

BOARD MEETING: Regular
DATE: Wednesday, December 18, 2013
TIME: 5:30 p.m.
PLACE: Naples Central School Elementary Cafeteria

- I. Meeting Called to Order
- II. Roll Call
- III. Adopt the Agenda of the Regular Meeting of December 18, 2013 (Board Action)
- IV. Executive Session (Board Action)

V. Pledge of Allegiance

VI. Public Comments: The Board of Education invites you, the residents of our school community, to feel comfortable in sharing matters of interest or concern that you might have with us. The Board President will be happy to recognize those of you who wish to speak. We would ask that you come forward and please identify yourself before presenting your thoughts.

Those items brought to the attention of the Board during this time may be taken under consideration for future response or action. (*Individual comments will be limited to three minutes.*)

As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

- Board Reponse: The Board of Education is committed to keeping communication open and transparent. The Board of Education President will be working with the Board and the Superintendent to make every effort to respond to public comments directed to the Board of Education at previous meetings, during the next scheduled meeting.

VII. Points of Interest

VIII. Superintendent Recognitions & Updates

- Students in the Spotlight
- Meet our Safety Team Presentation
- Four County School Board
- Comprehensive District Education Plan (CDEP)
- LOTE (Language Other Than English) Thank You
- School Resource Officer (SRO) Update

IX. Administrative Reports

- Elementary Principal
- Secondary Principal
- Director of Pupil Personnel
- School Business Administrator
- Student Representative

X. Board Reports

- Facility Committee
- Policy Committee
- Budget Committee
- Community Education Committee

XI. Minutes (Board Action)

- Regular Meeting of December 4, 2013

XII. Treasurer's Bank Reconciliation Report (Board Action)

XIII. Business (Board Action)

- Discards
- Policy Approvals

XIV. Personnel (Board Action)

- Resignations:
 - Superintendent
 - Bus Driver
 - Account Clerk/Typist
- Head Bus Driver: Rate of Pay
- Unpaid Leave

XV. Consent Agenda Items (Board Action)

- CSE & CPSE Placements
- Student Teacher
- Substitutes:
 - Bus Drivers
 - Teacher
 - Teacher Aide

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, December 18, 2013 at 5:35 p.m. in the Naples Elementary School Cafeteria.

Members Present: Michael Boggs Brent Gerstner
Robert Brautigam Barbara Howard
Ronald Burke Gail Musnicki
Joseph Callaghan Margo Ulmer
Carter Chapman Lissa Brautigam

Members Absent: None

Also Present: Kimberle A. Ward, Mitchell Ball, Kristina Saucke, Matthew Frahm,
and Alan Moore.

Guests: John McCabe, Alanis Frank, Sue Kingsbauer, Amy Hulbert, Dahl T. Schultz, Kelly Hall,
Jordan Shearing, Stacey Shearing, Scott Petrie, Claire Kenney, and Diann Payne.

A quorum being present, the meeting was called to order at 5:35 p.m. by Board President Margo Ulmer.

Motion: Barbara Howard
2nd: Ronald Burke

Resolved, that the Board of Education approves the agenda of the Regular Meeting of December 18, 2013 as presented.

Voting Yes: 9 Motion Carried
Voting No: 0

Motion: Barbara Howard
2nd: Gail Musnicki

Resolved, that the Board of Education approves calling an executive session at 5:36 p.m. for the purpose of discussing the employment history of a particular person or person(s).

Voting Yes: 9 Motion Carried
Voting No: 0

Time out of closed session: 6:58 p.m.

Public Comment:

Sue Kingsbauer expressed concerns relating to chemical usage in the new pool suggesting that the district investigate a technique called ozonation where minimal amounts of chlorine would be needed.

Pauline Preston expressed concerns relating to the appointment of a Superintendent, the cost of a candidate search, residency requirements, and questioned the need for an Interim Superintendent.

Board Response:

Board of Education President Margo Ulmer responded to questions, as outlined below, from members of the public as presented at the Board of Education meeting on December 4, 2013.

