

Let me just, yup, I guess I'll just start the meeting, I'm not sure everybody has come back from the other session. Okay. Let's see. Here we go. I'd like to call to order the Jamesville-DeWitt Central School District Board of Education Meeting. The first item on the agenda is our community comment time. During this pandemic time and that we are all virtual, we are accepting community comments via email so anybody that has community comments, please find our email address or myself, it's right out there on the Jamesville-DeWitt webpage, or you can email to me and/or Peter or any of the board members and we will reply. Alright, the second item on our agenda is our board action which is routine business. The first item is to accept our internal claims auditor report. I unfortunately could not attend the audit committee meeting so I just would like to ask either Peter or Ken if you guys have any input or feedback on that. Susan oh, that is the internal auditors report, number 6 under letter A this is just the first internal claims auditor. Oh thank you. Yep you got it all right this is the internal claims Auditor's report of our warrant and expenses, correct? Yes you got it. Alright, thank you Peter. So does anyone have any questions or comments on that, otherwise, I will ask for a motion to approve the internal claims auditor report. I'll make a motion to approve. Thank you Dana. I'll second that. Thank you Ken. All in favor? Susan its Juanita. She's a yes Tish she's a yes. Renee's not here right? I don't see Renee she just came on did she come on? Yes oh there she is. I see her okay. Susan, I think actually before the first vote, I think I would continue what you have done in the past couple of meetings and take the roll call. I'll do the roll call to see who is in attendance. Very good. So why don't I do that now. Let me just say is Dana Corcoran online. Here. Is Ken Souser on the line? I am present. Very good. Is Juanita Rivera-Ortiz on the line? I'm here. Perfect. Is Lori DeForest here? I'm here. And is Renee James? Here. Very good. And Will Guisbond? Here. And Wendy Rhodes? Here. Very Good. And Christine Woodcock Dettor. I am here. Awesome there she is. And Sharon Archer? Here. Awesome. And I am here obviously, Susan Petrosillo. I think I got everyone, correct Tish? Did I get the right count? Yup, everyone is here. So we were just making the motion on the internal, accepting the internal claims auditor report which is our warrants and expense and I had a motion from Dana Corcoran and a second from Ken and maybe I'll just ask for another vote on that one. Alright, all in favor on the internal claims auditor report? Aye, Aye, Aye, alright Tish, do you have us all? I got everybody. Thanks, Peter for helping me with that, with reminding me of that. Alright, the second item on our agenda is to accept recommendations of the CPSE and the CSE. No go ahead. They have been approved and all parents are in agreement. Standard CPSE and CSE recommendations. Very good. Will somebody make a motion to approve our CPSE and CSE. I have a question. Question, Juanita, I mean Wendy. Go ahead. How are we handling special education services and special education meetings during this COVID closure remote learning time? So the CSE meetings have been able to continue on, if it's possible to meet virtually. If there is a problem with meeting virtually then the meeting are postponed. We have been trying to get all of the parties together either by phone or by Zoom meeting. We did get some guidance this week from the State about the wavering of some time lines of some CSE meetings and initial certifications or identifications of students with disabilities, but for CSE meetings, the committee is doing the best it can to get everyone together and if they find alternative ways and if not they postpone the meeting until they are able to get everyone at the table. I see. Thank you. Very good. Any other questions, CPSE or CSE? Okay, may I have a motion to approve, to accept the recommendations of the CPSE and the CSE? I'll make a

motion. Alright Renee. May I have a second please? I'll second. Sharon, alright, I've got you Sharon. Thank you. All in favor? Aye. Any opposed? Any abstentions? Tish did you get your count? Got it. Alright. The next item on our agenda under routine business is to approve the Superintendent's personnel recommendations. So a small number of personnel recommendations coming before the Board. I think it was last meeting or the meeting before that we approved, the Board approved the extension of a leave of a high school teacher and that is an extension of a leave, she went out on leave for the 19-20 school year and will continue that leave for the 20-21 school year. Her replacement this year is doing an outstanding job, so there is a recommendation coming forward for that same person to continue in that position for the 20-21 school year. We have a request for a parental leave from one of school psychologists for the end of the school year. We have an extra duty assignment, extended teaching, an assistant coach that was left off the initial list of coaches that were paid for an extended season, we have a request for retirement from a long term teacher and finally we have an appointment of a full time mechanic who will help us out with our busses to replace a mechanic who resigned about a month or so ago. Alright. Anyone have any questions or comments on Peter's personnel recommendations? Alright. May I have a motion to approve the Superintendent's personnel recommendations? I make a motion. Lori, thank you Lori. Alright do I have a second? I'll second. That was Renee. Thank you Renee. All in favor? Aye, Aye. Any opposed? Juanita. Juanita opposed. Yep. And Wendy. There are no abstentions then, the math adds up. Very good. Alright, thank you. Okay the next item on the agenda under routine business is to elect the Board of Education, I'm looking at my other monitor guys, is to elect the Board of Education members for our OCM BOCES. So as the board knows there is a representative from every school district on the OCM BOCES Board of Education. Our representative, her term is not expiring and so she is not up for re-election, but we do have three nominees representing three different school districts The Board needs to vote as one on each of the board nominations. Their background is in your packet. I can answer any questions regarding this. But you have three candidates for three positions representing three different school districts not Jamesville-DeWitt. When is, do you know when Ann Wright's term comes due? You know, I'm sorry, I do not. No problem, typically, for the Board members, Ann comes up every three years with them. Correct. And then Ann will be on the ballot. That is exciting. These are non JD folks. She was just voted in last year. Anyone have any questions on that? Nope. Alright, may I have a motion then to elect the Board of Education members for our OCM BOCES? I'll make a motion. Thank you Dana. May I have a second? I'll second. Alright Christine, I've got Christine. All in favor? Aye, Aye, yup and Juanita? Aye. Okay, very good. And Sharon, I don't see your picture there, are you okay? There she is now you're good. Okay. Alright, are you all set Tish? All set. Okay, very good. Alright the next item under routine business is to approve the BOCES administrative budget. This is exciting actually, I was very happy about this one. Go ahead Peter. At their annual meeting, the OCM BOCES budget for the 20-21 school year was presented and includes three parts to their budget, an administrative piece, a capital piece and a rental budget. The full budget is available on the OCM BOCES website and I would encourage the Board to take a look if they are interested, and the public as well. But the Board has the responsibility of approving the administrative budget not the capital or rental budget. Some background information, the administrative budget is an increase for BOCES next year is an increase of 5.0% of which 98.8% of that is attributed to increase costs of

