done improperly. There weren't names being mentioned except for getting Mrs. LaGase some help. There were references to process. If you thought we were out of bounds, you're the Board's Attorney you should have stepped up and said something. I will tell you that letting it all go down and then deciding to sit here and opine on whether or not you think we followed procedure or not or said something or violated a contract or principle. Nobody said a word about specific items. If we're going to go down that road, we're going to have a major problem on our hands, I'm just saying.

Mr. Gerace: Mr. Hobika, you don't know what contract I'm referring to. Let me just leave it at that. In any event, I'm just counseling the Board to be careful what it's saying because there are issues that could come back to have an effect; and I'm also counseling the Board to be civil to each other and let's work through this process. I don't want it to be misunderstood that the discussion with Mrs. LaGase itself about process was improper in and of itself about that particular discussion.

President Hobika, Jr.: Or the motion.

Mr. Gerace: Excuse me. But there are certain things about the way that discussion took place that has an effect on a contract that the Board happens to have. That's all I'm going to say at this point. If you want to have a further discussion we can go in that room, that's what I would recommend. Then I will be more specific.

Mr. Karam: Good news. We purchased approximately \$15 million dollars' worth of new desktop and laptop computers, docking stations, and teacher desks district wide.

President Hobika, Jr.: May I ask you a question on that.

Mr. Karam: Anything to do with technology, I would refer that to Mr. Ferraro because I don't answer for them.

President Hobika, Jr.: I'm not asking that. What I'm asking is was that a line item in...

Mr. Karam: No, that was a RIC deal where we got 90 percent reimbursement and 10 percent...

President Hobika, Jr.: I appreciate the fact that you're frugal. My question is where did the authority come to make that purchase? And that as well as \$800,000 worth of musical instruments in the elementary schools. My question is if it's not a line item in the budget and there wasn't a Board action authorizing the acquisition, where is it that we get to make that acquisition without Board action. Just asking.

Mr. Karam: Michele.

Miss Albanese: That was actually over time. So that was over the last couple of years. There is a line item in the budget for Technology through BOCES. But we did overspend the line, we did.

President Hobika, Jr.: You overspent the line on that, and you had \$42,000 in the line for musical instruments. Again, very happy, but Brewster's Millions is not really the approach.

Mr. Karam: No, these were requests coming in from the teachers and also from some Board Members and we felt that we had to replace this. We had the money and we thought it would be a good thing for the kids.

President Hobika, Jr.: Not saying it's not a good thing for the kids. The question that I have is where is it in the budget that gives you the right to make that acquisition without a Board action? That's my question. Again, we bought \$800,000 worth of equipment which on its own is very good. But the question is if it's not in the budget and there's no Board action, making the acquisition without the Board's approval is an issue. Same thing with \$50 million dollars' worth of equipment whether it's needed or not. Again, it's more about process and procedure than it is about the underlying equipment.

Mr. Karam: We will get you the specifics on the laptops tomorrow and we will get you the specifics on the musical instruments tomorrow.

President Hobika, Jr.: We're going to have to address the issue in terms of....

Miss Albanese: We didn't actually purchase the musical instruments yet. Mr. Brockway has gotten us quotes from 3 different...

President Hobika, Jr.: My point is if we need to do a Board action to ratify the (go ahead – sorry).

Mr. Gerace: I just want to point something out and it may have escaped Board Members. One of your Reorganization Meetings actions is to allow the Superintendent of Schools to make transfers within his budget to cover items. That is something you authorized the Superintendent to do. I just want to point that out.

President Hobika, Jr.: That's a good defense.

Mr. Ferraro: So I will speak to the technology equipment. That was not purchased in a single year, and it comes out of a Coser through BOCES. That's how the technology equipment was to the Coser.

President Hobika, Jr.: Where did the money come from?

Mr. Ferraro: To the BOCES Coser.

President Hobika, Jr.: Where did that money come from?

Mr. Ferraro: You guys approved the BOCES Coser.

President Hobika, Jr.: For \$15 million dollars' worth of equipment?

Mr. Ferraro: It was over the last 3 years; so the Coser is for like (I don't know) \$2. something million per year. We can get you the exact. Then there's another line item in the regular budget for technology equipment through I guess they would call it general fund money through State Aid hardware. You get like (what is it Michele) like \$9.00 per kid?

Miss Albanese: It's like 15 something.

Mr. Ferraro: I'm sorry I think it's like 14 something now. That's for some of that equipment. The \$15 million was not purchased all in one lump sum; it was over the last 3 years.

President Hobika, Jr.: That's what he said.

Mr. Karam: I misspoke, the last couple of years.

Mr. Ferraro: It was over the last 3 years.

Mr. Karam: Isn't that Mike when we were also going also through the COVID year up until now where we had laptops so students could use...

Mr. Ferraro: I can't speak for band equipment; I can speak for the technology department. It was all purchased under the right protocol to my knowledge.

President Hobika, Jr.: So that was \$15 million worth of equipment purchased over a 3-year period.

Mr. Ferraro: Yes, 3 – 3.5-year period.

President Hobika, Jr.: So it didn't just happen this week.

Mr. Ferraro: No, correct.

President Hobika, Jr.: I'm ok with that then. Someone needs to tell me about the instruments. Now we didn't purchase them.

Miss Albanese: No we did not purchase them to date. I have one quote that I have in-hand and I'm waiting for Gregg Brockway to send me 2 additional quotes for the same thing to see if that's going to be. He said the one that he sent was the lowest bidder, that was over \$800,000.

President Hobika, Jr.: Well you heard the Board action on that.

Miss Albanese: That's over \$800,000 yes.

President Hobika, Jr.: The reason why I'm saying this is that we got a Superintendent's Report that said they were purchased.

Mr. Karam: I should say in the process Mr. Hobika. I misspoke.

President Hobika, Jr.: Ok, no problem.

Discussion

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

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

Questions from the Board Members:

None

President Hobika, Jr. asked that the Capital Project Updates from now on be towards the beginning of the Agenda as Mr. Kloetzer has to drive back to Buffalo.

Policy Update – Student A. Falchi, Administrative Director of Curriculum & Development K-12

- **0010 Equal Opportunities and Prohibition of Discrimination and Harassment (including Sexual Harassment)**

Mr. Testa made a motion to amend the previous Policy of the DASA Coordinator (Joyce Tencza) and change to Michele LaGase as the current DASA Coordinator. This motion was seconded by Mr. Paul.

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

Superintendent’s Report

Mr. Karam presented his Superintendent’s Report dated August 23, 2022 to the Board of Education for approval with the following adjustment.

- Page 26 – 4th name down – Rescindment of Appointment (Candidate backed out of position)

President Hobika, Jr.: We have a question. On page 42, what does the phrase Rescindment of Appointments be accepted mean?

Mrs. LaGase: It means they were issued an official offer of employment. They signed saying that they accepted that official offer of employment. It went before the Board of Education and then they rescinded that job.