1) Introductory Comments addressing statements and questions on the Common Core implementation :

- Role of Superintendent
- Role of Board of Education
- Appreciation for administrators and staff simultaneously involved in navigating the Common Core challenges and a new APPR evaluation tool.
- Overview of Board position on Common Core implementation in the Naples District

- Intent to respond to questions, as requested, with “clarity, a plan of action, and sincerity” because that is our usual approach to doing our business, as those who regularly attend these meetings will confirm, The answers given below are based on the information we have at this time, and we reserve the right to modify, amend, or reverse our positions at any time based on new information or real time situations. For parents who wish to do more on any of these issues we offer parent advocacy options and contacts posted on our website

2) For the new pool, will the Board consider alternative disinfectant systems, for example, those that do not use chlorine or bromine? *The NY State department of health distinguishes between public use and private use pools, and mandates that heavy use public pools be compliant in the use of chlorination systems to guarantee the appropriate levels of disinfectant to accommodate high volume use. Our new pool falls in this category.*

3) Will you entertain a proposal for a report submission or presentation on alternatives to a chlorinated pool? *The Facilities Committee members of this Board have, for three years, worked with the project architects and engineers to find solutions that would guarantee a safe, healthy and comfortable pool environment. We will continue to monitor the pool system and use to ensure this.*

4) How many Naples teachers were told they scored an ineffective rating before the revised state formula was released? *None. The teachers were provided their composite scores, as required by the APPR law. As a Board of Education, we will continue to follow the law which limits us to discussion of composite scores only.*

5) How many students will be provided alternative assessments? *This is information which is privileged to protect the privacy of children who will take these assessments. However, we can say that the teachers who will administer alternative assessments have participated in comprehensive training around the new assessments.*

6) What is the evidence of differentiated instruction taking place in elementary classrooms and what kind of support do teachers receive? *The modules were written to include suggestions for differentiating instruction. Observations of teacher in their classrooms demonstrate that differentiation is taking place. The district is invested in a co-teaching model that addresses differentiation of instruction for individual learners, We are also involved in a Quality Improvement Plan (QIP) with BOCES trainers , and we will continue to respond to individual needs based on classroom observations and committee review. Recent training around co-teaching and differentiated instruction is targeted to align to the Common Core implementation and help teachers respond to the needs of all learners. Our Elementary principal underwent comprehensive training and we trust that she is collecting evidence of differentiated teaching and learning as she visits classrooms. Mrs. Ward has offered to explain what she recently witnessed when visiting an elementary classroom: ...*

7) What plans are in the works to provide additional support and time to teachers so that they can generate their own lessons in support of the CCLS? *Mrs. Ward and Mr. Petrie, our teachers' union president, work together once a week to assess teacher needs for additional time and support in the execution of Common Core work. This resulted in an agenda change for the staff development 1/2day on November 26. Teachers requested time to adapt the math and ELA modules and reported that it was an excellent use of time. This will also be the focus of future staff development days for the rest of this year. Further, Elementary teachers have received BOCES professional development support in both ELA and Math, and upon Mrs. Ward's departure, this support will continue and probably expand, as needed and requested by teachers and principals.*

8) If teachers deem that content in the modules is developmentally inappropriate, what recourse do they have? What resources? And is this likely to change over time? *Teachers have been told that they can swap works of literature and lesson content as long as they maintain the rigor and intent of the standards. With increased familiarity and exposure, teachers will continue to evaluate materials they use in their lessons. The EngageNY website offers a wide variety of materials teachers can choose from with suggestions to guide their selections. The Board trusts that their choices will be both developmentally appropriate and aligned with the Common Core standards. We also realize that the State released the modules late, and most teachers do not feel they had enough preparation time at the start of the year. We feel this transition will actually take 3-5 years, and we will monitor and evaluate during that time.*

9) What are district objectives regarding class sizes, and does the district consider the academic and emotional needs within the student population when determining number of students per teacher? *Educational research demonstrates that the single most important factor in a child's education is a quality teacher. Such a teacher makes all the difference in the world. We currently have no research evidence that*

proves that large or small classes in themselves determine the outcome of instruction. In Naples, grade level meetings, for progress checks, regularly focus on specific academic and emotional needs within the student population, especially when determining recommendations for class size and makeup. Classroom aides, co-teachers, and specialty support personnel all provide additional assistance to students regardless of class sizes.

