

NEW PALTZ CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION BUSINESS MEETING

May 19, 2021

5:30 PM - Executive Session Subject to Board Approval

6:30 PM – Lenape Gymnasium

1. CALL MEETING TO ORDER/LAND ACKNOWLEDGEMENT/ROLL CALL
2. PLEDGE TO THE FLAG
3. AGENDA CHANGES

4. **Ratification of the Results of the 2021 Election/Budget Vote**

BE IT RESOLVED, that the Board of Education of the New Paltz Central School District ratify the voting results of the 2021 Election and Budget Vote held on May 18, 2021 as follows:

Proposition #1

“Shall the Board of Education of the New Paltz Central School District be authorized to expend \$70,013,600.00 which will be required for school district purposes for the year July 1, 2021 through June 30, 2022 (The Budget), and to levy the necessary tax therefor.”

YES: 910 NO: 193

<u>CANDIDATES</u>	<u># OF VOTES</u>
Glenn LaPolt	823
Jessica Decker Guerrero	465
Stephanie Lyons	501
Johanna Herget	559
Heather O'Donnell	630
Diana Armstead	550

4A. BOARD ITEMS

4A1. Board Trustee Resignation

BE IT RESOLVED, that the Board of Education hereby accepts the resignation of Diana Armstead from her current position as Board Trustee, effective May 19, 2021.

4A2. Administration of Oath to New Board Member

The District Clerk will administer the oath to the newly elected member of the Board of Education, Diana Armstead, to fill the vacancy created by the resignation of Board Trustee, Sophia Skiles, effective May 19, 2021 through June 30, 2022.

4A3 Board Appointment

BE IT RESOLVED, that the Board of Education does hereby appoint Matthew Williams to the Board of Education effective May 19, 2021 through June 30, 2021, to fill the vacancy created by the resignation of board Trustee, Diana Armstead.

4A4 Administration of Oath to New Board Member

The District Clerk will administer the oath to the newly appointed member of the Board of Education, Matthew Williams.

5. RECOGNITION

- Anne Lemek – 2021 Valedictorian

6. PUBLIC COMMENTS

Speakers are asked to please be mindful of the length of their comment in order to ensure everyone has a chance to speak. Speakers may not identify any person by name or position. Public comments are not meant to be a dialogue, but rather a time for the board to hear comments from the public. At the conclusion of the public comment period, the Board may, at their discretion, offer comments or engage in a brief discussion of the topics or issues raised by members of the public.

7. SUPERINTENDENTS REPORTS & DISCUSSION ITEMS

- Educational Update

8. BOARD COMMUNICATIONS

9. MINUTES OF MEETING

Recommendation - that the New Paltz Central Schools Board of Education accept the minutes of the Workshop Meeting of May 5, 2021.

10. FINANCIAL REPORTS

- Treasurer’s Report – April 2021

11.. PERSONNEL (CONSENT AGENDA)

11.1 Instructional Appointment-Substitutes

Recommendation that the New Paltz Central School District Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby appoint the following substitute teachers with remuneration as per rates established at the July 8, 2020 Organizational Meeting:

Name	Effective Dates
Jessica Blonder	5/20/2021– 6/30/2021

11.2 Instructional Resignation for the Purpose of Retirement

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby accept the resignation, of the following instructional employee for the purpose of retirement:

Name	Title	Effective Date	Years in District
Mary Holmes	Spanish Teacher	7/01/2021	13

11.3 Instructional Resignation for the Purpose of Retirement

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby accept the resignation, of the following instructional employee for the purpose of retirement:

Name	Title	Effective Date	Years in District
Rebecca Masters	Special Education Teacher	7/01/2021	29

11.4 Approval of CSE Summer Work and CSE Meetings/Evaluations

Recommendation that the New Paltz Central School Board of Education upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby appoint, as needed, the following employees effective July 1, 2021 – August 31, 2021.