retiree health insurance and so the Board, the leadership at OCM BOCES has done a great job of limiting all other aspects of the administrative budget to 1.2% budget to budget increase. So the Board must vote to approve the BOCES administrative budget of \$8,640,392. Jamesville-DeWitt's share of the \$8,640,000 administrative budget actually decreased this year and we will be paying \$158.00 less due to some fiscal management, exceptional fiscal management by the BOCES leadership. So I would recommend approval of the administrative budget. Just to jump on that real quick, I want to also give kudos to the BOCES for presenting what I thought was a very responsible overall budget. You may remember that last year, the BOCES purchased their Crowne Road Facility. This purchase resulted in a significant decrease in their rental budget and of course some increase in their capital budget to pay for it and overall this very wise budgeting and that smart move, purchasing the Crowne Road Facility is actually going to result in an overall decrease to Jamesville-DeWitt in the amount of \$11,800.00 so what you see as a decrease in the bill to the administrative budget actually carries through the other two budgets as well. And again our job is to approve the administrative budget. I just wanted to give kudos to the leadership at BOCES for doing a great job in developing their budget for next school year. Thank you BOCES, good job. What is our share of the admin budget? I think you said the BOCES budget is 8 million, but what's our share, what's our percentage approximately? I don't have that real quick. Yeah, there was a hundred and some odd dollar decrease then it was. A hundred dollar decrease but our share is \$113,000 approximately. Okay. Very good. Thank you. Okay any questions for Peter on that, on the BOCES administrative budget? Okay. May I have a motion to approve the BOCES administrative budget? I'll make that motion. Good, thank you Ken. May I have a second? Alright Sharon, thank you. All in favor? Aye. Very good. Okay, thank you. Tish, you got that one? Yes, all set. Very good. Okay, now we are moving on to the item that I started with to routine business to accept our internal auditor's report, different than the claims auditor. So our internal auditor's report. This is where the audit committee which is comprised of me, Ken Souser and Ginny Murphy and of course, Peter, we met. Unfortunately, I could not meet, so it was Ken and Ginny and Peter. And Tim of course, all of this under Tim.... All of Tim's financial stuff, his wizardry, right? Exactly. Just to provide background to the Board, the Internal Audit which was completed by Dermody, Burke and Brown is done to assist the District with meeting the internal audit risk assessment requirement imposed on the District by the New York State 5 point Plan for School District Accountability and the Commissioner's Regulations as well. The procedure includes the identification of the District's entry level controls, activity level controls and significant areas critical to operation. The report was reviewed by the audit committee as Susan mentioned and it includes a tracking report and a work plan for the District. Within the Tracking report which contains a very small number of items compared to prior years, it was noted that the District should review and update its policy for the sale and disposal of fixed assets and review one student activity account to assure the students are involved in decisions regarding that club. Both of these items, I can assure the Board, will be addressed, within the next few months. Within the work plan, there were no current year or prior year material weaknesses nor were there any current year or prior year significant deficiencies found in the risk assessment. All of these are obviously exceptionally good news. Looking ahead to next year, it was suggested that the internal audit review focus on information technology and cyber security, which I think is appropriate and I the audit committee agreed that this is an appropriate area for review. And so tonight the Board is being asked to

accept the Internal Auditor's Report and recommendations from the committee on areas of focus for next year. I know that Ginny Murphy is in the audience tonight and our other committee members, Ken and Susan and Tim is here and I would ask them if they have anything to add to this recommendation. I have nothing to add Peter, I think you summarized it perfectly. It was nice to participate in an audit that actually had such high marks. Exactly. It's great. Very good, thanks Ken. I see Ginny came off of mute, Ginny would you like to add anything? I would just like to say, I was reminded, as we went through this, back in the day when Tim first started with us and the tracking report was 13 pages long. This is just a remarkably clean report and really the whole central office staff needs to be commended for the work that they do. I was so unbelievably impressed. It's great and I think that the auditors are so impressed that they are able to come into a school district where they end up with a report that is this clean, you know, it is just a testament to the hard work that we do so congratulations to everyone. Thank you Ginny. That's good information, 13 pages long when Tim just started. I'm surprised you didn't leave Tim. I see Will Guisbond has a question. Go ahead Will. Yeah, thank you, I guess for more of a point verification, on page 3, the part about the extra classroom fund and the student senate part, I was just wondering if someone could explain what that is and first it's position in the extra classroom fund and then like why and how it will be removed. Tim, you want to grab that? Sure, so the student senate account is done, used for the purpose of helping out students' needs in regards to the student senate. One of the things that we need to tighten down on, is that any extra club or extracurricular accounts required to have, they are student accounts, and so all decisions need to be made by students for the benefit of students. So that's one of the things being lacking or that they didn't prove was being done. I think one of the biggest things we need to make sure is done is that the leadership of that extra classroom club is keeping proper records in locations and minutes to reflect that those benefits of this club is for the purpose of students and the decisions are being made by students. So that's where the hole is right now in that. Okay thank you and when you say student senate, we don't, at least to my knowledge, we don't have a student senate, are you referring to government or is there like a different term I am missing or is that like a general term for like student run government, I don't know? I don't know who specifically is within the, who are the class officers of that? I would have to check with Paul Gasparini. I just don't know the people, how it's made up specifically. Okay, I think we are on the same page, like the terminology. I appreciate it. Thank you. I don't think we have a student government club so it might be that. Alright, Wendy has a question. Will are you all set? Yes. Thank you. Alright Wendy. So my question builds on that. What exactly is our plan to change going forward to communicate it to the right people so they can do whatever they need to do. I've initiated some conversations with Paul, exactly what Tim was saying, was we need to dig in and make sure the again student senate project is actually being run by the students and decisions are made by the students and it may not necessarily be that this not is the case but we may not be maintaining a good enough archive of decisions being made and records of meetings and agendas of meetings so we may need to tighten up on the records in regards to that. Got it. Thank you. I have something here too. This is Juanita, on Policy 5520, regarding the extra classroom activity fund we actually did make some changes there regarding some of this. I don't know Will if you have taken a look at this one and had questions relative to that but we did change some of the language to make sure that we're making the students in control of what happens to funds when they dissolve. I just