President Hobika, Jr. 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:

Mrs. Knoop	Page 3	District-Wide Coordinator for Dignity for All Students Act (DASA)
	Page 18	Change in Effective Dates of Leave of Absence
President Hobika, Jr.	Page 5	Application for Grant – Universal Pre-K

SUPERINTENDENT'S REPORT	REGULAR MEETING	AUGUST 23, 2022	Page #
FOR ACTION			
S – 3	Resolution for the Adoption of COVID-19 Safety Protocols		3
S – 4	Memorandum of Agreement between the Utica City School District and the Utica School Secretaries' Unit of Teamsters Local 294		3
S – 5	Memorandum of Agreement between the Utica City School District and the Utica Administrators' Association		3
S – 6	District-Wide Coordinator for Dignity for All Students Act (DASA)		3
S – 7	Individual Coordinator for Dignity for All Students Act (DASA)		4
S – 8	Application for Grant: Universal Pre-Kindergarten		5
S – 9	External Clinical Agreement between the Utica City School District and Utica University		6
S – 10	Student Internship Agreement between the Utica City School District and Utica University		6
S – 11	Re-Certification of Lead Evaluator – Bruce Karam		6
S – 12	Re-Certification of Lead Evaluator – Steven Falchi		6
S – 13	Re-Certification of Lead Evaluator – Michele LaGase		6
S – 14	Re-Certification of Lead Evaluator – Edward Simpson		7
S – 15	Re-Certification of Lead Evaluator – Alicia Mroz		7
S – 16	Certification of Lead Evaluator – Sara Klimek		7
S – 17	Certification of Lead Evaluator – Trina Falchi		7
S – 18	Certification of Lead Evaluator – Shawn Fleck		8
S – 19	Certification of Lead Evaluator – Corrina Pelkey		8
S – 20	Certification of Lead Evaluator – Vinny Perrotta		8
S – 21	Re-Certification of Lead Evaluator – Tania Kalavazoff		8
S – 22	Re-Certification of Lead Evaluator – Elizabeth Gerling		9
S – 23	Re-Certification of Lead Evaluator – Heather Galinski		9
S – 24	Re-Certification of Lead Evaluator – Michele Cotter		9
S – 25	Re-Certification of Lead Evaluator – Mary Belden		9
S – 26	Certification of Lead Evaluator – Tricia Norton		10
S – 27	Re-Certification of Lead Evaluator – Tricia Hughes		10
S – 28	Re-Certification of Lead Evaluator – Cynthia DeDominick		10
S – 29	Re-Certification of Lead Evaluator – Jennie Sikora		10
S – 30	Re-Certification of Lead Evaluator – Cheryl Minor		11
S – 31	Re-Certification of Lead Evaluator – Ann Marie Palladino		11
S – 32	Re-Certification of Lead Evaluator – Colin Clark		11
S – 33	Re-Certification of Lead Evaluator – Joshua Gifford		11
S – 34	Certification of Lead Evaluator – Rebecca Guerrero		12
S – 35	Certification of Lead Evaluator – Dominick Timpano		12
S – 36	Re-Certification of Lead Evaluator – William Smith		12
S – 37	Certification of Lead Evaluator – Andrew Kierpiec		12
S – 38	Re-Certification of Lead Evaluator – Beth Pedulla		13
S – 39	Re-Certification of Lead Evaluator – Stacey Pekala		13
S – 40	Re-Certification of Lead Evaluator – Tammy Sharpe		13
S – 41	Re-Certification of Lead Evaluator – Kenneth Szczesniak		13
S – 42	Certification of Lead Evaluator – Deanna Zegarelli-Pecheone		14
S – 43	Services Agreement between the Utica City School District and the Kelberman Center, Inc.		14
S – 44	Contract for Flow-Through Federal Funds – House of the Good Shepherd		14

FOR ACTIONS (CONT'D)

S – 45	Contract for Flow-Through Federal Funds – Upstate Cerebral Palsy, Inc.	14
S – 46	Contract for Flow-Through Federal Funds – The ARC, Oneida-Lewis Chapter	14
S – 47	Contract for Flow-Through Federal Funds – The Kelberman Center, Inc.	15
S – 48	Contract for Flow-Through Federal Funds – Building Blocks Comprehensive Services, Inc.	15

FOR ACTION

B – 6	Tax Warrant for Collection of Real Estate Taxes	16
B – 7	Settlement – Barton v. UCSD - \$30,000	16
B – 8	Proctor Baseball Fencing	17
B – 9	Disposal of Obsolete Vehicle	17
B – 10	Disposal of Obsolete Equipment	17
B – 11	Disposal of Obsolete Computer Equipment	17

FOR ACTION

P – 3	Unpaid Leaves of Absence	18
	Change in Effective Dates of Leave of Absence	18
	Change of Assignments	19 – 20
	Rescindment of Appointments	20 – 21
	Resignations	21 – 23
	Voluntary Transfer	24
	Appointments – Page 26 – 4th name down – Victoria Rebeor - WITHDRAW	24 – 34
	Professional Staff Eligible for Tenure as of Date Noted	34
	JULL Agreement – Extension of Probationary Period	34

FOR INFORMATION

CSE – 3	Recommendations of the Committee on Special Education	35 – 38
CPSE – 4	Recommendations of the Committee on Preschool Special Education	39

FOR INFORMATION

P – 4	Resignations	40 – 41
	Rescindment of Appointments	42

FOR ACTION:**Volume LVII****Report No. S – 7****SUBJECT:****Individual Coordinator for Dignity for All Students Act (DASA)**

Authorization is requested of the Board of Education to appoint the following individuals as Coordinator for the Dignity for All Students Act (DASA):

Tania Kalavazoff	Albany Elementary School
Elizabeth Gerling	Columbus Elementary School
Heather Galinski	Conkling Elementary School
Ann Marie Palladino	Donovan Middle School
Michele Cotter	General Herkimer Elementary School
Mary Belden	Hughes Elementary School
Tricia Norton	Jefferson Elementary School
Tricia Hughes	Jones Elementary School
Colin Clark	Kennedy Middle School
Cynthia DeDominick	Kernan Elementary School
Jennie Sikora	King Elementary School
Joshua Gifford	Proctor High School
Cheryl Minor	Watson Williams Elementary School

FOR ACTION:**Volume LVII****Report No. S – 9****SUBJECT:****External Clinical Agreement between the Utica City School District and Utica University**

Authorization is requested of the Board of Education to approve the External Clinical Agreement between the Utica City School District and Utica University dated August 1, 2022 for the period August 1, 2022 to July 31, 2024.

FOR ACTION:**Volume LVII****Report No. S – 10****SUBJECT:****Student Internship Agreement between the Utica City School District and Utica University**

Authorization is requested of the Board of Education to approve the Student Internship Agreement between the Utica City School District and Utica University dated June 2, 2022 for the period August 1, 2022 to July 31, 2024.

FOR ACTION:**Volume LVII****Report No. S – 11****SUBJECT:****Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Bruce Karam has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, assistant principals, and principals, therefore

BE IT RESOLVED, that, upon Board of Education approval, the Superintendent of Schools, Bruce Karam, be re-certified as a Lead Evaluator of classroom teachers, assistant principals, and principals.

FOR ACTION: **Volume LVII** **Report No. S – 12**

SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Steven Falchi has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, assistant principals, and principals, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Steven Falchi, be re-certified as a Lead Evaluator of classroom teachers, assistant principals, and principals.

FOR ACTION: **Volume LVII** **Report No. S – 13**

SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Michele LaGase has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, assistant principals, and principals, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Michele LaGase, be re-certified as a Lead Evaluator of classroom teachers, assistant principals, and principals.

FOR ACTION: **Volume LVII** **Report No. S – 14**

SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Edward Simpson has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Edward Simpson, be re-certified as a Lead Evaluator of classroom teachers.

FOR ACTION: **Volume LVII** **Report No. S – 15**

SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Alicia Mroz has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Alicia Mroz, be re-certified as a Lead Evaluator of classroom teachers.

FOR ACTION: Volume LVII Report No. S – 16

SUBJECT: Certification of Lead Evaluator

WHEREAS, the Board of Education has been provided evidence that Sara Klimek has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Sara Klimek, be certified as a Lead Evaluator of classroom teachers.

FOR ACTION: Volume LVII Report No. S – 17

SUBJECT: Certification of Lead Evaluator

WHEREAS, the Board of Education has been provided evidence that Trina Falchi has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Trina Falchi, be certified as a Lead Evaluator of classroom teachers.

FOR ACTION: Volume LVII Report No. S – 18

SUBJECT: Certification of Lead Evaluator

WHEREAS, the Board of Education has been provided evidence that Shawna Fleck has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Shawna Fleck, be certified as a Lead Evaluator of classroom teachers.

FOR ACTION: Volume LVII Report No. S – 19

SUBJECT: Certification of Lead Evaluator

WHEREAS, the Board of Education has been provided evidence that Corrina Pelkey has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Corrina Pelkey, be certified as a Lead Evaluator of classroom teachers.

