

**VICTOR CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**Approved Minutes of the Regular Meeting of October 17, 2024
Early Childhood School Boardroom
953 High Street
Victor, New York 14564**

CALL TO ORDER Vice-President Lisa Kostecki called the meeting to order at 5:45 PM.

Members Present Bryan Adams, Lisa Kostecki, Elizabeth Mitchell, Carol Prescott, Adam Snyder

Members Absent Tim DeLucia, Christopher Parks

EXECUTIVE SESSION: A motion was made by E. Mitchell, seconded by A. Snyder, to enter executive session at 5:45 PM to discuss the employment history of specific individuals. The motion was carried. 5 yes 0 no 0 abstentions.

REGULAR SESSION: A motion was made by C. Prescott, seconded by B. Adams, to return to regular session and adjourn the meeting at 6:28 PM. The motion was carried. 5 yes 0 no 0 abstentions.

CALL TO ORDER: The meeting was called to order at 7:16 PM.

APPROVE THE AGENDA: A motion was made by E. Mitchell, seconded by A. Snyder, to approve the agenda. The motion was carried. 5 yes 0 no 0 abstentions

SUPERINTENDENT’S UPDATE: Dr. Terranova started out by congratulating Justin Barnes who will be inducted into the Visual and Performing Arts Hall of Fame during the meeting. He also congratulated recent Athletic Hall of Fame inductees who were honored earlier in the month. The inductees were Bob Thompson, a former Physical Education Teacher from 1981 – 2011 and soccer coach from 1988-2000, Robbie Page, Class of 2010 who played volleyball and basketball and Alan Altman, Class of 1998 who played volleyball and baseball. Superintendent Terranova then reminded everyone of the capital project vote taking place on Thursday, October 24, 2024, from Noon – 8:00 PM in the Aquatic Center Lobby. Lastly, he thanked over 45 of the faculty members who led professional development sessions during the October Superintendent’s Conference Day on October 11th. He said the focus continues to be on student centered, culturally responsive teaching and learning. He also thanked the administrators, teacher leaders and teachers for further development of the Professional Learning Communities (PLCs). PLCs are a small group of teachers that meet on a regular basis by grade level or department, to talk about their teaching practice and try to work on ways to celebrate successes as well as improve their practices. There have been some specific academic goal setting and a lot of action steps that are tied to improving a student centered, culturally responsive classroom. He said he was happy with the work that happened on the conference day and that also continues throughout the year.

RECOGNITIONS: Visual and Performing Arts Hall of Fame Induction; Assistant Superintendent for Instruction Karen Finter spoke about how she supports the arts hall of fame committee. She said the Arts Hall of Fame is in place to celebrate and honor the accomplishments of outstanding alumni, staff and community members. Individuals nominated serve as an inspiration to the staff and students. Nominees can be inducted as a creator, a performer, a practitioner or a contributor to the arts. They must be out of the Victor School District for at least 10 years. Two students, senior Jack Jones and senior Delaney Pipes (Art Teacher Andy Reddout read what she wrote) spoke about why the arts are important to them. Senior