CSE Summer Work:

<u>Name</u>	<u>Title</u>
Denise Hoyt	ESY provider in MSR
Sarah Sebald	ESY provider in MSR
Amy Jett	ESY provider in Speech-Language
Ann Gregory	ESY provider in Physical Therapy

CSE Meetings/Evaluations:

<u>Name</u>	<u>Title</u>
Chelsea Becker	CSE Meetings/Special Ed. Teacher
Suzanne Bergstein	CSE Meetings/Special Ed. Teacher
Erin Bulson	CSE Meetings/Special Ed. Teacher
Stacie Erceg	CSE Meetings/Special Ed. Teacher
Pierce Davis	CSE Meetings/Special Ed. Teacher
Emily Garitta	CSE Meetings/Special Ed. Teacher
Amy Gogerty	CSE Meetings/Special Ed. Teacher
Denise (Hoyt) Scarey	CSE Meetings/Special Ed. Teacher
Brandi Keyser	CSE Meetings/Special Ed. Teacher
Patricia Kosinetz	CSE Meetings/Special Ed. Teacher
Michelle Olson	CSE Meetings/Special Ed. Teacher
Susan Sherburne	CSE Meetings/Special Ed. Teacher
Jaqueline Wild	CSE Meetings/Special Ed. Teacher
Lilly Andino-Skinner	CSE Meetings/Regular Educator
Randa Abdelrahman	CSE Meetings/Regular Educator
Tara Crowder	CSE Meetings/Regular Educator
Paulette Easterlin	CSE Meetings/Regular Educator
Michele (Favale) Walden	CSE Meetings/Regular Educator
Donna Gallo	CSE Meetings/Regular Educator
Joseph Haas	CSE Meetings/Regular Educator
Valerie Hayden	CSE Meetings/Regular Educator
Adrienne Houk-Maley	CSE Meetings/Regular Educator
Kristen Kiley	CSE Meetings/Regular Educator
Ginger King	CSE Meetings/Regular Educator
Ellen Makow	CSE Meetings/Regular Educator
Brittany McIlwee	CSE Meetings/Regular Educator
Lauren O'Malley	CSE Meetings/Regular Educator
Krista Pachomski	CSE Meetings/Regular Educator
Randi Rosen	CSE Meetings/Regular Educator
Antoinette Russolello	CSE Meetings/Regular Educator
Mary Jo Serrao	CSE Meetings/Regular Educator
Kathryn Stewart	CSE Meetings/Regular Educator
Linda Sutton	CSE Meetings/Regular Educator
Robin Taliaferro	CSE Meetings/Regular Educator
Michel Vance	CSE Meetings/Regular Educator
Amy Jett	CSE Meetings/Speech-Language
Justin Finnegan	CSE Meetings/Speech-Language
Renee Reynolds	CSE Meetings/Social Worker
Lisa Watkins	CSE Meetings/Social Worker
Mary Kay Fiore	CSE Meetings/Psychologist
Tara James-LaMonica	CSE Meetings/Psychologist
Ann Gregory	CSE Meetings/Physical Therapist
Erin Bush	CSE Meetings/Nurse
Maria Meoli	CSE Meetings/Nurse

11.5 Non-Instructional Appointment

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby submit the following non-instructional appointment:

Name	Title	Effective Date	Salary/Rate
Elizabeth Hamilton	Occupational Therapist OT-R	5/19/2021	\$77,390.00/yr 2020-21 \$78,360.00/yr 2021-22

11.6 Non-Instructional Substitute Appointment

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby submit the following non-instructional substitute appointment:

Name	Title	Effective Date	Salary/Rate
Kathleen Buboltz	Substitute Clerical	5/16/2021	\$20.00/hr

11.7 Non-Instructional Resignation

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby accept the following resignation:

Name	Title	Effective Date
Leslie Peone	School Lunch Cashier	5/10/2021

11.8 Non-Instructional Resignation for the Purpose of Retirement

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby accept the following resignation for the purpose of retirement:

Name	Title	Effective Date	Years in District
Gail Downes	School Lunch Cashier	5/11/2021	21

11.9 Approval of Non-Instructional Medical Leave of Absence

Upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, the Board of Education does hereby approve unpaid medical leave of absence for the following employee:

Name	Title	Effective Date
William Judge	School Monitor	4/5/2021 to 6/7/2021

11.10 Non-Instructional Resignation

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby accept the following resignation:

Name	Title	Effective Date
Lynette Salma	School Lunch Cashier	5/17/2021

11.11 Non-Instructional Termination

BE IT RESOLVED, that the New Paltz Central School District Board of Education, upon the recommendation of Angela Urbina Medina, Superintendent of Schools, hereby terminates the employment of Nicole Siegel, a School Bus Attendant, effective the close of business on May 19, 2021.