wanted to point that out. Yes, thank you. That will be in our first read tonight, correct, Juanita? Yes. Thank you. No, actually Ken, I'm sorry. It's not in your first read, it's in your second read. Thank you. Yup. Thank you Juanita. Any other questions on the internal auditor's report? Alright. I'd like a motion to accept the internal auditor's report. I will gladly make that motion. Thank you Ken. I'll second that motion. Thank you Renee. Juanita, you'll get the next one, alright. All in favor? Okay, Juanita you are in favor too, right? Okay? Yep, Aye. Are you all set Tish, you got your record? Yes. Okay. Very good. Okay for everyone on the phone, we are moving on to Item B, New Business and we are in our Policy Manual review so every meeting, we have a lot of policies, first reading, as you guys see on the agenda and one of our policies, 3420, came back after we had some additional input we needed to consider. Juanita as, our policy chair, do you have anything you want to say or comment on? Yes, I just want to share with everyone the process that we went through to update this policy from the first time it was approved. So we had gotten comments back from the community that there were some classes that were not noted in the policy and we worked with the policy committee and our committee to talk about how to better represent the protected classes that are eluded to in the policy but not necessarily articulated and we thought maybe we could put a link to where the protected classes are listed and we went through other scenarios but we thought it was best to take a look at the protected classes as identified by the federal statute and also by the state and actually list those classes in the policy. So we decided not to do a link because sometimes they can be corrupt and also not complete because neither one of those are going to give you a comprehensive list, we reconciled the two lists and then updated the policy to include all the protected classes so you will see 3420 has been updated and the first paragraph to list the protected classes. Any questions on that? This is Susan, Juanita. I found when I did my own research on the protected classes but there were lots of different referrals to protected classes. Is the language here like Federal language, is this what you're saying that these are? Go ahead. So like for example for the Federal classes they name national origin, or ancestry and on the New York State listing it says national origin so you'll see in our listing we say national origin or ancestry, so we name both of them. So we did a reconciliation of both lists yep and put like an inclusive list in the document. Perfect thank you now I get it. Juanita do you want to say anything else about the other policies or do you want me to turn it over for questions on this policy? Yeah, I just wanted to know how the board felt about those updates and if it is good for them hopefully but if there is questions I can take them. Go ahead Wendy. I have a quick question, in that list does domestic workers, I assume that was New York State? Yes, that was New York State. It just seems strange in terms of the wording. I don't know if it could read like I don't know like domestic work status or something, it seems to just stick out strange but if that's how it is in the statute then it's probably fine. What you're saying is domestic workers are types of people right? They work domestically, is that what you're thinking versus domestic worker status? Right. Gotcha. Okay. Do we say status, I think we just say domestic workers. Right exactly. But the one before it says like _____ status. We actually oh, I don't know I would defer to Renee on that in terms if there is a better way we could word that. We took the language right out of the statute the way it was provided so on the domestic workers, the only distinctive language I would say in parenthetical notation it states employment only, so it's stayed the status of a domestic worker having that class protected for employment only so I don't know if maybe Renee if you have any recommendation and how we can make it better but, we can take

that back or if you have something on the fly we could take it now and just make the edit. Yeah, maybe we take it back, do we have domestic violence status in there? We do. Because I'm not seeing where the domestic is under but I'm just looking at it quick so. Yes, domestic violence status is one of the classes under New York State. Yeah but I don't, I'm just looking on my phone real quick. Juanita if I can jump in real quick I think maybe Wendy, correct me if I'm wrong what you're referring to when you go back and read it's a very long list, and so go back and read how it sort of starts on the on the basis of, when you go back and read through on the basis of domestic workers that doesn't really sound like the rest of the list right? To keep the parallel structure. Right. So I think right, as long as the status is inclusive of what we are trying to get across there that might just read better. Yes, thank you Will that is what I was trying to highlight. And Renee, the domestic violence victim status is in there, it's on the fourth line down in the middle. Okay. Yes, I think we'll bring it back just so we can come up with a better way of like making that consistent and not awkward language but we will take a look at that and see. My definition of a domestic worker is a person who is hired similar to a nanny for example, correct? Somebody who is working within a home? I think we should take that back and look at it because I'm not finding it really quickly so let's just go back and make sure. It's definitely in there it's just how do we word it to make it less awkward so I think Wendy the original recommendation of domestic worker status or domestic employment or something like that, I think oh, I hear what she's saying I just think on the fly we're not going to solve it and we can take it back to come up with better language. Yes. But thank you for that. Thank you. May I ask Juanita who you feel is a domestic worker? Who is a domestic worker? Yeah, I think that's a fair assessment, like a nanny or someone who works in a home, a maid. All of those things that come to mind I think that are appropriate I just think that what they are saying is you can't discriminate on that basis so you are a maid or a nanny so we're not going to think you can be a teacher now or you know you are a maid or nanny we don't think you can be a bus driver now I think something like that that's what they are getting at, so. Yep, it's a language issue. We will make an edit, thank you. Alright. Any questions on the other policies up for first read? Was there any policy up for first read that you and the committee had to noodle on you know extra noodling that we should be aware of or it all kind of looks kind of common, commonplace. A lot of it was common I think. We did make edits for language that would put us in a box or that we didn't think gave us the flexibility to reflect on how operations actually work without losing the spirit of the policy. We did a lot of that. I will say that there is one policy that we interjected that originally, we didn't think we were going to have. That is policy 5550, the maintenance of fiscal effort, Title 1 programs. This was One that we originally had in the indexes, this was not necessary. We did not include it because this policy is really only when your title one exceed a certain threshold and our Title 1 funds did not exceed that threshold, so we didn't feel it was necessary. But as we see fluctuations in the title 1 funding we got it would be appropriate just to put it in there so if we do exceed the threshold we have a policy in addition to the fact that in many of the things that they require in the policy, we are already doing them. So we thought it would be good to just have a policy around it to give guidance to questions that arose. I had a question about, this is Wendy, about policy 5410 the competitive bidding policy. The best value clause that is in there, is that standard language that they sent us? Yes. Awesome, thank you. Yes we made no edits to that one. That one, I think Peter and Pete and Tim remind me, isn't this the one it was originally missing? Yes it is. Yes page one was missing. Okay so the only