FOR ACTION: Volume LVII Report No. S – 20

SUBJECT: Certification of Lead Evaluator

WHEREAS, the Board of Education has been provided evidence that Vincent Perrotta has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of classroom teachers, therefore

FOR ACTION: **Volume LVII** **Report No. S – 29**
SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Jennie Sikora has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Jennie Sikora, be re-certified as a Lead Evaluator of classroom teachers.

FOR ACTION: **Volume LVII** **Report No. S – 30**
SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Cheryl Minor has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Cheryl Minor, be re-certified as a Lead Evaluator of classroom teachers.

FOR ACTION: **Volume LVII** **Report No. S – 31**
SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Ann Marie Palladino has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of assistant principals and classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Ann Marie Palladino, be re-certified as a Lead Evaluator of assistant principals and classroom teachers.

FOR ACTION: **Volume LVII** **Report No. S – 32**
SUBJECT: **Re-Certification of Lead Evaluator**

WHEREAS, the Board of Education has been provided evidence that Colin Clark has completed training which meets the requirements of 8 NYCRR §30-2.9 and the Utica City School District Annual Professional Performance Review Plan for re-certification as a Lead Evaluator of assistant principals and classroom teachers, therefore

BE IT RESOLVED, that, upon recommendation of the Superintendent of Schools, Colin Clark, be re-certified as a Lead Evaluator of assistant principals and classroom teachers.

3. To instruct the City of Utica to collect school taxes in two installments on all taxable real property in the City of Utica, in compliance with Section 1326 of the Real Property Tax Law of the State of New York, in the sum of \$30,005,865 and to turn over to you as Tax Collector for the Utica City School District all monies collected within 30 days following their receipt.
4. This Warrant is issued on the 3rd day of August, 2022 for a period of 126 days to end on December 6, 2022. As soon as is reasonably practical, the City of Utica will provide to you an accounting of the taxes remaining due as provided in Section 3256 of the Education Law.

IN WITNESS WHEREOF, this Warrant has been duly executed by the President of the Board of Education of the Utica City School District, and the seal of the Board of Education has been duly affixed hereto and attested by the Superintendent of Schools and the Clerk of the Board of Education pursuant to resolution adopted by said Board of Education on August 23, 2022.

Authorization is requested of the Board of Education to issue the following payment as directed by Court Order dated July 27, 2022 in the matter of:

Barton v. UCSD – in the amount of \$30,000

FOR ACTION: **Volume LVII** **Report No. B – 8**
SUBJECT: **Proctor Baseball Fencing**

It is recommended that the bid for Proctor Baseball Fencing be awarded to Cook Fence Construction Company, with the most responsive, responsible bid of \$28,810.00.

FOR ACTION: **Volume LVII** **Report No. B – 9**
SUBJECT: **Disposal of Obsolete Vehicle**

Authorization is requested of the Board of Education to dispose of an obsolete vehicle which is presently being stored at the School Shop.

FOR ACTION: **Volume LVII** **Report No. B – 10**
SUBJECT: **Disposal of Obsolete Equipment**

Authorization is requested of the Board of Education to dispose of obsolete equipment which is presently located at the School Shop.

FOR ACTION: **Volume LVII** **Report No. B – 11**
SUBJECT: **Disposal of Obsolete Computer Equipment**

Authorization is requested of the Board of Education to dispose of obsolete computer equipment located at Watson Williams Elementary School, King Elementary School, Proctor High School, and Jefferson Elementary School.

Melissa Lamach
 From: Teacher Assistant – AIS
 Columbus Elementary School
 To: Teacher Assistant – ISS
 Columbus Elementary School
 Salary: \$20.00 per hour
 Effective: September 6, 2022

Nicole Woolheater
 From: Teacher Assistant – AIS
 Kernan Elementary School
 To: Teacher Assistant – Kindergarten
 Columbus Elementary School
 Salary: \$18.00 per hour
 Effective: September 6, 2022

FOR ACTION: **Volume LVII** **Report No. P – 3**
SUBJECT: **Change of Assignment** **Transportation**

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

Keila Marti
 From: Bus Monitor
 29 hours per week
 To: Bus Driver
 29 hours per week
 Salary: \$22.00 per hour
 Effective: Retroactively on August 1, 2022

FOR ACTION: **Volume LVII** **Report No. P – 3**
SUBJECT: **Changes of Assignment**

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

Angela McKewn
 From: Monitor-Breakfast and Lunch Program
 District-Wide – not to exceed 29 hours per week
 To: Teacher Assistant – Special Education
 Kernan Elementary School – 29 hours per week
 Salary: \$18.00 per hour
 Effective: September 6, 2022

Dania Mejias
 From: Monitor-Breakfast and Lunch Program
 District-Wide – not to exceed 29 hours per week
 To: Teacher Assistant – ISS
 Kernan Elementary School – 29 hours per week
 Salary: \$18.00 per hour
 Effective: September 6, 2022

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Resignation	Teacher

It is recommended that the following resignation be accepted:

Thomas Brady	E.S.O.L. Teacher Kernan Elementary School Effective: August 30, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 1, 2022
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<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Resignations	Teacher

It is recommended that the following resignations be accepted:

Paige Crego	Music Teacher Kernan Elementary School Effective: September 9, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 10, 2022
Alexis Day	Art Teacher Watson Williams Elementary School/Jefferson Elementary School Effective: August 24, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 16, 2022
Jacob DePalma	Music Teacher .6 Jones Elementary School /.4 King Elementary School Effective: September 10, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 10, 2022
Patricia Fagan	Math Teacher/AIS Facilitator Donovan Middle School Effective: August 24, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 17, 2022
Emily Johnson	Music Teacher .7 Kennedy Middle School/.3 General Herkimer Elementary School Effective: August 30, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 4, 2022

FOR ACTION:**Volume LVII****Report No. P – 3****SUBJECT:****Appointments****Teacher**

It is recommended that the following appointments be approved:

Timothy Abone
409 Hickory Street
Rome, NY 13440

Physical Education Teacher (Probationary)
Effective: August 31, 2022
Salary: F-6, MA+30 = \$44,789 per UTA Contract
Certification: Initial – Physical Education (pending)
Tenure Award Date: August 31, 2026
Education: M.S., Canisius College, 8/18; B.S., Le Moyne College, 5/14
Experience: Physical Education Teacher, Charlotte Mecklenburg Schools, Hidden Valley Elementary, Charlotte, NC, 2/21 to present; Special Education Teacher, Upstate Cerebral Palsy, Rome, NY, 1/20 to 6/20; Physical Education Teacher, Port Leyden Elementary School, Port Leyden, NY 8/18 to 8/19

Kelly J. Gordon
1624 Mohawk Street, Apt. 1
Utica, NY 13501

Physical Education Teacher (Probationary)
Effective: August 31, 2022
Salary: M-13, MA+30 = \$63,321 per UTA Contract
Certification: Professional – Physical Education
Tenure Award Date: August 31, 2025
Education: M.S., St. Lawrence University, 5/13; B.S., Ithaca College, 5/07
Experience: Physical Education Teacher, Rome City School District, Rome, NY, 9/21 to present; Physical Education Teacher, Ithaca City School District, Ithaca, NY, 5/13 to 8/21; Physical Education Teacher, Westport Central School District, Westport, NY, 9/09 to 2/10; Physical Education Teacher, Peru Central School District, Peru, NY 9/07 to 6/09

Catherine Hudock
7291 Ives Road
Marcy, NY 13403

School Social Worker (Probationary)
Effective: September 12, 2022
Salary: M-13, MA+60 = \$67,103, plus School Social Worker Stipend - \$1,800 = \$68,903 per UTA Contract
Certification: Provisional – School Social Worker
Tenure Award Date: September 12, 2026
Education: M.S.W., Syracuse University, 8/04; B.A., SUNY Oswego, 5/98
Experience: Social Worker II, Mohawk Valley Psychiatric Center, Utica, NY 12/08 to present

FOR ACTION:**Volume LVII****Report No. P – 3****SUBJECT:****Appointments****Teacher**

It is recommended that the following appointments be approved:

Timothy Laverty
10456 Skylite Way
Deerfield, NY 13502

Special Education Teacher (Probationary)
Effective: August 31, 2022
Salary: N-14, MA+48 = \$73,318 per UTA Contract
Certification: Professional – Students with Disabilities
Tenure Award Date: August 31, 2026
Education: M.S., Le Moyne College, 12/11
B.S., Le Moyne College, 12/11
Experience: Special Education Teacher, Upstate Cerebral Palsy, Chadwicks, NY
9/13 to present

Anthony S. Mucurio
609 Plymouth Place
Utica, NY 13501

Physical Education Teacher (Probationary)
Effective: August 31, 2022
Salary: L-12, MA+30 = \$59,878 per UTA Contract
Certification: Professional – Physical Education;
Professional – Health Education
Tenure Award Date: August 31, 2025
Education: M.S., Ithaca College, 9/06; B.S., Ithaca College, 5/05
Experience: Physical Education Teacher (.4), New Hartford Central School District, New Hartford, NY, 9/17 to present;
Physical Education and Health Teacher, Central Valley Central School District, Ilion, NY, 9/15 to 6/17; Physical Education and Health Teacher, New York City Department of Education, Brooklyn, NY
9/06 to 6/15

Mary Rose Noonan
134 Farmington Road
Utica, NY 13501

School Social Worker (Probationary)
Effective: August 31, 2022
Salary: E-5, MA+60 = \$45,291, plus School Social Worker Stipend - \$1,800 = \$47,091 per UTA Contract
Certification: Provisional – School Social Worker (pending)
Tenure Award Date: August 31, 2026
Education: M.S.W., Syracuse University, 5/21; B.A., SUNY Albany, 5/18
Experience: Palliative Care Social Worker, Mohawk Valley Health System, Utica, NY
6/21 to present

Victoria Rebeor
4048 Kayuta Terrace
Renssen, NY 13438

Elementary Teacher (Probationary) **WITHDRAW**
Effective: August 31, 2022
Salary: F-6, BA = \$41,878 per UTA Contract
Certification: Initial – Childhood Education (Grades 1-6) (pending)
Tenure Award Date: August 31, 2026
Education: B.A., Florida Gulf Coast University, 12/21
Experience: AIS Reading Teacher, Oneida City School District
Oneida, NY
1/22 to present

FOR ACTION:**Volume LVII****Report No. P – 3****SUBJECT:****Appointments****Teacher**

It is recommended that the following appointments be approved:

Katrina Scalzo
2948 Snowden Hill Road
Sauquoit, NY 13456

Elementary Teacher (Probationary)
Effective: August 31, 2022
Salary: E-5, MS+48 = \$44,2550 per UTA Contract
Certification: Initial – Childhood Education (Grades 1-6)
Tenure Award Date: August 31, 2026
Education: M.S., Utica College, 5/21; B.S., Utica College, 5/18
Experience: Substitute Teacher, Sauquoit Valley School District
Sauquoit, NY
9/21 to present

Lynn Shibley
12 East River Street
Ilion, NY 13357

Elementary Teacher (Probationary)
Effective: August 31, 2022
Salary: G-7, MA+30 = \$46,940 per UTA Contract
Certification: Professional – Childhood Education (Grades 1-6)
Professional – Early Childhood Education (Birth-Grade 2)
Tenure Award Date: August 31, 2026
Education: M.S., Walden University, 4/19
B.S., Utica College, 12/15
Experience: Elementary Virtual Teacher, Madison-Oneida BOCES
Verona, NY
8/21 to present

Riley J. Stevens
9254 James Road
Remsen, NY 13438

English Teacher (Probationary)
Effective: August 31, 2022
Salary: E-5, BA = \$39,959 per UTA Contract
Certification: Initial – English Language Arts 7-12
Tenure Award Date: August 31, 2026
Education: B.A., Utica University, 12/21
Experience: Substitute Teacher, Poland Central School
District
Poland, NY
9/21 to 6/22

Dawn Wheeler
16 Waterford Lane
Utica, NY 13501

Elementary Teacher (Probationary)
Effective: August 31, 2022
Salary: M-13, MS+30 = \$63,321 per UTA Contract
Certification: Permanent – Pre-K, Kindergarten and Grades 1-6
Tenure Award Date: August 31, 2025
Education: M.S., SUNY Cortland, 5/03; B.S., SUNY Oneonta, 5/99
Experience: Universal Pre-K Teacher, Thea Bowman, Utica, NY,
8/21 to present; Grade 6 Teacher, Parkway Middle School
Whitesboro, NY
9/09 to 6/21

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Appointment	Custodial/Maintenance

It is recommended that the following appointment be approved:

Joseph A. Lee
1321 Lansing Street
Utica, NY 13501

Cleaner
District-Wide (Probationary)
Effective: August 29, 2022
Salary: \$15.63 per hour
Education: G.E.D., Oneonta Job Corps
Experience: Painter, Central Body Shop
Westmoreland, NY
6/18 to 2/22

Michael A. Polak
343 Aspen Drive
Utica, NY 13502

Cleaner*
District-Wide (Probationary)
Effective: August 29, 2022
Salary: \$15.63 per hour
Education: G.E.D., New York State Department of Education
Experience: Process Server, Legal Systems (Owner)
Utica, NY
1/92 to present

*Pending fingerprint clearance through New York State Education Department

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Appointments	Security

It is recommended that the following appointments be approved:

Shyhiem Adams
1638 Neilson Street
Utica, NY 13501

Security Monitor*
District-Wide – not to exceed 29 hours per week
Effective: August 24, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: School Aide, Upstate Cerebral Palsy, Armory Drive
Utica, NY
3/03 to 3/14

Daniel Bougourd
5 Dawes Court West
Utica, NY 13502

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: Graduate of Utica Free Academy
Experience: Groundman/Laborer, Aldridge Electric
Libertyville, IL
1/17 to 6/22

*Pending fingerprint clearance through New York State Education Department

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Appointments	Security

It is recommended that the following appointments be approved:

ShaQuille Garrett
811 Court Street, Apt. 325
Utica, NY 13502

Security Monitor*
District-Wide – not to exceed 29 hours per week
Effective: August 24, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: Security Supervisor, Securitas
Utica, NY
1/22 to present

Michael Gowdy
1004 White Place, Apt. 2
Utica, NY 13501

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: Crew Member, Burger King
Rome, NY
7/21 to 12/21

Paul Harris
5432 State Route 26
Vernon, NY 13476

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: G.E.D., Bok Vocational Technical School
Experience: Assistant Guard Supervisor, Munson-Williams-Proctor
Arts Institute, Utica, NY
7/80 to 12/21

Roy Hendricks
914 Lansing Street
Utica, NY 13501

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: Certified Nursing Aide, Masonic Care
Utica, NY
8/21 to 7/22

Derek Martin
114 Horseshoe Lane
Mohawk, NY 13407

Security Monitor*
District-Wide – not to exceed 29 hours per week
Effective: August 24, 2022
Salary: \$17.73 per hour
Education: Graduate of Jarvis High School
Experience: Security Guard, Securitas, Mohawk Valley
Health Service, Utica, NY
1/22 to present

*Pending fingerprint clearance through New York State Education Department

FOR ACTION: **Volume LVII** **Report No. P – 3**
SUBJECT: **Appointments** **Security**

It is recommended that the following appointments be approved:

Heather Palmer
1638 Neilson Street
Utica, NY 13501

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: School Aide, Upstate Cerebral Palsy, Armory Drive
Utica, NY
3/03 to 3/14

Sarai Simpson
725 Rutger Street
Utica, NY 13501

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: B.A., Utica College
Experience: Security Officer, Securitas
Utica, NY
1/20 to present

Hannah Stenson
335 Genesee Street, Apt. 3
Utica, NY 13501

Security Monitor
District-Wide – not to exceed 29 hours per week
Effective: Retroactively on August 22, 2022
Salary: \$17.73 per hour
Education: Graduate of Proctor High School
Experience: Manager, Big Daddy’s Beauty and Hair
Utica, NY
6/21 to 7/22

*Pending fingerprint clearance through New York State Education Department

FOR ACTION: **Volume LVII** **Report No. P – 3**
SUBJECT: **Appointments** **Transportation**