11.12 Non-Instructional Administrative Leave

BE IT RESOLVED, that the Board of Education of the New Paltz Central School District, upon the recommendation of Angela Urbina Medina, Superintendent of Schools, hereby places Employee #02828 on Administrative Leave, effective May 10, 2021, for one day.

11.13 Non-Instructional Administrative Leave

BE IT RESOLVED, that the Board of Education of the New Paltz Central School District, upon the recommendation of Angela Urbina Medina, Superintendent of Schools, hereby places Employee #04195 on Administrative Leave, effective May 10, 2021, through May 17, 2021.

12. OLD BUSINESS

12.1 Third Reading of Policy 3430 – Anti-Racism

SUBJECT: ANTI-RACISM

The New Paltz Central School District recognizes that all forms of racism are destructive to the District's mission, vision, and guiding principles. The District is committed to the following principles:

- Establishing and sustaining a school community that shares the collective responsibility to **affirmatively** address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- Eliminating inequitable practices and cultivating the unique gifts, talents, interests, and backgrounds of every student to end the predictive value of social or cultural factors on student success.
- Respecting and championing the diversity and life experiences of all community members to support the District's mission, vision, and guiding principles.
- Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, national origin, religion, class, sexual orientation, gender identity, and refugee or immigration status.
- Recognizing diversity as an asset to our school community.
- Acknowledging Indigenous Americans as the traditional owners and custodians of this land and valuing their place in our society.
- Recognizing the unique challenges facing refugee and immigrant students and families, including, but not limited to, interrupted formal education and language barriers.

Purpose

Personal and institutional racism has always existed and continues to exist in the District. Combating racism in our schools is a moral and legal imperative.

Anti-racist practices place race at the center of its analysis. Focusing on race exposes direct links to unequal power, systems of oppression and privilege, and harmful institutional practices.

In this District, there are significant disparities between racial groups in student academic performance and participation in academic and non-academic programs. These include disparities in course participation, special education identification, traditional measures of academic achievement, and discipline. Disparities also exist between the racial demographics of the students in the District and the current composition of the District's staff. These disparities produce inequitable outcomes for students of color and advantages for white students.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were foundational elements in the construction of this nation

and must be deconstructed and remedied. Similarly, personal prejudice and implicit bias is learned and can be unlearned or mitigated. Educators play a vital role in reducing racism and inequity by first recognizing their own biases and racism by which they can then recognize the manifestations of racism in our schools, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice. **As a school community we wish to promote community education and dialogue about racism, its causes and effects, through a variety of channels.**

Through this policy we will continue to examine our practices in an effort to ~~The purpose of this policy is to~~ eliminate all forms of racism from the District in conjunction with related Board policies.

Expectations

Policy Communication

- Each school shall post a public statement against racism, affirming their anti-racist commitments, and encouraging anti-racist actions in a location visible to students, staff, and visitors entering the school. The District will also post a public statement in high traffic locations at its main offices and on the District website.

- Each school shall have an active Racial Equity Team that meets at least once bi-monthly, and will report out to the Racial Equity Initiative Advisory Committee (REIAC) once per marking period. ~~Ideally all Racial Equity Teams will report out at the same REIAC meeting so that they can learn from each other and build relationships across the district.~~
- This policy shall be included in student handbooks provided to students and families.
- This policy shall be translated into other languages and be made available in other accessible forms as necessary.