thing that maybe not standard but we thought it was clarifying was that we changed the majority language to simple majority, I think I should note that. Let me see where that is on the policy, I had it in my notes, I just want to call your attention to it. If somebody finds it faster than me feel free to jump in. What's the spirit of best value, is that we have had a relationship with them, so there is efficiency and productivity there, is that considered best value? Is that the spirit of best value? I see Tim is shaking his head a little bit so I will let him answer that question. Tim, go ahead. I think you were on track Susan best value would be if you think about getting out an architect for example, an architect would, our current architect is going to know where we are with our 5-year plan or whatever. And you architect me come in with a lower price but not have the ability to do the work and get up to speed quickly within that price, so sometimes that's not the best value. Gotcha. Okay maybe I was wrong you guys it looks like we did not change that it's the first line in the standardization paragraph section where it says on the adoption of a standardization resolution by a vote of at least three fifths of all board members. We contemplated making it majority but we left it thinking it was the law but yes back to my original response Wendy it is standard language. Thank you. I had a question maybe this is for Peter Smith. Peter remember you were able to sign or maybe it was Dr. Kendrick, the contract with the Perception Institute and I don't know how much it was, was it a hundred thousand or a hundred twenty-eight or something like that? Would this policy now require you to come to the board? Yes, to get approval from the board. It allows us to not necessarily bid that contract but it requires approval by the board above a certain financial threshold. Okay and the threshold is the 20K because it's a non-public work like a services contract? Yes it's a services contract all right very good thank you. Sue may I ask a question about a different item? A different policy Ken, yes of course. 5250. 5250 go right ahead. Sale and disposal of School District property. Specifically I was hoping to look at this position of obsolete textbooks. There is an order, a pecking order. Sale of textbooks should be considered first send donation then trash in order of preference, whose preference? And the reason I ask is when we migrated to Common Core oh, there were a lot of textbooks that ended up in dumpsters from what I understand when there were clubs out there that actually ship used textbooks to other countries where they're not considered obsolete. So who is making that determination? I think, Ken, this is Christine, by the the way it's written, the order of preference is not somebody to make the decision of order of preference the order of preference is a, then b, then c. That's the preference. Understood. Again, who is making the decision? A, if you can sell them, if reasonable attempts fail, b, then B you donate, then the last order of preference is C. But ultimately makes that determination? Who is determining the disposition to be obsolete, is that what you're asking Ken? Yes. Who is determining, are we proactively attempting... let me just flashback if we could. So, Common Core came in and suddenly a lot of the textbooks we're no longer up to date. Did we actually try to sell them if not did we try to donate them because I know of several groups that were proactively looking for but we're told no, they are going to the dumpsters. I don't specifically, remember exactly that incident and what happened but to answer your bigger question of who determines the sale, the donation to charitable organizations and the disposal of trash, that's done by The District administration in consultation with the director of facilities in determining the value of those things but yes we do try to sell at auction those materials that are deemed obsolete. Okay thank you. So, just to dig a little deeper on that one Peter and Ken, if you already have your answer just tell me but I'm wondering if the question should be asked, how

often do we review textbook adoption and is there a process and procedure surrounding how that is done? I think that is what this is getting at. And that would be done through any curriculum review and the adoption of textbooks. Okay thank you. Okay, any other questions on any other of the... Juanita, I was asking earlier if there was anything you had to noodle on and you told me you were noodling on the title 1, is there anything else that you guys felt was different? No. Actually, you know what, the title 1, am I wrong on that Peter maybe it was 5574 that we had to include and that was not even up here yet. Right, it's the Medicaid compliance one. Okay very good. Okay so the 55, these are all, we did a lot of discussion around these but most of it was around the wording like I said and about making sure we gave flexibility where needed and offered stability and restrictions were necessary to support the spirit of the policy. Okay. Anybody else have comments on that maybe I'm missing something that we noodled on? Okay, thank you. Okay any Board members have any questions on any of the policies? Nope, Juanita everybody looks like they are good so you and the policy committee are good to go on these. Okay, alright. Do we need a motion to approve the second reading ones? I hadn't gone to the second reading ones yet, we were going through the first reading ones. Okay? Okay. Now I'm going to go to routine, I'm sorry new business, board policies, second readings and in our second readings we have a lot of items here as well. Is there anything you want to call or attention to in the second reading Juanita? Nope these are all good to go and is there anybody that has any more questions since our first review. Anybody on the board, any questions or comments on these? Yeah, I had a question. Will. Juanita, thank you for pointing out the extra classroom fund edits. Just to clarify I'm assuming it's just this last paragraph here, it automatically referred to the account of general or student council and then it talked about reactivating inactive ones, so I am assuming that means, so say a club you know, deactivates, the funds are reallocated, you can't come back and say, oh now we are active again those are our funds, correct? Correct. Okay. Because theoretically, it would have already been distributed to the other you know, student council. Okay. So one of the things we... go ahead Juanita. One of the things we talked about on this 5520 was in that last paragraph when an ECA plans to dissolve, the ECA Central treasurer is directed, I thought we had recommended here to say if it anticipates becoming or plans to become dissolved because here is where we had a little discussion around, you're not always going to necessarily know when you are dissolving but sometimes leadership can have an idea that you know, maybe we want to push this back or all our members are graduating, none of the underclassmen seem to be interested. If you guys are fine with plans to dissolve, I think we are too. I just want to make sure we consider that. That is an interesting point I was going to say, most of the time, at least in my experience, I have been part of clubs that have dissolved for whatever reason, like it is never usually planned and so I don't know how that would work. I wonder if you could even just say you know when an ECA does dissolve I don't know if that would give enough leeway, if that is in the policy to the treasurer but in the only cases like you mentioned where the planning part comes in it is very obvious that like you said everyone is graduating or there is very little interest but usually we are sort of like just busy and it falls apart and it usually happens around the same time every year so not sure what that would look like policy-wise. So will you are staying in practice this little planning for this solution it just kind of happens. Yeah so I don't know if we need to be like that deliver it here. I think that this probably gives a little more leeway which is better in this case but just sort of like a footnote saying in practice this rarely happens. Yeah I think our big concern