10) Will Board members ever visit Elementary classrooms and talk to teachers who are struggling with Common Core implementation? *Board members do currently visit classrooms either through drop in visits or by invitation. One Board member volunteers weekly in a particular classroom and has done so for two years. We will continue to visit classrooms and appreciate the opportunity to do so. Our message to the classroom teachers is that we are all in this, one way or another, together, and we will help as we can as teachers continue to adjust and adapt to the new curriculum.*

11) Are all students who need AIS services receiving them? *Yes. Although the actual cut scores for mandated AIS services were lowered this year, teacher recommendations of borderline students needing AIS are the basis for providing AIS. However, contract agreements and budget do impact the delivery of needed services. Teachers can only cover so many teaching and AIS blocks in a day, per their contract. We have made some adjustments and added contract teaching time based on principal request. Department chairs have reported greater staffing needs for AIS, and the Board has requested more complete information from administrators in order to find resources to meet staffing needs. Specific student needs are always the Board's priority during the budget process.*

12) Is the frequency and duration of RTI time adequate for struggling students, and is our district able to meet student needs with qualified staff? *We believe that the current RTI blocks are appropriate for meeting student needs, but we will continue to listen to staff suggestions and monitor test data in order to assess and provide for the specific needs of every child. We understand that to arrive at valid data we may be looking at 3-5 years. During that time we will monitor and adjust our programs based on student needs and teacher recommendation. We will deal with short term problems as they arise and focus on long term growth and improvement.*

13) Are teachers able to realistically succeed at all aspects of planning, developing, teaching, and remediation under the current mode of instruction? What, if any, support changes are planned? *Ms. Saucke continues to work with teachers to schedule the day to maximize student learning time. Teachers are responding creatively too. For example, when different needs are identified, she works with the Superintendent to address those needs. The Board makes every effort to be responsive. Our budget planning began last fall, and the Budget Committee is methodically going over every line of the budget to offer both a fair budget to the community and one that also provides for the needs of the children.*

14) What evidence is there that children are mastering or even grasping material that is inappropriately above their grade level? When the evidence is not there, what are we doing about it? *AIMSweb probes to measure how children are doing at specific times during the year. Not all grade levels show the same trends. Grade 1 teachers, for example, report that their students are further ahead in math right now than last year's children were at the end of the year. Here is the approach we will use: We will continue to assess instruction, assess the results, and change instruction or add services, as needed. The Board feels this is being both responsive and responsible.*

15) What is the priority, RTTT funding or the children's needs, per the school mission statement? *There is no correlation. RTTT funding has been strategically earmarked to support student instruction. The district is mandated to implement the Common Core whether they receive RTTT funds or not.*

16) What is the Board's position on the simultaneous rollout of the Common Core and the new APPR plan requirements for teachers? What about teacher stress levels? *Every person and every district shows a different ability and approach to change. Our principals have been impacted as much or more than the teachers. Clearly, there is a very different impact depending on the size of the school district. Large districts with large staffs have curriculum directors, many people teaching the same grade levels and subjects, and a much larger group of specialty personnel to tap into to divide the material, share in the labor of curriculum revision, and offer support to each other. Maybe in some aspects the transition has been harder for the smaller districts, but in terms of long term success capability, districts like Naples always get it right. During this transition, the children are learning. We knew some teachers were feeling stress with the workload and the uncertainty, and that is why we added more time for teachers to work together on November 26, why Mrs. Ward has asked the NTA to make recommendations regarding teachers' needs for more similar time, and why BOCES*

staff development trainers are coming in, as needed and requested. Administrators are in close contact with their teachers as noted in many of the department chair reports to this Board. All things considered, this Board is very proud of everyone's commitment to get this right for the kids and to collaborate daily to deal with whatever comes up. In many ways, this change has demonstrated their finest professionalism because every day requires not only commitment and teaching skill, but persistence and resiliency.

17) What specifically will be the repercussions on students whose parents choose to opt out of state testing?

- opt out impact on kids? NONE

- opt out impact on district? Schools are graded on two criteria: performance and participation. Regarding performance, schools are graded on the percentage of students receiving a 3 or 4, and the percentage changes annually. Regarding participation, the school is expected to have 95% or greater of each test group take the mandated tests. If students opt out of testing and we were to drop below 95%, it could jeopardize our district's ability to meet AYP, Annual Yearly Progress, and this is what the State uses to identify Schools in Need of Improvement. Two years or more on that list, and the district could lose funding and perhaps local control. Realistically, in that case, we would have to make a lot of changes in terms of time and money. A district like Naples relies on state aid heavily.