High School Art Teacher Andy Reddout, Class of 1994, then went on to speak about the Visual and Performing Arts Hall of Fame Inductee Justin Barnes. Mr. Barnes grew up skateboarding in the 90's, which wasn't as glorious as it is today. Back then before the X-Games, Olympics and Tony Hawk Pro-skater Video Games, skateboarding wasn't mainstreamed. Mr. Reddout said they were seen as misfits, punks and "up to no good". They were chased off public property, harassed by people driving by and had ramps destroyed. They persevered practicing their craft wherever and whenever they could. Some got better pulling off more impressive tricks than others. Eventually Justin would make his way to become a sponsored amateur for 5 Boro Skateboards in New York City. Mr. Reddout said with a skateboard in hand he also traveled the world, South America, Southeast Asia and Europe. Fast-forward to today, Justin has channeled the same passion, creativity and uncompromising spirit into his career from being a skater in the streets to becoming a creative director and founding partner of Versus, a cutting-edge multimedia design and motion graphics company. Justin has made a significant impact on the world of visual storytelling. His work is seen on everything from Thursday night football to groundbreaking ad campaigns that reflect his vision, innovation and tenacity. Mr. Reddout said it is truly an honor to recognize Justin Barnes as he is inducted into the Visual and Performing Arts Hall of Fame. A 1997 graduate of Victor Senior High School, Justin's passion for skateboarding and creativity has shaped his remarkable journey from the parking lots of Victor to a leading company at the forefront of motion graphics. Mr. Reddout read a quote from Holly Boisvert who nominated Justin, "Justin is an inspirational alumni. He shares his talent, creativity and vision all over the world. He is an example of tenacity and embodying just be yourself, don't compromise, and have a work hard, educate, travel and grind attitude." Superintendent Terranova presented Justin Barnes with his Visual and Performing Arts Hall of Fame plaque. He is the founding partner and executive creative director of Versus, an award-winning and culture defining agency based in New York City, which brings together teams specializing in live action editing motion design computer graphics and animation. Mr. Barnes thanked his nominator Holly Boisvert and the District. He said he loves to hear from the students that they are as excited about art as he was. He said back then he took it for granted just how good the arts program was. Looking back, he realizes how amazing especially ceramics and photography were, and he still uses it to this day because of high school. He said to the students, he is a resource and looks forward to seeing them out in the creative world.

Board of Education Recognition: Superintendent Terranova said October is Board of Education Appreciation Month. Board of Education members are recognized by their peers as leaders in the community. They have the ear to the community and the voice of the community, which is critical. They are not afraid to speak their mind and tell you like it is, which is very important. He said they are a team of 8 with the Superintendent. Together and individually, they have great social awareness and can understand one another's perspectives, including the perspective of the Superintendent. Dr. Terranova said when you do that and have kids at the forefront as your number one priority, you end up forming a great team that makes great decisions to support the community and the District. From Monroe County School Boards Association Dr. Terranova read the following, "Monroe County School Board Association thanks each of you for your dedication and hard work as a Board of Education member. Your selfless service makes a meaningful difference in the lives of our local students!"

PUBLIC PARTICIPATION: None at this time.

CONSENT ITEMS: A motion was made by B. Adams, seconded by E. Mitchell, to approve, upon recommendation of the Superintendent, the following consent items:

MINUTES: Minutes of the Regular Meeting of September 12, 2024, the Special Meeting of September 25, 2024 and the Public Hearing of October 7, 2024

FINANCIAL STATEMENTS: Treasurer's Report for the month ending August 31, 2024;

PERSONNEL: *All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.*

Instructional

Long Term Substitute Appointments: The appointment of **Lori Damico**, who has certifications out of state certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective August 28, 2024, and ending January 31, 2025, at an annual salary of \$51,978, which will be prorated based on the length of the assignment.

The appointment of **Pamela Lowe**, who has certification in Mathematics Grades 7-12, to a long term substitute position as a Mathematics Teacher, effective October 7, 2024, and ending February 14, 2025, at an annual salary of \$82,162, which will be prorated based on the length of the assignment.

Leaves of Absence: The granting of a maternity and subsequent childcare leave of absence for **Ashley Wagner**, Mathematics Teacher, effective February 1, 2025, and extending through approximately May 9, 2025.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Bowling	Volunteer	Jamie LaBrake	-	-
	Volunteer	Bryan Law	-	-
Unified Bowling	Head Coach	Johanna Arnitz	6	4
Alpine Skiing	Varsity Assistant	Tracy DeBruyn	5	2
Swimming & Diving	Varsity Assistant	Lindsay Karl	4	4
– Boys	Modified	Gina Potenza	4	12
Basketball – Boys	Varsity Assistant	Graig Roberts	3	10
	JV	David Vistocco	3	12
	Modified	Patrick Broderick	4	3
	Modified	Tim Clapp	4	18
	Modified	Randy Johnson	4	7
	Volunteer	Ryan Shannon	-	-
	Volunteer	Jay Barber	-	-
	Volunteer	Phil Desaw	-	-
	Volunteer	Benjamin Raymo	-	-
	Varsity Assistant	Blake Smith	3	15
Basketball – Girls	JV	Anna Milham	3	2
	Modified	Denise Dillman	4	15
	Modified	Brian Hill	4	7
	Varsity Assistant	Alyssa Dayton	3	17
Cheerleading	JV	Alexa O'Brien	3	8
	Modified	Brooke Wagner	4	8
	Volunteer	Alexandra Militello	-	-