here was just making sure that we allow the organization to have a say in how those funds are used and I think that's what we were able to capture here. If anybody thinks that language is not good then we will go back to that but otherwise I think that our spirit here is that students have control of where that funds are going. I think it could be a simple change, you could just have it as when an ECA dissolves whether they plan to or not, right? The ECA treasurer is directed to expend, and that's really what it does, it provides the opportunity for if the group is disbanding and they know they are disbanding that it does allow them the opportunity to divest the funds in a way that they see fit. If it dissolves and they have left school or do not have the ability to divest the funds, then the treasurer takes care of making those decisions so it does provide the leeway for both options. Right. Okay. Alright does anybody else have any other questions on the second readings or Juanita do you want to add anything else? One other thing that we noodled on here was on the 5323. Yep reimbursements, yep. Yes we made a call here we worked pretty hard on this one oh, I'm just trying to think about what the actual edit is, it's about the alcoholic beverage purchase. Oh, I don't see where it is in here. Go ahead Tim, I see Tim pointing at me. That's exactly what it was about I don't know where it is in here but that's exactly what we talked about was not allowing for consumption of alcohol for anyone I just don't remember where that was. It's the second line. In the draft edit, it is in the very first line of the policy right after the words in the first line right after necessary expenses we include we added excluding alcohol. Okay, perfect. Thank you Pete. Yep. So that, you guys added that, that didn't come with the standard policy? Correct. Yeah we added that. Wow, okay. Alright, thank you. Anything else Juanita? No, everything else was pretty good. Susan, this is Lori, and 5322 the district cell phone use policy, Yeah, we talked about this, yes. So we just need I think an A in front of the paragraph after the colon because we have a B but we don't have an A so it is just a formatting issue. Perfect, thank you. Sorry we missed that. That's okay. Yeah, it's actually that way in the master manual so it probably must have gotten deleted. Okay. Alright anything else guys on second reading of these policies? Juanita do you want to see anything else or I can ask for the motion. Well ask for the motion but I just want to call out one more thing. Yep, go ahead. 5530, we didn't make a change here but we talked a little bit about a \$200 limit. We didn't change it though did we Tim? We let it ride? I think it's always been there. Yeah, and I think it's fine we do have the ability to get re-upped submitted and audited by me should they need to submit it with all receipts and that to, you know, reimburse or put it back to \$200, we can do that. So I don't know if there is a need to go above \$200 you just have to go through a process to get more money back. Juanita, what you might have had is that it read \$100 and that we changed it to \$200. Okay, thank you. And that's all. I'm done giving you our noodling notes. Thank you Juanita. I just had a general question, this is just on this cash one about the secure location, what does a secure location look like at each school, like is it a locked drawer? I see that there is a reference to a vault but I don't know if there's any vaults around. Each building does have a vault. The one in transportation does not have a vault but they have a locked cash box into a locked filing cabinet. Okay, so everything is locked. Okay thank you. Alright. May I have a motion to approve the second readings of policies as they are listed in the agenda 5210 through 5540? I'll make a motion, Lori. Thank you Lori and Dana as a second thank you all in favor? Very good. Okay you got that Tish? Yes. Okay we are going to move on from her board policies, now we are moving on to our superintendents report Dr. Smith. Thank you. As the school closure continues, we continue to receive updates from the Governor and

the State Education Department that impact our operations. As you have probably, I am sure, heard by now, the governor has closed our schools until at least May 15th so we will continue our continuity of learning through at least that time period. Probably most significantly, that is most significant, but as significant, the governor, the State Education Department has canceled all Regents exams for this year and what that means is that any student will be exempted from the requirements pertaining to passing such exams in order to be issued the diploma. And so there is some eligibility requirements for students to be exempted from these requirements and that they would be currently enrolled in a course that culminated in a Regents exam. So for example if I was a student and I was enrolled in an algebra course and I needed that algebra Regents to graduate from high school because I am enrolled in that course and as long as I passed that course I will still be awarded my diploma. So you would currently have to be enrolled in a course that culminated in a Regents exam. You can be a student who is enrolled in a Regents course leading to a Regents exam but you fail to earn the course credit previously. In that case you will return for summer instruction to makeup the course and then granted a diploma in August 2020. So that means if I am that same student and I am in my algebra class and I need the Regents exam or the course credit to graduate, so I am excused from the Regents exam but if I have failed the course then I need to come back during the summer, pass the course and I won't need to take the Regents exam, all I need to do is pass the course. I will be exempted from the Regents exam and I will get my Regents diploma in August. Then the final eligibility requirement is if a student was previously enrolled in a Regents course leading to a Regents exam and he or she passed the course but did not pass the Regents, but was intending to take the Regents exam in June, then they are exempted from having to take that Regents. So for example, if I was an algebra student last year and I passed the course but I failed the Regents exam and I intended, though I am not taking a Regents or I'm not taking algebra this year but I intended to take the algebra Regents in June I am now exempted from taking it and my passage of the course allows me to graduate on time. So pretty significant impact for some of our students with the cancellation of these Regents exams. As well the checkpoint B exams for languages other than English have been canceled as well with the same types of exemptions. This does not mean that students or means that students can attempt a Regents exam in the future. So if I'm a freshman, sophomore, 8th grader and I had intended to take a Regents exam at the end of this year, and I'm now exempt from that Regents exam, that doesn't prohibit me from taking the Regents exam in the future should I so desire. Our pathway assessments are included in these exemptions as well. So students who are leading to high school graduation using one of the pathways, those assessments are included in the exemptions. And then for a number of our students, this could impact their advanced designation and endorsements on their diplomas and so any student who has a Regents exam exempted due to the cancellation of the exams, they are not required to pass the Regents exams to earn the advanced designation as long as they pass all the necessary exams previously, they are not necessarily required to pass exams this June. So that's pretty significant news that came out of the Dept. this week. Right now the high school under the leadership of Mr. Gasparini, is going through, coming through their High School seniors, identifying who might be in Jeopardy of graduating and connecting with those students and making sure that they are doing all that's necessary, everything that they can do to make sure that they are passing their courses and become eligible for graduation. A pretty significant piece. I'll stop there and see if