18) Would Naples support a moratorium on use of test data for grading kids? If so at what grade levels? Test data is used to define student needs and placement in intervention services, not for report card grades, so no.

19) Would Naples consider passing a resolution against "excessive" standardized testing? Students are being tested across the country. There is much discussion in New York State as in the other states as to how to raise the educational bar nationally and what role testing plays in that. SED has been responsive, and some area legislators are now joining the discussion. We will follow the directives that come from SED as mandated by NYS law.

20) Naples meets the requirements of mandated PE minutes but then pulls kids out of PE, art, and music for RTI. What educational philosophy proves that denying a young child's need to play and create will make him or her a better learner? We will refer you to the previous question that asked if we were providing adequate AIS services to meet the needs of every child. We are using available staff and available hours in the day to provide PE, art, and music plus adequate AIS for children who need it. Other districts have cut way back on art and music and don't make PE minutes according to the Part 100 regulations. We will continue to assess our needs and resources and trust that when a child misses recess or PE that that decision ultimately will benefit him or her.. We intend to continue to balance student needs for academic intervention and time for the arts and physical activity.

21) When will Naples return to the practice of letting teachers use the curriculum they feel is best? Teachers need to make sure that they are providing instruction aligned to the Common Core. They can use materials they choose or use the modules and adapt them as long as the rigor of the standards is being met. If teachers have an alternate approach that meets these criteria, they don't have to use the modules. We believe their comfort to do so more will come with time and experience and as new textbook materials become available to them.

22) Districts have had three years to prepare for the implementation of the Common Core. So, why did Naples "drop a rushed Common Core bomb" based excessively on modules not intended for instruction? The Commissioner has stated that "We are building the plane as we are flying it." Regardless of how you feel about that statement, it is reality. For Naples, it meant making a decision as to how to spend the \$54,000 over a three year period which is what we were granted in RTTT funding. We decided not to use that money on costly staff development before all the information about New York's interpretation and requirements for the Common Core had been released. Some of the modules have yet to be released. Districts were given the choice to adopt or adapt the modules. We chose to adapt. As for the three year period, we used the time to compare our old curriculum to the new information coming from SED and to begin to align materials we had used and wanted to keep using. At the same time we, along with every other district in our BOCES region, waited for materials to come from SED.

23) How do we expect our special needs students, especially those with more extreme needs, to succeed within this new curriculum model? *Students with extreme needs qualify for and will receive alternative assessments. Their teachers adapt, very creatively and according to student abilities, Common Core lessons into their instruction.*

24) What will the district do to assist children with test anxiety and stress? *Everything we can. We currently use a protocol where teachers differentiate instruction based on student needs and this will increase as teachers become more comfortable with the content of the modules and their own lessons. Principals and other teachers are frequent observers in the classrooms, and they are reporting students engaged and directed during instructional times. Principals utilize newsletters to provide advice and information to parents. In situations where students show evidence of life-stress, school psychologists are used to work with the child. Parents should always contact the principals with specific worries and concerns. The district is committed to partnering with our families to offer a student-centered learning experience. That has not changed.*

25) Why did the district suppress the distribution of the NYSUT pamphlet about Common Core implementation in New York State? *First, the district has a policy of not stuffing backpacks with pamphlets that do not relate to NCS directly. The reason is simple: we want our teacher aides to work with children, not spend hours of the week putting pamphlets into backpacks. The scouts, the town soccer leagues, and little league all have adjusted to this policy shift. Further, upon review of the NYSUT pamphlet, some of the information was considered inappropriate for the district to disperse. Other information that was directly related to suggestions as to how parents could help their children or when parent meetings would take place were sent home. If anyone wants a NYSUT pamphlet, NYSUT representatives generally attend meetings of the Board of Education, and they can acquire one for you.*

26) Can individual parents opt out of the EngageNY Data Portal? *There is no provision for parents to opt out of student data systems that are consistent with FERPA, such as the EngageNY Portal. If there were such a provision for parents to opt their children out of these types of systems, everything from course scheduling to transportations to school lunches to high school transcripts for college applications would be impacted. It would be virtually impossible or extraordinarily more expensive to conduct much of the day-to-day data management work of schools.*