Hockey	Volunteer	Alexis Forte	-	-
	Varsity Assistant	Jason Rich	3	20
	Volunteer	Trevor Sousa	-	-
Wrestling	Volunteer	Brian Bailey	-	-
	Varsity Assistant	Steve Cronmiller	3	13
	JV	Sean Rucker	3	9
	Modified	Stash Merritt	4	26
	Volunteer	Fred Finter	-	-
Indoor Track & Field	Volunteer	Liam Miller	-	-
	Volunteer	Brian Aparo	-	-
	Varsity Assistant	Jerry O'Dell	4	41
	Varsity Assistant	Ryan Ellis	4	4
	Modified	Kathleen Habecker	4	10
	Modified Assistant	Chris Levy	5	22
	Modified Assistant	Maxwell Hill	5	1

Co-Curriculars:

Clubs & Advisors

	<u>Name</u>	<u>Band</u>
Sr. High Diversity Equity Inclusion (shared position)	Todd Forrest	1 (2)
Sr. High Positive School Climate Committee (shared position)	Todd Forrest	2 (2)
Jr. High Library Club	Rachel Scott	1

Per Diem

Substitutes:

Candidate

JoAnn Hussion
Theresa Thon
Beata Gulec

Area of Certification

English/ Reading
Uncertified
Uncertified

Non-Instructional

Appointments:

The appointment of **Katherine Marquez Rodriguez**, Part Time Teacher Aide, effective September 30, 2024, at an hourly rate of \$15.55.

The appointment of **Alec Roy**, Full Time Teacher Aide, effective October 7, 2024, at an hourly rate of \$15.55.

The appointment of **Steven Shadders**, Information Technology Support Technician II, effective October 15, 2024, at an hourly rate of \$24.38.

The appointment of **Nicole Warr**, from School Bus Driver Trainee to School Bus Driver, effective October 4, 2024, at an hourly rate of \$23.96.

Resignations:

The resignation of **Christine Pedersen**, Part Time Teacher Aide, effective October 15, 2024.

The resignation of **Laura Tokarski**, Part Time Teacher Aide, effective October 25, 2024.

Leaves of Absence: The granting of a maternity and subsequent childcare leave of absence for **Chelsea Huff**, Full Time Teacher Aide, effective December 8, 2024, and extending through approximately March 25, 2025.

Per Diem and Substitute Positions:	<u>Candidate</u>	<u>Position</u>
	Elizabeth Klimowski	Teacher Aide
	Karen Keese	Bus Monitor
	Kayla Fetcie	Teacher Aide
	Joshue Koehler	Teacher Aide
	Anna Lahue	Teacher Aide
	Reem Nhaila	Lifeguard
	Judith Blaszczak	Registered Professional Nurse

CSE/CPSE RECOMMENDATIONS: Recommendations of the Committee on Special Education from the meetings of August 21, 29, 2024, September 6, 9, 10, 12, 13, 16, 19, 20, 23, 24, 25, 26, 27, 2024, October 2, 3, 4, 8, 9, 2024 and from the Committee on Preschool Special Education from the meetings of September 17, 20, 24, 27, 2024, October 1, 4, 15, 2024.