there's any questions that I can answer. Are you going to keep going through more elements of your plan? Yes. Okay. Just some more updates. I just want to speak specifically to the summer school piece because we don't really know what that's going to look like right now. Right. I would assume we are just waiting for more guidance from the state but that's I mean if it's virtual if it's compulsory there's really no, we just need to wait, is that correct? Yes all we have is what's in front of us right now which is that you know if the student passes the course during the summer, if they failed the course during the school year and passed during the summer then they will earn their diploma. How that summer school operates is as big of a guess as if we are going to return to school before the end of the year. Other significant things that have taken place, we had Chromebook distribution to families that indicated a need for that. Over the course of 2 days the district technology team distributed over 400 Chromebooks to families in need I want to recognize Phil Lockette and his team for organizing and putting together that distribution to families. I know that he is fielding some questions and we have provided some Chromebooks to families that have reached out since then. Phil and his team have put together a Google form to answer questions and help troubleshoot issues for families which is sincerely appreciated. We have identified approximately 10 to 15 families across the district that have a need for the internet, that don't have internet service. As you can imagine, hot spots are an exceptionally difficult commodity to get right now. We were able to order some hot spots and we expect delivery within the next couple weeks so we will get those to families as soon as we possibly can. Our meal delivery program is still quite vibrant. The food service group distributed 2510 meals, no I'm sorry 1519 for the week April 6th through the 10th. So they are doing a great job, working very hard and I'm happy that families are taking advantage of that opportunity. Also, all school budget votes, this is actually all school budget votes and Board of Education elections have been postponed until at least June 1st. We have no definitive date for those elections at this time. This impacts us because there are no petitions that are going out. All signature gathering activities and the filing of petitions are postponed and the exact date when such signature gathering activities, we don't know when that will restart again. Another significant impact at the closure and the New York State pause act has had on us is we had a capital outlay project set to begin in April, where we were going to replace the front doors at the high school and install accessible devices. That construction project is on hold until the social distancing requirements are relaxed, so just another impact on us. I wanted to update the board on the assistant superintendent search. We are continuing to look for our assistant superintendent for curriculum instruction and equity. We are doing our first round of interviews this week. We still plan to bring a recommendation to the board of education on June 1st and hopefully with a start date of July 1. That is the plan of course subject to change based on circumstances that we can't predict at the moment. But that is the current plan of action. I'll stop right there, are there any questions at this point? Wendy you had one. Well I was hoping that you would tell us more the plans for instruction specifically for some of our highest needs students including special education students ELL students that need AIS support what are we doing to support them during this time and how are we offering services that in, standard School model are offered in in a one-to-one or small group setting? Great, so again the special education services, we've got special education teachers working collaboratively with their general education colleagues to make sure that they are reviewing materials that are going home and making modifications and accommodations as necessary. Teachers who are

working, special education teachers who are working in small groups should be providing lessons. If there is a special education teacher who provides direct instruction to students they are the teacher of record and they should be providing lessons for those students. Our English Language Learners are being, are receiving direct instruction from the general education teacher but also then materials from the ELL teachers as well. A lot of our ELL teachers received their English language arts program and their math program from our ELL teachers and so like teletherapy or like ocm teaching services or are we offering tutoring or support for students who typically get that kind of intervention at school and especially, how does this work in the packet based instruction that's being offered to the younger grades? So the AIS providers in the younger grades are providing resources and materials for students through the packets and checking in on them and also working collaboratively with the gen ed teachers to support their instruction as well. Regarding teletherapy we are in the process of working with all our therapists to identify students that would be eligible for teletherapy. So we are working through that process and that's where we are at this point. There is an expectation that some students will receive teletherapy, it's a question of for whom does that work best and making sure that we again get the right therapy in front of those students. Thank you. Anything else there? I wanted to announce a piece of really great news that came across my desk this week and that is let me get this right. I learned from a high school English teacher that Jamesville-Dewitt High School senior Alethea Shirilan-Howlett's play, Viewer Blank Theater in Los Angeles. This is a national competition not only recognizing the talented work of young people but it pairs each winner with a professional mentor who helps guide the student through the entire production process. Over the summer well-known professional directors and actors from the Los Angeles film, television and theater perform the winning plays in a week-long run theaters across the LA area. Unfortunately due to the covid-19, the procedures are probably going to be altered this summer, however those shows will be produced and recorded in some fashion in late August. So, congratulations go out to Alethea Shirilan-Howlett for just an unbelievable honor and she deserves some recognition for that. As well, we have seven Jamesville-Dewitt High School finalists in semi-finalists who will have their plays performed virtually at the Syracuse Stage, their Young Playwrights Festival which will be occurring over Facebook. That is taking place over four nights May 12th through the 15th at 7 p.m. those are a number of finalists from Jamesville DeWitt High School who, their plays will be performed on the Syracuse stage Facebook page May 12th through the 15th at 7 p.m. so if you have some time, and you want to look that up, it's a really, JD has been really well represented and continues to be well-represented so it's a really neat success story for some of our students and a huge congratulations to Alethea and the work that she has done. I would just like to add, The Playwrights Festival, we do that every year and I think there is only ten finalists so seven of them being JD students is really awesome things so congratulations to Alethea. Thank you Will. That's it for my report. I have a question, for you, I'm mindful just having 2 seniors in the last 2 years, it's like what April 20th? That means this has been a huge week for seniors at Jamesville-DeWitt, our counselors have been hard at work, you know May 1st is typically and in the middle of all this crazy is when all these kids not just mindful of what is the year going to look like kids have gotten into colleges or making decisions, May 1st and all sort of in physical isolation, right? Yeah I know that's a good point. I mean I know we're sort of all taking it day by day. Our Student Government Association has created like Instagram and social media pages to broadcast like