It is recommended that the following appointments be approved:

Wendy Beekman
279 East Clark Street
Ilion, NY 13357

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: Retroactively on August 16, 2022

Matthew Davies
135 Dryden Avenue
Utica, NY 13502

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: Retroactively on August 12, 2022

FOR ACTION:**Volume LVII****Report No. P – 3****SUBJECT:****Appointments****Transportation**

It is recommended that the following appointments be approved:

Keila Encarnacion
1211 Whitesboro Street, Apt. 1
Utica, NY 13502

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 9, 2022

Arismendy Fernandez
911 Elizabeth Street, Apt. 1
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: Retroactively on August 1, 2022

Erika Hall
134 Leah Street, Apt. 1
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 12, 2022

Radhames Liriano
1224 Ash Street, Apt. 1
Utica, NY 13502

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 17, 2022

Victor Liriano
1118 Stark Street, Apt. 2F
Utica, NY 13502

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 9, 2022

Esteban Rodriguez
1584 Brinckerhoff Avenue, Apt. 2
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 15, 2022

Leonardo Rodriguez
1217 City Street, 1st Floor
Utica, NY 13502

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: Retroactively on August 8, 2022

Antoine Spratt
1111 Neilson Street
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$22.00 per hour
Effective: Retroactively on August 9, 2022

Raquel Tavarez
425 Lansing Street
Utica, NY 13501

Bus Driver
29 hours per week
Salary: \$24.64 per hour
Effective: Retroactively on August 9, 2022

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Appointments	Transportation

It is recommended that the following appointments be approved:

Joely Tejada 1134 Orchard Street, Apt. 1 Utica, NY 13502	Bus Driver 29 hours per week Salary: \$24.64 per hour Effective: Retroactively on August 15, 2022
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Yohanna Toro 1646 Steuben Street, Apt. 2 Utica, NY 13501	Bus Driver 29 hours per week Salary: \$22.00 per hour Effective: Retroactively on August 1, 2022
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Faith Turczyn 1311 Taylor Avenue Utica, NY 13501	Bus Driver 29 hours per week Salary: \$22.00 per hour Effective: Retroactively on August 1, 2022
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Carmen Zammiello 8 Middle Street Clark Mills, NY 13321	Bus Driver 29 hours per week Salary: \$22.00 per hour Effective: Retroactively on August 2, 2022
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<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Appointments	Transportation

It is recommended that the following appointments be approved:

Jesus Andino 1019 Steuben Street Utica, NY 13501	Bus Monitor 29 hours per week Salary: \$16.00 per hour Effective: Retroactively on August 10, 2022
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Chinarene Jackson 1653 Lincoln Avenue, 2 nd Floor Utica, NY 13502	Bus Monitor 29 hours per week Salary: \$16.00 per hour Effective: Retroactively on August 3, 2022
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Gloriana Munoz 1561 West Street Utica, NY 13501	Bus Monitor 29 hours per week Salary: \$16.00 per hour Effective: Retroactively on August 16, 2022
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Linda Rios 1655 Lincoln Avenue, Apt. 1 Utica, NY 13502	Bus Monitor 29 hours per week Salary: \$16.00 per hour Effective: Retroactively on August 16, 2022
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FOR INFORMATION:

Volume LVII

Report No. CSE – 3

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
Committee on Special Education Meeting Date: November 30, 2021					
BW6/27/07SM	MD	OHI	HTUT	N	Chg. Program
Committee on Special Education Meeting Date: December 7, 2021					
WA3/13/08PM	AR	AUT	12:1:1, 10 mo.	Y	Chg. Program
BW6/27/07SM	AR	OHI	12:1:1, 10 mo.	Y	Chg. Program
Committee on Special Education Meeting Date: December 9, 2021					
BW6/27/07SM	MD	OHI	HTUT	N	Chg. Program
Committee on Special Education Meeting Date: December 15, 2021					
WI9/26/08CM	TR	AUT	12:1:1, 10 mo.	Y	Ongoing
WI9/26/08CM	AR	AUT	12:1:1, 10 mo.	Y	Chg. Program
AN11/1/08IF	TR	ID	12:1:1, 10 mo.	N	Ongoing
AN11/1/08IF	AR	ID	12:1:1, 10 mo.	N	Chg. Program
BJ3/11/08CM	PR	AUT	12:1:1, 10 mo.	N	Chg. Program
BJ3/11/08CM	AR	AUT	12:1:1, 10 mo.	N	Chg. Program
Committee on Special Education Meeting Date: January 13, 2022					
WA5/22/07GM	AR	LD	5:1, 10 mo.	N	Chg. Program
Committee on Special Education Meeting Date: January 31, 2022					
AE11/25/11KM	AR	SLI	5:1, 10 mo.	Y	Ongoing
AIW9/8/11LM	AR	LD	5:1, 10 mo.	N	Stop couns.
AA5/6/12SM	TR/AR	SLI	15:1, 10 mo.	Y	Chg. Program
AT3/18/12SM	AR	OHI	15:1, 10 mo.	N	Chg. Program
WA7/8/12TF	AR	OHI	5:1, 10 mo.	N	Stop couns.
Committee on Special Education Meeting Date: February 1, 2022					
BM8/21/08WM	AR	LD	5:1, 10 mo.	N	Chg. Program
WE8/14/07WM	AR	LD	ICT, 10 mo.	Y	Chg. Program
Committee on Special Education Meeting Date: February 2, 2022					
BK4/28/10CM	AR	LD	5:1, 10 mo.	N	Ongoing
MK8/17/10LM	AR	SLI	5:1, 10 mo.	Y	Stop OT
Committee on Special Education Meeting Date: February 7, 2022					
BA12/9/11AF	AR	SLI	RS, 10 mo.	Y	Ongoing
BA11/4/12LM	AR	SLI	RS, 10 mo.	Y	Ongoing
WN11/29/11LM	AR	SLI	RS, 10 mo.	Y	Ongoing
Committee on Special Education Meeting Date: February 10, 2022					
AT7/29/12SF	AR	SLI	5:1, 10 mo.	Y	Chg. Program, Stop OT
AJ9/20/12	AR	SLI	5:1, 10 mo.	Y	Chg. Program
BB5/31/13WM	AR	SLI	15:1, 10 mo.	Y	Chg. Program