27) Can individual districts opt out of the EngageNY Data Portal? *All Race to the Top (RTTT) districts and schools are expected to participate in the EngageNY Portal. Were a district to end its participation in RTTT, a statewide data set will be provided to InBloom so that data dashboards can provide comparisons between local and regional/statewide achievement results, so that schools are able to access electronic educational records immediately upon student enrollment, and so NYSED is able to carry out its statewide program monitoring and improvement functions. Our understanding is that were Naples to end its RTTT participations, data sent to the state as mandated by law, would be sent to InBloom for the reasons stated above, and the district would be required to repay the \$54,000 we have received and spent. This information was taken from the EngageNY Portal (ENYP); Data Security and Privacy conference presentation delivered by the Commissioner of Education on November 20, 2013. At this time, we plan to remain in the federal RTTT program.*

28) Will our district's student data be permanently removed from the InBloom cloud in 2015 when it is anticipated that we will no longer be using the Datacation System? *Yes, unless the district elects to engage in a direct relationship with inBloom, the district's data will be deleted from inBloom once the partnership with NYSED ends.*

29) Who will be responsible for notifying parents and for legally and financially covering the damages if a child's data do leak out or are used inappropriately? *NYSED would be responsible to coordinate a response in the unlikely event of a breach of the NYSED system. NYSED's agreement with inBloom includes financial penalties.*

30) Is it correct that parents will be notified by the district and their approval secured if additional information beyond what has been identified in the EngageNY Portal (ENYP) Data Security and Privacy by Commissioner King? *NYSED does not intend to provide additional data to inBloom other than what is posted at <http://usny.nysed.gov/rttt/data/engageny-portal-data-dictionary.pdf>. If the district elects to contract with inBloom and provide additional data, the district would need to follow its local privacy policies with respect to any notification processes. At this time, the district has no intention to enter into a contractual relationship with InBloom.*

For parents who are concerned about the State's relationship with InBloom, we suggest that they continue to advocate at the state level. It is assumed any policy or mandate changes would come through legislative inquiry and/or judicial review. We also thank the parents who contacted us. We understand their concerns and appreciate the respectful manner they chose to inform us. We do feel that we are all in this together, and communication is important.

Mrs. Ulmer encouraged parents to advocate at that State level, stating that change will only come through legislative action and that there will be additional parent information nights in January and March. Mrs. Ulmer indicated that if there are further questions, please feel free to reach out to the Board of Education with questions.

Points of Interest:

None

Students in the Spotlight

Elementary Principal Kristina Saucke announced the students who were chosen as the November Elementary Students in the Spotlight. Miss Saucke indicated that the character trait for November was gratitude and for the month of December it was kindness.

Meet our Safety Team Presentation

Secondary Principal Matthew Frahm and Elementary Principal Kristina Saucke reviewed information regarding the District Safety Teams that was distributed to the Board of Education. Mr. Frahm discussed unannounced safety drills and indicated there was a drill earlier in the day that looked specifically at severe weather emergencies. Miss Saucke indicated that partnering with the community is a critical component of successful emergency preparedness and discussed how students are tracked during drills.

Mrs. Ward indicated there is interconnectedness between the buildings and teams consist of principals, the School Psychologists, School Counselors, and representatives from each of the building level teams. Mrs. Ward indicated that the Safety Team is looking at emergency guidelines, SAVE legislation, reviewing drills and plans for emergencies, and addressing regular safety issues within the district. Mrs. Ward indicated that schools can't simply plan for emergencies, they must practice for them, adding that the Sheriff's Office is working with districts to prepare and train. Mrs. Ward indicated that recent surveys suggest that School Resource Officers or law enforcement presence is the most effective tool for preventing and addressing safety issues.

School Resource Officer (SRO) Update

Superintendent Ward indicated that Ontario County has not committed any funds towards supporting a School Resource Officer. Mrs. Ward stated that the district had budgeted funds to support a portion of the SRO, but not a full time SRO. Mrs. Ward noted that the district has taken action to implement hard measures like the buzzer systems, the raptor system, cameras, and other additions via the capital project. Mrs. Ward asked to Board of Education for a recommendation regarding whether or not the district should pursue a part time SRO. The Board agreed to pursue a part time SRO with the understanding that the district should still continue to review and implement necessary hard measures as appropriate.