various pathways for seniors who are graduating and I got an email from Mr. Gasparini this morning around the idea of having lawn signs for seniors to put outside of people's houses. I think it's a really good idea and lots of Zoom interactions with friends and stuff. Like college sweatshirts, right? Right, exactly, that's kind of the best we can do right now. And Peter, if you are concluded with your report, the overwhelming 24 million dollar question is, the governor seems to be operating in both non-essential businesses, like law firms and the court systems in two weeks/one month jumps. At first two week extensions, two week extensions and this last one, whatever last week was, another one month. So if you look at it and listen to what he is saying, 800 school districts in New York state so if it's a go well first of all what the governor has been saying in his daily briefings it's like well I don't know I can't tell you. We are like okay we know you can't tell us but safety and do no harm is the number one priority and how can he be assured in the absence of testing and even rapid antibody testing that it is going to be safe? How many parents even if he does open May 15th or June 1st or actually going to send, I mean think about what we actually went through in March do you think parents will actually want to send their kids to school. And maybe this is way too much too soon but everybody's asking you know, thousands of people who are thinking May 15th no way. School is going to be closed till the end of the year. Okay so say May 15th what do we do when each of the different buildings, how much time do we have, is it safe, are parents even going to send their kids to school. I don't know, I doubt it. How are you going to social distance in a school, in a classroom filled with 22 kids? It seems like a real heavy lift. If you listen to what he's been saying both with businesses and trying to reopen the public, and you watch how he's acting and what precautions need to be in place to do both, it seems highly unlikely that schools will reopen on May 15th. It well it may very well be and maybe I'm speculating but if you saw his comments Where Dibilasio spoke. I think we're going to open New York City schools and he said no it's the governor's decision and I'm going to work in conjunction with Nassau and Suffolk and Westchester New York City and it's going to be a coordinated effort. And maybe Upstate is different than downstate and blah blah and it seems like have we started with their building administrators thinking it's okay May 15th, what do we do if we have 50% attendance? It's May 30th, what do we do and do we have however many and you look at the cancellations the tests, cancellation of Regents, end of classes have our administrators game doubt maybe they're answer is there working on it. May 15th, May 30th, June 1st, and what in the world were going to do and especially what in the world we are going to do if half the population, they're not going to send their kids to school? You've got a lot there. It's not like we're all not thinking the exact same thing. Right, and my soap box is that one of the problems with this discussion around opening up the economy and opening up school is it gives a, I think it gives a precursor notion that we are past a critical point and when we know that social distinction is what is allowing us to continue movement forward I think that providing some false hope is a little bit irresponsible and so I think that we need to be thinking that this is, I think that being said in direct answer to your question, yes the administrators have begun discussing what it would mean to come back to school and frankly if the governor orders has to be open then we are going to be open because there is going to be some significant state aid associated with this. I can't imagine that we are going to have an option to be able to provide instruction in two different ways. And so yes we have begun to discuss what is this going to look like if we stay closed, what does it look like next fall if we stay closed oh, what does it look like if we reopen so we have started all of those conversations

trying to figure out, like the rest of the country what this looks like. I think that if we if we took a step back 7 days and said we would be discussing reopening a, we would all be a guess and say no, this conversation wouldn't be happening. And so, things are wildly fluid how much changing pretty quickly and I guess I get on my soapbox and say that I think that these conversations could lead to a breakdown in some of her social distancing guidelines and could lead to greater flare-ups. You have read the same stuff that I have the reopening of the schools depends upon the ability to isolate, to define areas, hotspots and be able to shut back down again if necessary and if that real-time testing doesn't yet exist there are a couple other factors that will allow the economy and schools to reopen and from my perspective we just don't have those tools in place yet to be able to move forward. So I'm going to get off my soapbox and just answer that we are planning on coming back. I would assume that we would have some direction in some orders in which way we will do that and we will have to respond. You know if we have to open up school then we have to open up school if five people come or everybody comes. So, start of long-winded answer to your question but the bottom line is yes we have started those conversations. And I don't mean to like throw the Hail Mary pass but if you follow how he's been behaving and you follow what he's saying, there is no possible way that even in a month's time the right protections are going to be in place or the right testing or the right antibodies testing to ensure the safety of our kids I just that... However, I will jump in and say and maybe this is inappropriate especially in a public meeting but man, if there is a safe way to bring our kids back to school and we can get them back for any amount of time to me that's worth it. Any amount of time is better than no time as long as we can do it safely. I agree, but I'm mindful of our conversation that was executive session, where our emergency meeting probably I think it was on March 15th and we were open for one day right. I mean I remember that and that, we didn't know so much about what this was and what to do then and we were very mindful and fearful. Now we know and we have the same concerns. I mean I guess I'm just saying what goes through my head and what goes through everybody's head and the answer is, bottom line is we don't know. But I find it highly improbable that considering the way the governor has been acting and what safeguards he needs to be in place and the effectiveness of social distancing, the last thing he is going to want to do is put children at risk under the circumstances and so... Agreed. Even though I am saying are we prepared 15, 30. 1, I'm saying likewise the big plan Maybe we don't return this year. And what does that look like, so I know it's fluid and I know we don't know and I know it's subject to executive order and with sufficient notice we will know but isn't that the 24 million dollar question that everyone wants to know? Yep. We don't know and I get that and I buy that. When is my office going to go back to One Lincoln Center, we don't know and I accept that but if you follow the ways and thinking about the steps that need to be in place and what really is going on here it may be unlikely why we are even planning right? Right. I'm all set thank you. Peter, it's Lori just piece question, so as we talked about this and it keeps getting extended and I think that short-term piece and then getting extended longer and longer keeps affecting people's expectations or hopes how do we continue to help support our students, make sure families get the messages, but then also our staff. You know we talked about differentiating for student learning how are we differentiating for staff learning as well as they need to keep learning more and more visit technology just to stay in learning for a students. yes thank you for asking that's a question that has been raising its head recently and we are putting a team together to try to identify and try to put together some, a not