WM8/30/15LF	AR	OHI	5:1, 10 mo.	Y	SLI to OHI, Chg. Program
BC7/22/14BF	AR	SLI	5:1, 10 mo.	Y	Chg. Program, Stop OT
Committee on Special Education Meeting Date: February 15, 2022					
BC5/25/11HF	AR	LD	5:1, 10 mo.	N	Ongoing
MK11/11/11LF	AR	LD	15:1, 10 mo.	N	Chg. Program
WA2/12/11AM	AR	OHI	5:1, 10 mo.	Y	Ongoing
Committee on Special Education Meeting Date: February 16, 2022					
BJ12/17/11CF	AR	OHI	15:1, 10 mo.	Y	SLI to OHI, Chg. Program, Stop SP
WK11/25/12LF	AR	LD	5:1, 10 mo.	N	Ongoing
BN2/8/12LF	TR/AR	LD	5:1, 10 mo.	N	Ongoing
BA7/4/12BM	AR	OHI	15:1, 10 mo.	N	Chg. Program
Committee on Special Education Meeting Date: February 17, 2022					
WA10/17/14VM	AR	OHI	15:1, 10 mo.	Y	Chg. Program
BK6/2/11SF	AR	LD	5:1, 10 mo.	Y	Chg. SP Direct Consult
MA7/3/11WF	TR/AR	SLI	15:1, 10 mo.	Y	Chg. Program
BT1/23/14MM	TR	OHI	RS, 10 mo.	Y	SLI to OHI
BT1/23/14MM	AR	OHI	5:1, 10 mo.	N	Chg. Program, Stop SP
WY8/26/13PF	TR/AR	SLI	RS, 10 mo.	Y	Ongoing
MK1/4/13SM	TR/AR	SLI	5:1, 10 mo.	Y	Chg. Program
AS9/17/17MF	AR	SLI	RS, 10 mo.	Y	Ongoing
Committee on Special Education Meeting Date: February 18, 2022					
BM11/18/13MM	AR	OHI	5:1, 10 mo.	N	Ongoing
MS1/13/11LF	AR	LD	5:1, 10 mo.	N	Ongoing
BS12/13/13	AR	SLI	15:1, 10 mo.	Y	Chg. Program
MJ6/27/13LM	TR/AR	SLI	15:1, 10 mo.	Y	Chg. Program
Committee on Special Education Meeting Date: February 28, 2022					
AIE9/7/11MM	AR	LD	15:1, 10 mo.	N	Chg. Program
BM5/13/11MM	AR	LD	5:1, 10 mo.	Y	Ongoing
WK12/8/10SM	TR/AR	OHI	5:1, 10 mo.	N	Ongoing
BA11/29/12TM	TR	SLI	5:1, 10 mo.	Y	Chg. SP to 1 x wk. (grp)
BA11/29/12TM	AR	SLI	5:1, 10 mo.	Y	Ongoing
BK8/7/11TM	TR	SLI	5:1, 10 mo.	Y	Chg. SP to 1 x wk. (grp)
BK8/7/11TM	AR	SLI	5:1, 10 mo.	Y	Ongoing
Committee on Special Education Meeting Date: March 1, 2022					
BE6/17/05BM	AR	LD	15:1, 10 mo.	N	Stop couns.
WD1/13/05BM	AR	LD	15:1, 10 mo.	N	Ongoing
BN7/25/04CM	AR	LD	15:1, 10 mo.	N	Ongoing
HB10/31/05BF	TR/AR	LD	5:1, 10 mo.	N	Chg. Program
WT2/7/05AF	TR/AR	LD	5:1, 10 mo.	N	Chg. Program
Committee on Special Education Meeting Date: March 1, 2022					
WA5/8/06AF	AR	LD	15:1, 10 mo.	N	Ongoing
WM4/13/05FF	AR	LD	15:1, 10 mo.	N	Ongoing
BD7/10/06HM	AR	LD	15:1, 10 mo.	N	Ongoing
WA2/6/06CM	AR	LD	15:1, 10 mo.	N	Ongoing
WM2/6/06CM	AR	LD	ICT, 10 mo.	N	Chg. Program
AE9/27/06HF	TR/AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: March 2, 2022

WO2/7/05ZM	AR	OHI	15:1, 10 mo.	N	Ongoing
BG7/9/06SM	AR	LD	15:1, ICT, 10 mo.	N	Ongoing
HA6/6/06DM	AR	OHI	15:1, 10 mo.	Y	Add couns.
BK8/11/06KF	AR	LD	15:1, 10 mo.	N	Ongoing
BJ9/22/06TM	TR/AR	LD	15:1, ICT, 10 mo.	Y	Chg. SP to consult
AS10/8/06AM	TR/AR	LD	ICT, 10 mo.	N	Chg. Program
BD5/31/06WM	TR/AR	OHI	15:1, ICT, 10 mo.	N	Stop skilled nursing

Committee on Special Education Meeting Date: March 7, 2022

BI5/8/08HF	TR	TBI	12:1:1, 10 mo.	N	Ongoing
BI5/8/08HF	AR	TBI	12:1:1, 10 mo.	Y	Chg. Program

Committee on Special Education Meeting Date: March 9, 2022

AK12/14/08CF	TR	SLI	5:1, 10 mo.	Y	Ongoing
AK12/14/08CF	AR	SLI	5:1, 10 mo.	Y	Chg. Program
HD6/28/09CF	AR	LD	5:1, 10 mo.	N	Chg. Program

Committee on Special Education Meeting Date: March 9, 2022

BG7/3/06DM	AR	LD	15:1, 10 mo.	N	Ongoing
NHE2/21/06TM	AR	ED	ICT, 10 mo.	N	Ongoing
WJ1/10/06MM	AR	OHI	15:1, 10 mo.	N	Chg. Program

Committee on Special Education Meeting Date: March 14, 2022

WD1/21/08FM	AR	AUT	15:1, 10 mo.	Y	OHI to AUT, Add couns.
BA9/13/08GM	AR	LD	15:1, 10 mo.	N	Stop SP
MA6/15/07EF	AR	LD	15:1, 10 mo.	N	Stop SP
BD6/6/08GM	AR	LD	15:1, 10 mo.	N	Ongoing
WC6/9/08DM	AR	LD	15:1, 10 mo.	N	Ongoing
WY4/29/08EM	AR	OHI	15:1, 10 mo.	N	Ongoing
BG4/7/08LF	AR	LD	15:1, 10 mo.	N	Ongoing

Committee on Special Education Meeting Date: March 16, 2022

WR11/9/07BF	AR	LD	15:1, 10 mo.	N	Ongoing
BD6/19/08BM	TR/AR	OHI	15:1, 10 mo.	Y	Chg. Program
BD8/7/07MM	AR	OHI	ICT, 10 mo.	Y	Ongoing
WM5/2/07OF	AR	LD	ICT, 10 mo.	N	Ongoing
BJ3/16/08PM	AR	OHI	15:1, 10 mo.	Y	Chg. Program, Add couns.

Committee on Special Education Meeting Date: March 18, 2022

WY12/10/06HM	TR/AR	SLI	5:1, 10 mo.	Y	Ongoing
WJ6/15/07CM	AR	LD	5:1, 10 mo.	N	Ongoing
WA12/16/08OF	AR	LD	5:1, 10 mo.	N	Ongoing
WJ2/3/08SM	AR	LD	5:1, 10 mo.	N	Ongoing
BC10/16/07BM	AR	OHI	15:1, 10 mo.	Y	Chg. couns. to ind.

Committee on Special Education Meeting Date: March 21, 2022

BH11/9/13FF	AR	LD	15:1, 10 mo.	Y	Chg. Program
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Committee on Special Education Meeting Date: March 24, 2022

WJ1/8/14FF	AR	SLI	RS, 10 mo.	Y	Chg. Program
HS8/30/12RF	PR	LD	15:1, 10 mo.	N	Chg. Program
BC8/16/13CF	AP	LD	5:1, 10 mo.	N	Chg. Program
BC8/16/13CF	AR	LD	5:1, 10 mo.	N	Ongoing
HL8/14/14RM	AP	OHI	5:1, 10 mo.	N	Ongoing
HL8/14/14RM	AR	OHI	5:1, 10 mo.	N	Chg. Program

Committee on Special Education Meeting Date: April 1, 2022

MD5/20/11PF	AR	OHI	5:1, 10 mo.	Y	Ongoing
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Committee on Special Education Meeting Date: April 4, 2022

BS1/23/10WF	AR	ID	12:1:1, 12 mo.	N	Stop SP and OT
WG10/04/11RF	AR	LD	5:1, 10 mo.	Y	Ongoing
BJ6/24/11EF	AR	LD	5:1, 10 mo.	N	Ongoing
WA3/1/11RF	AR	LD	5:1, 10 mo.	N	Ongoing
MM8/24/11WF	AR	LD	5:1, 10 mo.	Y	Ongoing
WS2/4/14EM	AR	LD	5:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: April 8, 2022

WA12/16/10CF	AR	LD	5:1, 10 mo.	N	Ongoing
AL12/26/10SF	AR	LD	5:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: April 21, 2022

BD11/8/14WM	AR	OHI	5:1, 10 mo.	Y	Chg. Program
BA4/10/15AM	AR	SLI	RS, 10 mo.	Y	Ongoing
BA11/15/13AM	AR	LD	5:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: May 2, 2022

WA1/4/15MF	AR	OHI	5:1, 10 mo.	Y	Add SP 2 x wk. (grp)
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Committee on Special Education Meeting Date: May 5, 2022

WL7/15/14SM	AR	OHI	RS, 10 mo.	Y	Stop OT and PT
MM5/23/13WM	AR	LD	15:1, 12 mo.	Y	Stop couns.
WA12/3/13GF	AR	SLI	5:1, 10 mo.	Y	Ongoing