Four County School Board

Superintendent Ward provided data to the Board of Education regarding the Four County School Boards Association and asked them if they would like to participate in the Association. A period of questions and discussion by the board followed. The Board of Education determined that they would not participate in the Four County School Boards Association.

Comprehensive District Education Plan (CDEP)

Superintendent Ward reviewed the district's CDEP plan and welcomed new members to the committee. Superintendent Ward reviewed updates to the CDEP plan indicating that the whole plan would be posted on the district's website.

LOTE (Language Other Than English) Thank You

Superintendent Ward read a memo to the Board of Education that was written by Foreign Language teacher Cindi Bero. Mrs. Bero thanked numerous Naples staff members for their work in preparing for a workshop that was held in district. In the letter, Mrs. Bero also indicated that visitors to the building had many positive things to say about the recent capital improvements.

Elementary Principal

Elementary Principal Kristina Saucke provided an Elementary School update indicating that the students are very excited for the upcoming Holidays; the Shared Decision Making Team is doing some work surrounding character education, noting the Character trait for January will be Friendship and for February will be Tolerance. Miss Saucke then discussed some activities that will occur during these months.

Secondary Principal

Secondary Principal Matthew Frahm provided an update indicating there is a new intervention in the building where a list of students who are having academic difficulties has been established and the staff has done some goal setting with these students. Mr. Frahm indicated that 19 staff members have signed up to work with students who are struggling. Mr. Frahm sees this as an opportunity for students to connect with adults.

Student Representative

Board of Education Student Representative Lissa Brautigam presented an update listing sports team records and individual athlete records. Miss Brautigam also gave an update on Operation Santa, Robotics, and students who went to Eastview Mall to participate in activities surrounding ARC.

Director of Pupil Personnel

Director of Pupil Personnel Services Alan Moore indicated that the Special Education Department has begun doing annual reviews of student individualized education plans stating that many students are making great progress. Mr. Moore also discussed the progress of the Quality Improvement Plan.

School Business Administrator

The School Business Administrator Mitchell Ball thanked the building administrators and staff for working ahead of the typical budgeting cycle. Mr. Ball indicated there is a debt service meeting planned in the upcoming week with the district's fiscal advisor, Bernie Donegan's, to review 2014-15 budgeting for capital expenses and bus purchase debt. Mr. Ball indicated that the district can expect to see state aid projections by the end of January.

Facility Committee Report

Superintendent Ward gave a capital project update indicating that furniture and kitchen equipment for the new cafeteria has arrived, adding that there will be some training for staff, and that if the floor in the new cafeteria does not dry out before the end of the holiday break, there will be a concrete floor in that area until February break. Mrs. Ward indicated that the office staff is packing up for the move and everyone is excited to be in a new office. Mrs. Ward stated the next Board of Education meeting will be held in the new high school cafeteria and moving forward, every first meeting of the month will be

held in the new High School cafeteria and the second meeting of the month will be held in the Elementary cafeteria.

Policy Committee Report

Board of Education member Ronald Burke reviewed updates to the following policies:

- Policy # 6562: Employment of Retired Persons
- Policy # 7220: Graduation Requirements / Early Graduation / Accelerated Programs
- Policy # 7221: Early Graduation
- Policy # 7617: Declassification of Students with Disabilities
- Policy # 7632: Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Budget Committee Report

Board of Education member Barbara Howard indicated that the Budget Committee is in the process of looking at budgeting requests and that by the end of February, the Budget Committee will have a good idea of what recommendations there will be for the 2014-15 budget.

Community Education Committee

Mrs. Ward indicated that the Community Education Committee is focused on community relations as they relate to the new additions from the capital project. Mrs. Ward indicated that there has been much discussion regarding a Hall of Fame and Graduates of Distinction. The committee met with staff at Canandaigua Academy and Palmyra-Macedon schools to review their programs. Board Member Ronald Burke discussed items relating to the implementation of a Graduates of Distinction program. Mrs. Ward indicated that a committee for selecting Graduates of Distinction would need to be established to look at by-laws and that the district will look to start the committee in the spring of 2015. Mrs. Ward asked the board if the Graduates of Distinction program is something that the Community Education Committee should be pursuing or if further exploration should be done. Documentation regarding programs in other districts was distributed to the Board of Education. The Board of Education recommended the committee continue to explore this program and report back with recommendations.