sure the right term but a central entry point for resources for teachers a single entry point of access for resources for teachers. There are a lot of there are so many resources around whether they be colleagues or OCM BOCES employees or the RIC employees, there are a lot of resources available but we need sort of a single entry point for teachers to help them identify okay where do I go to get this resource or a person that they can contact with a question who can then direct them to the appropriate resource. So yeah that's actually a conversation we have been discussing and put something together quickly for, for a teacher's. Thank you. And then just one other piece tied to the whole Chromebook and tech survey, I know that we have sent that out again, do we know percentage of families that have responded versus haven't responded and are we able to reach out in other ways if they haven't responded, how are we continuing to make sure they have what they need? That's through actually monitoring student engagement with learning. And following up with families who we are tracking the students who are not engaging in and going at it from that direction. Great, thank you. Alright, anybody else, anything else for Dr. Smith? Okay the next item on the agenda is the board president report which is my report. I actually wrote something, you know how I am something I read something sometimes I read nothing. I wrote something for today's meeting. We are in a time of crisis and we have some big decisions ahead of us and the biggest decision and the biggest work that we do as a board is to work on the budget right? Put together a fiscally responsible budget that meets the needs of our kids and supports our community via the tax cap and of course supports teachers and that's upon us and we don't really know when anything's going to really happen. But I did want to say to you all into the public and I'm going to read my letter here let's see as we begin week of six of sheltering in place and we hear and see and feel the daily effects of covid-19 on our lives and the lives of the community members I ask myself what can I do? More specifically how can I out the JD Community during this unprecedented time of need. I have been a JD School member for nine years elected by our community to represent our kids. I have deep-seated principles and a strong personal belief that help guide me when I act and speak and vote on behalf of JD students and our community. So for the final two and a half months of my term I'm going to be leaning heavily on these principles and these beliefs more than ever as we make tough decisions for the betterment of JD and especially our kids. Here are the facts right out of Cuomo's Playbook: we are on it in a time of crisis the likes of which we have never seen. We are all affected by covid-19 and we will be affected for months maybe years to come. Many of our neighbors and friends have lost their jobs. Many small businesses are closing and may ever reopen. Our kids have missed out on many important milestones and memories. We are all sacrificing in one way or another. Syracuse University announced today that their employees will be taking a pay cut. Furloughs are commonplace and are in place and in an effort for businesses to survive. The pandemic will have a profound impact on school budgets. Governor Cuomo announced on Sunday or yesterday that we should expect significant reductions up to 50% unless there's Federal Aid. New York State is expecting 15 billion dollar budget shortfall as a result of the pandemic. This is a crisis. I want to be clear with all of you about beliefs as we are faced with these important decisions that affect our kids in community now and then in the future. Again these are my principles. I support retaining all JD programs. I support the external hiring of our assistant superintendent for curriculum instruction in equity. I support not cutting JD teachers and counselors. I support reductions versus eliminations. I support leveraging our talented JD professionals and their creative ways. I support contract

concessions. I support the text cap. And I support what's best for the kids. I'm laying these out to you today or tonight because I went through the whole recession, the Great Recession they called it of 08-09 and I went through it with it or the district and I want to be clear for the community what I stand for. For my fellow board members we are nearing the time that we will have to propose a budget for vote and it's during a time that is of great uncertainty and instability. I will look to my principles to guide me and I ask that you consider what are your principles? To the JD Community I ask what will you sacrifice? Thank you. Alright that's it for my report. We are moving on now to unfinished and continuing business. Does anyone around the board table have any comments or questions? There's one from Will. You're on mute Will, but you're ready to go, you're first. Yes thank you I have just kind of a couple logistical things. First, the potential consideration for future meetings, I noticed that it hasn't been on the agenda lately, I'm just wondering are we sort of just tabling that considering what's going on. I know that we had a conversation about prioritizing topics for the rest of the year, I'm not sure that is something that we are still doing? Yes, we are. So we gathered all the topics at the last meeting that we were together, physically together and we prioritized them and I delivered those, what did I do with those? I think I mailed them. There was a survey that was sent out.... Yep, the survey, Lori, did the survey. Then we did kind of table it, so I don't know Lori if you have an update on the survey. I do. I have all responses, I have it accumulated so we can share at any point it's just that I know we have been addressing other things. But I can share it with you Susan and you can put it on the agenda to discuss at a future meeting. Okay. Thank you, we're ready to go. Good question Will. Thanks for bringing that up. And then the last one is just documents, it's more of a clarification with the minutes. I know that in previous cases when we have done minutes, you know, it was typed out and it had documents from the meeting. There were documents, I am thinking personnel recommendations and anything else that was confidential that was then made, you know, public. That information is no longer being put out because we don't have the same minutes format, it's just the transcription of the audio recording. Is there a way, in my trying to be transparent and all, so like, for me it's different, because I have access to the Board packet, but making sure the public has access to that information if they would like it. If there is a way to like, put that on the website, obviously, make it coherent enough for them to access if necessary. Actually, so I think, Peter, we are supposed to be offering minutes and the transcription. That was per the, when the NYSSBA published it, they said minutes and transcription. So then that would be my fault and I apologize. It was my understanding that it was a transcription only, not the minutes. But, Will's point is well taken and I think we need to correct that going forward, I think we need to provide some minutes for the meeting, so I appreciate that. Thank you. Yep, thank you. Good call out. Anybody else for unfinished and continuing business. Okay. I need a motion to adjourn to executive session for personnel matters. Alright Ken, thank you. May I have a second? Thank you Dana. All in favor? Alright. That's everybody. So for the public if I could just logistically explain. We are going to use the breakout room. I am going to assign the Board to go to the breakout room. We will pause the recording of the meeting while we are in executive session in a breakout room. Eventually we will come back out of executive session, return to the public meeting. But for the public's benefit, there is no expectation of any Board action that will be taken tonight. Just so you know that. Susan I think you would agree with that? I do, yes. So I just logistically want to make the public aware that, that's what's going to happen. So Peter, procedurally, you

will be, do you drag us over to the breakout room or do you click us over? I'm clicking you over as soon as you tell me to go. Alright, I guess goodbye to the public. Can I ask one quick question? Go ahead Juanita. I just wanted to ask a quick question. Do we have any students that have joined our on-line meetings for class and is there anything logistical that we need to do for them to say they were here? Good point. I know when we had them in person we had to sign their packets, but I can't tell if there are students on the call or not so I just want to make sure if there is something that we need, that we are able to give that to them. Juanita I can chime in there. The requirement for public meetings for students has been waived, so they are no longer required to come to a meeting virtually or obviously, not in person at this point, so there is no signing that needs to happen. Okay. Great, thank you for any students that came voluntarily then. I just have a question, do I need to stay, if it's, like do I have to come back again? No, you can leave the meeting if you want. So Tish, just make a note he will leave the meeting and then we are all set. Me too. Oh yeah, are you leaving the meeting, take a note. I'm pausing the recording and I'm moving us to executive session in the breakout room. Alright, I need a motion to adjourn. Thank you Wendy. Ken, that's a second. That's Juanita. Sharon was the second. Juanita she's there? I'm a yes. All in favor, okay, she's a yes. Awesome. And that's it. Thank you everybody. Alright, four hours later, thanks Peter.