Leadership and Administration

- The Board of Education shall **be mindful of their commitment to anti racist practices when making decisions.** ~~incorporate dismantling racism in every policy proposal, policy revision, and budgetary decision.~~
 - ~~Questions the Board should consider when making these decisions:~~
 - ~~Proposal: What is the policy, program, practice or budget decision under consideration? What are the desired results and outcomes?~~
 - ~~Data: Are there data available to support the decision? What do the data tell us? Which data are missing that need to be collected in order to facilitate a more comprehensive analysis of our district?~~
 - ~~Community engagement: How have communities been engaged or not engaged? Are there opportunities to expand engagement?~~
 - ~~Analysis and strategies: Who will benefit from or be burdened by the proposal? What are the strategies for advancing racial equity or mitigating unintended consequences?~~
 - ~~Implementation: Have we ensured that the administration has the tools and support necessary for implementation?~~
 - ~~Accountability and communication: How will we ensure accountability, communicate, and evaluate results?~~
- The Administration **and the Board of Education** shall continue to identify processes and practices that cause or contribute to inequitable outcomes. ~~The assessment shall also include an inventory of which equity related data are currently collected by the District, and which missing data need to be collected and included going forward. Following the assessment, strategies will be developed and implemented to address the identified issues.~~
- The Administration shall address disparities in academic course and extracurricular participation.
- **The Board of Education and Administration** shall partner to implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline, suspension, and interpersonal relations.
- **The Board of Education and Administration** shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
- **The Board of Education and Administration** shall commit the necessary efforts and resources to both recruit and retain teachers and staff of color in the district in order to diversify the teaching and support staff across the district.
- **The Board of Education and Administration** shall commit to the full enfranchisement of our school community, with an immediate emphasis on our non-English speaking and immigrant communities.

Curriculum and Instruction

- Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups and Indigenous Americans.
- **The use of culturally diverse curriculum materials should be prioritized. The Board of Education and Administration should support the timeline established for a systematic K-12 curriculum audit.**
- ~~All curriculum materials shall be examined for racial bias. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.~~
- ~~The District shall implement an anti racist curriculum and provide educational resources for students at every grade level.~~

- **Cross cultural and cross racial learning opportunities should be encouraged inclusive of extracurricular activities.** ~~Student in class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.~~
- ~~Reduce reliance on standardized measures of success that have been shown to be both discriminatory and of limited value in identifying ability and predicting success.~~

Training and Professional Development

- **All Board members, faculty, staff, and administrators shall engage with ongoing and recurring training in anti-racism practices. The training should include historical context and identify why the outcomes have been harmful on the individual and systemic levels.** ~~and be provided with the emotional, legal, and professional support necessary to effectively engage in this work.~~
- ~~All District staff shall be trained about the history of racism in the United States and about how racism continues to produce inequitable practices and outcomes at both individual and systemic levels.~~
- ~~The District will acknowledge, utilize, and celebrate endemic anti-racist practices and practitioners.~~
- ~~Encourage and support research efforts by faculty directed to better understanding racism, its causes and effects, and practical interventions to reduce or eliminate the harm.~~

Policy Enforcement, Accountability, and Transparency

- The District shall collect, review, and provide an annual report to the Board of Education on data regarding racial disparities. The written reports shall also be made available to the public.
- ~~The staff shall collect, review, and provide an annual report to the Board of Education with data regarding racial disparities. The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.~~
- ~~A District-wide reporting protocol (i.e./ for disciplinary actions, bias incident events, etc.) will be developed so that data gathered are consistent across grades and buildings. These protocols should include how to accurately code incidents, and staff responsible for data entry shall be properly trained so that data are accurately recorded.~~
- Each school and the District shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

Definitions

- *Anti-racism:* Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.
- *Racism:* Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.
- *Institutional racism:* Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.
- *White supremacy:* The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and "undeserving." Drawing from critical race theory, the term "white supremacy" also refers to a political or socio-

economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

- *Diversity*: Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values. It is important to note that many activists and thinkers critique diversity alone as a strategy. For instance, Baltimore Racial Justice Action states: "Diversity is silent on the subject of equity. In an anti-oppression context, therefore, the issue is not diversity, but rather equity. Often when people talk about diversity, they are thinking only of the "non-dominant" groups."
- *Inclusion*: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
- *Racial equity*: Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

References: <https://www.racialequitytools.org/glossary>

NOTE: See also Policy #7370 – Dignity for All Students
See also Policy #6211 – Recruiting, Certificated Staff

Adopted: ??/??/2021

12.2 Third Reading of Policy 7680 - Independent Educational Evaluations

2021 7680
Students

SUBJECT: INDEPENDENT EDUCATIONAL EVALUATIONS

An Independent Educational Evaluation is an individual evaluation of a student thought to have a disability, conducted by a qualified examiner who is not employed by the New Paltz Central School District or any public agency responsible for educating the student.