Committee on Special Education Meeting Date: June 14, 2022

WC10/31/08DM	TR/AR	LD	5:1, 10 mo.	Y	Ongoing
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Committee on Special Education Meeting Date: June 14, 2022

WD4/11/15PM	AR	LD	15:1, 10 mo.	Y	Chg. Program
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FOR INFORMATION:

Volume LVII

Report No. CPSE – 4

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
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 N = No

Student code	Type of Meeting	Handicapping Condition	Recommended Program	Related Services	Results
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Committee on Preschool Special Education Meeting Date: August 1, 2022

BK8/6/19MBWM	IR	PSWD	SEIS, 10 mo.	Y	New Entry; on 9:1+3 wait list
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Committee on Preschool Special Education Meeting Date: August 9, 2022

WV3/18/17SM	IR	PSWD	9:1+3, 12 mo.	Y	Transfer from Madison County
BE3/3/19NF	IR				Ineligible
BP2/13/19HF	IR				Ineligible
AD10/31/19WM	IR	PSWD	SEIS, 10 mo.	Y	New Entry; on 9:1+3 wait list
HBB11/4/19OM	IR	PSWD	SEIS, 10 mo.	Y	New Entry
WJ6/1/19KM	IR	PSWD	SEIS, 10 mo.	Y	New Entry; on 9:1+3 wait list
WT5/23/19GM	IR	PSWD	SEIS, 10 mo.	Y	New Entry; on 9:1+3 wait list
WI10/21/19RF	PR	PSWD	9:1+3, 10 mo.	Y	Add OT 3x30 min./wk.
WI10/21/19RF	PR	PSWD	9:1+3, 10 mo.	Y	Add OT 3x30 min./wk.

Committee on Preschool Special Education Meeting Date: August 11, 2022

BM6/9/18AF	AR	PSWD	6:1+3, 10 mo.	Y	Chg. SEIS 2x60 to 6:1+3
WD8/27/18KM	AR	PSWD	9:1+3, 10 mo.	Y	Ongoing
BS12/8/17DF	AR	PSWD	6:1+3, 10 mo.	Y	Chg. 9:1+3 to 6:1+3
AJ9/7/18TM	AR	PSWD	9:1+3, 10 mo.	Y	Ongoing
WC11/23/18GM	PR	PSWD	9:1+3, 10 mo.	Y	Add Sp. 2x30 min./wk.
WD8/18/19MM	IR	PSWD	SEIS, 10 mo.	Y	New Entry; on 9:1+3 wait list
BA2/1/18LF	PR	PSWD	SEIS, 10 mo.	Y	Chg. 6:1+3 to SEIS 2x60 min./wk.
WH1/21/19HF	PR	PSWD	6:1+3, 10 mo.	Y	EI continues through 12/22

FOR INFORMATION:**Volume LVII****Report No. – 4****SUBJECT:****Resignations****Teacher**

It is recommended that the following resignations be accepted:

Julia Brodock	Library Media Specialist Conkling Elementary School Effective: August 5, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 5, 2022
Jacqueline Kuhn	Elementary Teacher Albany Elementary School Effective: August 5, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 5, 2022
Joseph Mercurio	Mathematics Teacher Proctor High School Effective: June 24, 2022 Reason: Accepted position outside the Utica City School District Notification Received: July 7, 2022
Alexandria Patnode	Elementary Teacher Watson Williams Elementary School Effective: August 19, 2022 Reason: Accepted position outside the Utica City School District Notification Received: August 8, 2022
Drusilla Relyea	English (PLATO) Teacher Proctor High School Effective: July 18, 2022 Reason: Accepted position outside the Utica City School District Notification Received: July 18, 2022

FOR INFORMATION:**Volume LVII****Report No. – 4****SUBJECT:****Resignation****Confidential**

It is recommended that the following resignation be accepted:

Christina Ervin	Community/Parent Liaison (10-months) Kernan Elementary School Effective: August 5, 2022 Reason: Accepted position outside the Utica City School District Notification Received: July 26, 2022
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Kaitlin Meier

School Psychologist
Effective: July 18, 2022
Notification Received: July 18, 2022

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

There being no further discussion, **motion approved 7-0.**

THIS CONCLUDED THE CONSENT AGENDA.

FOR ACTION:

Volume LVII

Report No. S – 6

SUBJECT:

District-Wide Coordinator for Dignity for All Students Act (DASA)

Authorization is requested of the Board of Education to appoint Michele LaGase, Director of Human Resources as the District-Wide Coordinator for the Dignity for All Students Act (DASA).

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

Mrs. Knoop: Is this regarding the district-wide coordinator for DASA? Is that what we just voted too in the policy?

Mr. Karam: Yes.

Mr. Gerace: You changed the policy now you're actually appointing the person.

Mrs. Knoop: I just think that there's a lot right now; I think it's a conflict for me. There already is a lot going on. Maybe we can have Mrs. Falchi or somebody else to oversee the DASA Coordinator position.

Mr. Gerace: If I could just weigh in on this a little bit. The reason it's traditionally been the Personnel Director is basically the issues that are dealt with are all personnel related. It's where an employee has an issue maybe with another employee and how they're being treated. It's naturally going to come before the purview of the Personnel Director to begin with anyways. In most school districts it's the Personnel Director as the DASA person.

Mr. Hobika, Jr.: This is the Dignity for all Students so why would it be...

Mr. Gerace: Oh, I apologize.

Mrs. Knoop: If she's the Director of Human Resources and it's students..

Mr. Gerace: Yes, I apologize; I was thinking Title IX. Anyways, it's traditionally been the Personnel Director.

President Hobika, Jr.: Has it always been your thing?

Mrs. LaGase: It's historically been this department.

Mrs. Knoop: I guess I'm just confused if it's for students how HR....

Mrs. LaGase: It could be a material incident of one of our employees against a student. Typically that's part of the DASA requirements. It could be student to student, it could be adult to student. In that case, the first order of a DASA complaint is the building principal which is why they're the coordinator. If the material incident rises to something that

either the parent or the complainant feels that it wasn't handled in accordance with the laws of DASA and the provisions and policies of the school district, then it would rise to my level for additional oversight.

President Hobika, Jr.: You would get that anyways as the Director of Human Resources.

Mrs. LaGase: Correct. In terms of the proper paperwork for the New York State Education Department, there is required paperwork, there's required provisions. This is a required appointment. If it does rise to an employee having a material incident found against them against a student that falls within the scope of my role. That's why it's historically been the Director of Human Resources.

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

FOR ACTION: **Volume LVII** **Report No. S – 8**
SUBJECT: **Application for Grant: Universal Pre-Kindergarten**
Deadline: **August 31, 2022**

Authorization is requested of the Board of Education to approve the application for funding in the amount of \$3,239,097 through the New York State Education Department to continue funding for the Universal Pre-Kindergarten Program.