Motion: Barbara Howard

2nd: Carter Chapman

Resolved, that the Board of Education amends the agenda of the Regular Meeting of December 18, 2013, removing the motion to approve the minutes of regular meeting of December 4, 2013.

Voting Yes: 9 Motion Carried

Voting No: 0

Motion: Barbara Howard

2nd: Gail Musnicki

Resolved, that the Board of Education approves the Treasurer's Reports for the month ending November 2013.

Voting Yes: 8 Motion Carried

Voting No: 0

Abstain: 1 - Ronald Burke

Motion: Brent Gerstner
2nd: Barbara Howard

Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following Business resolutions as presented:

- Resolved, that approval be given for the following to be declared surplus property and approval given to discard as per Policy #5250:
 - High School Music Room discards as listed.
 - Library discards as listed.
- Resolved, that the Board of Education, upon the recommendation of the Policy Committee, with no second required as per Policy #1410, hereby approves the following Policies:
 - Policy # 6562: Employment of Retired Persons
 - Policy # 7220: Graduation Requirements / Early Graduation / Accelerated Programs
 - Policy # 7221: Early Graduation
 - Policy # 7617: Declassification of Students with Disabilities
 - Policy # 7632: Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Voting Yes: 9
Voting No: 0

Motion Carried

Motion: Barbara Howard
2nd: Carter Chapman

Resolved, upon the recommendation of Superintendent, the Naples Central School District Board of Education approves the following personnel item as presented:

- Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following resignations:
 - Kimberle A. Ward, Superintendent, with regret, effective February 7, 2014.
 - William A. Thomas, Bus Driver, with regret, effective January 1, 2014.
 - Tayla Lynch, Account Clerk/Typist, with regret, effective January 3, 2014.
- Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves an increase in the rate of pay for Head Bus Driver, Chad Hunt, with the completion of his CDL License, to \$14.35, effective December 4, 2013.
- Resolved, that the Board of Education approves unpaid leave for Robert Tice, Cleaner, for the following days:
 - November 26, 2013: One-half (0.5) hour
 - December 9-23, 2013: Eleven (11) days

Voting Yes: 9
Voting No: 0

Motion Carried

Motion: Barbara Howard
2nd: Gail Musnicki

Resolved, that the Board of Education, upon the recommendation of Superintendent Kimberle A. Ward, approves the Consent Agenda Items as presented:

a. Resolved, that the Board of Education approves student placements as per the recommendations of the Committee on Special Education and the Committee on Preschool Special Education.

b. Resolved, that the Board of Education approves the following Student Teachers:

<u>Name</u>	<u>Placement</u>	<u>Supervising Teacher</u>
Kyle Leach	Special Education: Jan. 13, 2014-March 7, 2014	Mary Phillips

c. Resolved, that the Board of Education hereby approves the following list of Substitutes

Appointments:

<u>Name</u>	<u>Position</u>	<u>Address</u>
William Thomas	Bus Driver	7543 County Road, Naples, NY 14512
Sheri Todd	Bus Driver	Farmington, NY
Marissa Siciliano	Teacher	9518 New Galen Road, Cohocton, NY 14826
Mary Anne Buckley	Teacher Aide	7474 County Road 12, Naples, NY 14512

Voting Yes: 9

Motion Carried

Voting No: 0

Motion: Ronald Burke

2nd: Carter Chapman

Resolved, that the Board of Education approves calling an executive session at 8:55 p.m. for the purpose of discussing the employment history of a particular person or person(s).

Voting Yes: 9

Motion Carried

Voting No: 0

Time out of closed session: 9:54 p.m.

Motion: Barbara Howard

2nd: Ronald Burke

There being no further business, the Regular Meeting of December 18, 2013 is hereby adjourned at 9:54 p.m.

Voting Yes: 9

Motion Carried

Voting No: 0

Dated this 18th day of December, 2013



Mitchell Ball
District Clerk