If a parent disagrees with the initial evaluation or re-evaluation conducted by the school district, the parent should explain, in writing, to the Director of Pupil Personnel Services (PPS) and Special Education, the reason(s) why they disagree with the district's evaluation. The Director of PPS and Special Education will promptly make a decision as to whether the request for an independent educational evaluation at public expense will be granted. If such a request is denied, the district will, without unnecessary delay, commence an impartial hearing to demonstrate the appropriateness of the challenged evaluation(s). If the hearing officer's decision is that the challenged evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. The results of any independent educational evaluation will be considered by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE) in any decision made with respect to the student's educational program.

Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the district uses when it initiates an evaluation. Thus, whenever approval of a parent's request for an independent evaluation is granted, the independent evaluator must be licensed or certified or have met any minimum qualification requirements that an evaluator(s) employed by the District would need to possess to perform the same evaluation.

The Board hereby directs the Superintendent of Schools to develop regulations which ensure that information regarding independent educational evaluations are made available to parents who request the same. Such information should include the minimum qualifications required of independent evaluators and provide a schedule of the fees that the District will pay for independent educational evaluations in a variety of disciplines. The fee schedule shall be reflective of community standard rates in each discipline. In exceptional circumstances (e.g., if an unusual evaluation is needed, or if no appropriately certified independent evaluators can be found whose rates meet those set by the District), the Director of PPS and Special Education may authorize an independent evaluation for which the fee charged will exceed the allowable fee which may be paid for a particular type of independent evaluation.

Adopted: 7/16/08

Revised: ??/??/2021

13. NEW BUSINESS

13.1 Request for Approval of Committee on Special Education Recommendations and Student Placements

Recommendation - that the following resolution be approved: BE IT RESOLVED, that the Board of Education of the New Paltz Central School District approve the Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) recommendations and student placements: 14600, 15240, 15404, 14955 14883, 15052, 15053, 14087, 14310, 14968, 13020, 14482, 12965, 12744, 11282, 12247, 12304, 11470, 14266, 13832, 11053, 13926, 14003, 14886, 15476, 15068, 15387.

13.2 Request for Approval to Establish Student Scholarship Recommendation

BE IT RESOLVED, that the Board of Education of the New Paltz Central School District, upon the recommendation of Superintendent Angela Urbina-Medina, does hereby approve the establishment of the “Natural Science Award in Memory of Ekaterini Vlamis” in the amount of \$400.00. This award is for a student who has shown a strong interest in natural sciences related to ecology and who has actively demonstrated a concern for the environment, and who intends to continue to study and apply that knowledge to better the condition of the earth and all life that share it.

13.3 Budget Transfer

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby approve the following budget transfer:

To:	A2630-490-00-525-009	BOCES – Equipment	\$235,000.00
From:	A2250-490-00-219-000	BOCES – Severe Emotional-Orange	\$150,000.00
	A2250-490-00-214-000	BOCES – 1:6:2 PEACE Dutchess	\$ 70,000.00
	A2250-490-00-216-00	BOCES – Fresh Start Dutchess	\$ 15,000.00

13.4 Request for Approval of Supplemental Memorandum of Agreement

BE IT RESOLVED, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, that the Board of Education does hereby approve a Supplemental Memorandum of Agreement between the New Paltz Central School District and the Communication Workers of America, AFL-CIO, Local 1120 (CWA), dated May 18, 2021, regarding the resignation of two unit members.

BE IT FURTHER RESOLVED that the Superintendent is hereby authorized to sign this Supplemental Memorandum of Agreement on behalf of the District.

14. OTHER DISCUSSION

15. EXECUTIVE SESSION-SUBJECT TO BOARD APPROVAL

16. ADJOURN