BUDGET:

PERSONNEL:	\$161,689
• Project Director	121,666
• Curriculum Development – 1 teacher x \$28/hr. x 20 hrs.	560
• Transition Team – 1 teacher x \$28/hr. x 25 hrs.	700
• Secretary	38,463
• Translators for K-Event – 15 hrs. x \$20/hr.	300
PURCHASED SERVICES:	\$ 2,638,295
• UPK Postcards and Mailing	36,000
• Contractual Agreement with the following seven (5) agencies: <ul style="list-style-type: none"> ○ Head Start ○ Neighborhood Center/Conkling ○ North Utica ○ Notre Dame ○ Thea Bowman 	2,583,000
• Curriculum Development – 150 hrs. x \$28/hr.	4,200
• Agency Transition Team – 100 hrs. x \$28/hr.	2,800
• Agency Ready and Late Kindergarten Registration hours – 100 hrs. x \$28/hr.	2,800
• Agency Mentors for New Teachers – 5 teachers x 8 hrs. x \$28/hr.	1,120
• Meetings with Teachers and Mentors from Agencies – 12 hrs. x \$28/hr.	336
• Memberships ASCD (\$89) and NAEYC (\$150)	239
• Lakeshore Learning Materials – Little Red Door Social/Emotional Training – 1 day x \$3,000	3,000
• Growing Into Resiliency – Trauma-Informed Training – 1 day x \$300	300
• Trauma-Emergent Literacy Workshop – 2 days x \$600	1,200
• Staff Development Space Rental – Delta by Marriott – 3 days x \$1,100	3,300
SUPPLIES AND MATERIALS:	\$370,660
• Testing Supplies	28,544
• Pre-K World of Wonders Curriculum	138,262
• Barnes & Noble Books	4,402

• Promethean Active Panel (Smart Board) – 17 x \$5,540	94,180
• Lakeshore Mobile Locking Teacher Cabinet with Power – 21 x \$979	20,559
• HP ProOne 600 Computer – 20 x \$1,105	22,100
• Microsoft Surface Pro – 21 x \$1,200	44,100
• Office Supplies	18,513
TRAVEL:	\$900
• Director – Conference Attendance	900
FRINGE:	\$56,769
• Including FICA, Retirement, Health Insurance, and Workers' Compensation	56,769
INDIRECT COST:	\$10,784
• Indirect Cost – 1.4%	10,784
TOTAL	\$3,239,097

This budget is predicated on the enrollment of 548 students (half-day) and 94 students (full day) and may be modified by the state after the enrollment window close date.

Moved by Mr. Dawes and seconded by Mr. Testa.

President Hobika, Jr: I had one question on this. That is who is the Project Director for the Universal Pre-K for the District.

Mrs. LaGase: It's Ms. Mroz.

President Hobika, Jr.: It's Ms. Mroz, ok. She has additional duties.

Mrs. LaGase: No. Her salary is grant funded.

President Hobika, Jr.: Ok.

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

FOR ACTION:

Volume LVII

Report No. P – 3

SUBJECT:

**Change in Effective Dates Clerical
of Leave of Absence**

It is recommended that the dates of the following leave of absence be changed as follows:

David P. Testa	Computer Specialist Proctor High School From: July 11, 2022 to January 1, 2023 To: September 5, 2022 to January 1, 2023 Reason: Medical Notification Received: July 28, 2022
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Moved by Mr. Dawes and seconded by Mr. Testa.

President Hobika, Jr.: This particular issue is...you pulled that Tennille?

Mrs. Knoop: Yes.

President Hobika, Jr.: Is it a personnel issue?

Mrs. Knoop: I'm just wondering the dates; we already approved it last time. Why are we...

President Hobika, Jr.: I don't think we should discuss that on the open floor. We'd have to do that in Executive Session. Due to the late hour, would it work to just table the matter?

Mr. Gerace: You can take it at the end of the meeting.

Mr. Hobika, Jr.: We're going to have to table it until after the meeting. We will go into Executive Session on that and then we're going to have to adopt it.

Financial Report

Budget Status Report – Haylee Lallier, Treasurer

Ms. Lallier reported, "I have not yet received information from the city for the tax payments to receive by the end of August for payments received through the end of July. The current balances are for the 2020-21 school year are around \$730,000 and for the 2021-22 school year around \$1,229,000. Any questions?"

Mr. Dawes: We're caught up on our 2 year?

Ms. Lallier: Yes, that one is gone.

Approval of Minutes

Mr. Dawes made a motion to approve the following minutes; seconded by Mr. Testa.

- July 26, 2022 – Special Meeting
- July 26, 2022 – Regular Meeting

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

Continuing Business

President Hobika, Jr.: I wanted to talk about the Remedial Reading Program. There seems to be some confusion as to how many Reading Teachers participated in that program. Then my understanding is that we already have an existing Reading Program of some sort, and someone has made a decision rather than supplement that Reading Program, we're going to change to a different program. When all we have to do is just supplement the existing program that we have.

Mr. Falchi: This is being handled by our AIS Facilitator. Two invitations went out. The first set of invitations went out to get one representative from each school; we spoke about that. A second invitation went out anybody who wanted to participate was welcome to participate. They had 2 meetings with whatever Reading Teacher wanted to come on board and do this. They're choosing a supplemental program for the lowest level readers. We are not replacing the diagnostic and instructional Reading Program that is vetted by the State I-Ready. They are getting a supplemental material to attack the lowest level readers, the kids that are reading at the lowest level (far below grade level).

President Hobika, Jr: So is there a professional debate between reading people?

Mr. Falchi: I was not in on the meetings. I would have to talk to Vanessa.

President Hobika, Jr.: Ok, great. Thanks for the update. I would like to just stay on that.

Mr. Dawes: Joe, I would like to take off the table our Internal Auditors appointment and then make a motion to appointment him for the rest of the entire year.

Mr. Dawes made a motion to take the Internal Auditor's appointment off the table. This motion was seconded by Mr. Cardillo.

There being no discussion; **motion carried 6-1 (President Hobika, Jr. – No).**

Mr. Dawes made a motion to appoint Paris Rich to the Internal Auditor position through July of next year. This motion was seconded by Mr. Cardillo.

Mr. Paul: Does this go to Executive Session?

President Hobika, Jr.: It could end up going into Executive Session.

Mr. Paul: It hasn't changed since the last meeting.

President Hobika, Jr.: I would be more than willing to just keep extending his contract (the one that he had from before) and keep him on.

Mr. Dawes: What would be the difference?

President Hobika, Jr.: We would have to go into Executive Session.

Mr. Dawes: Ok, then let's go into Executive Session.

President Hobika, Jr.: Ok, but let's finish up whatever we have so everyone can go home.

New Business

Mrs. Knoop: I just had a question going back to the reading. During the Superintendent's Conference Days that the teachers have, are we making it available so that all Reading Teachers have a time to kind of come together and discuss regarding every program. So you have Reading Teachers coming together during Superintendent's Conference Days; this way they are all coming together as a group to kind of go back and forth.

Mr. Karam: Did Vanessa schedule it like that?

Mr. Falchi: We have grade level subject area department meetings on the first day in the afternoon where those departments all get together. They discuss curriculum and instruction and assessment, so they will all be together. That's going to be facilitated by our Testing and Planning Coordinator who has also been on that Committee and Vanessa and Dave Bearup who's our Curriculum Specialist. They've been running the point on their reading project.

Mrs. Knoop: And so we're still using Wonderworks?

Mr. Falchi: As far as I know, yes.

Mrs. Knoop: Ok

Communication
(None)

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

Mr. Dawes made a motion to end Executive Session; seconded by Mrs. Padula.

President Hobika, Jr.: We had 2 items. The first one is page 18. We made a motion, and it was seconded to go in Executive Session. I need a motion to take it off the table.

Mr. Cardillo made a motion to take the following off the table; seconded by Mr. Dawes.

<u>FOR ACTION:</u>	Volume LVII	Report No. P – 3
SUBJECT:	Change in Effective Dates of Leave of Absence	Clerical

It is recommended that the dates of the following leave of absence be changed as follows:

David P. Testa	Computer Specialist Proctor High School From: July 11, 2022 to January 1, 2023 To: September 5, 2022 to January 1, 2023 Reason: Medical Notification Received: July 28, 2022
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There being no further discussion; **motion carried 6-0 (President Hobika, Jr. – Opposed/Mr. Testa – Abstain).**

THIS CONCLUDED THE SUPERINTENDENT’S REPORT.

President Hobika, Jr.: There was also a motion by Mr. Dawes to adopt the one-year contract and that would be for the balance of the 2022 - June 30, 2023 school year. Motion was seconded by Mr. Cardillo. This was tabled to go into Executive Session. I need a motion to take it off the table.

Mr. Dawes made a motion to take it off the table; seconded by Mr. Testa.

There being no further discussion; **motion carried 6-1 (President Hobika, Jr. –No).**

Adjournment

Mr. Dawes made a motion to adjourn the August 23, 2022 Regular Meeting; seconded by Mr. Testa.

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

The Regular Meeting was adjourned at 11:15 p.m.

Respectfully transcribed and submitted,

DEBORAH L. VENNERO
Board Recorder