DONATIONS: \$2,773.00 from the Victor Baseball Booster Club to the Victor Central School District to be applied toward the purchasing of a Replacement Home Plate Tarp; \$581.81 from the Victor Boys Volleyball Booster Club to the Victor Central School District to be applied toward the purchasing of needed competition uniforms for the modified team.

SURPLUS: Declare the following as surplus: 201 copies of World History-Journey Across Time with ISBN #0-07-868873-6; and Chromebooks with VCS Tag #s 014908, 014910, 014914, 014917, 014918, 014925, 014927, 014931, 014937, 014938, 014939, 014940, 014948, 014953, 014954, 014959, 014962, 014963, 014967, 014969, 014971, 014973, 015485, 015902.

ELECTION INSPECTORS: Election inspectors for the October 24, 2024 Victor Central School District Capital Project Vote as submitted.

TEXTBOOK APPROVAL: Grade 4 *Rez Dogs* by Joseph Bruchac.

INCOMPLETE TEAM: Irondequoit Central School District to compete as an Incomplete Team with the Victor Central School District Alpine Skiing Girl's Interscholastic Team for the 2024-2025 school year.

TRANSPORTATION CONTRACT: Transportation contract between a parent and the Victor Central School District to begin on 10/7/2024 and end on 6/30/2025 as submitted.

The motion to accept the foregoing consent items was carried.
5 yes 0 no 0 abstentions *(end of consent items)*

CAMPUS NEWS: VCS administrators summarized campus news and events.

VICTOR CENTRAL SCHOOL DISTRICT VISION AND MISSION: Superintendent Terranova reminded the Board of Education that during the September Board meeting he presented the work of 100's of people, including large working groups of community members, staff, students and Board of Education around a new Vision and Mission for the Victor Central School District. The work has been synthesized into a five paragraph vision statement, a short vision statement and a mission statement.

The long vision statement is as follows:

At Victor Central School District (VCS), we will cultivate a vibrant and supportive learning community built upon the cornerstones of respect, inclusivity, and empowerment. Every day, in every building, every person will feel safe, valued, inspired, and motivated to grow—both academically and personally. We will celebrate diversity, foster a sense of belonging and strive for academic achievement, and students will become informed, confident scholars and leaders who are prepared to thrive in an ever-changing world.

We will create an environment where students confidently take risks, embrace new learning experiences and persevere through challenges. Our approach will address the academic, social and emotional needs of every student, ensuring they develop essential life skills and feel valued throughout their academic journey. Strong connections between students, staff, families, and local organizations will be built through clear and consistent communication. We will ensure community members and families are well-informed and engaged in both their student's daily life and the numerous community-building activities hosted by the District.

We believe that there are many pathways to success that meet the diverse interests and learning styles of our students. Through hands-on opportunities and real-world experiences tailored to their unique interests, strengths and aspirations, students will gain the skills and adaptability needed to excel in a rapidly evolving global landscape. Our classrooms will be spaces that support student-led discovery-based learning, where they are encouraged to explore with guidance from dedicated educators. Together we will create individualized learning opportunities to enable students to reach their full potential.

At VCS, we understand the importance of providing the support both students and staff need to thrive academically, professionally and emotionally. Our state-of-the-art facilities and evolving resources will be designed to meet the needs of everyone in our dynamic community. We will continually explore, embrace and integrate new strategies and technologies to ensure that all members of our school community have the tools necessary for success. Educators, viewing themselves as lifelong learners committed to the success of each student, will actively collaborate with the District to seek the continual learning and professional development needed to excel in their roles.

The sense of pride on the Victor campus will be unmistakable. Victor Central Schools will be a district where families choose to live, staff are eager to work, and the community is committed to supporting our continued success. Our one-campus environment will be the place where we bridge the gap between long-standing and new community members, fostering a sense of unity and shared purpose.

The short vision statement is as follows:

Together, we will build a thriving educational community that inspires every individual to shape their own future with confidence and pride.

The mission statement is as follows:

We Are Victor

Together we create engaging learning environments that promote empathy, inclusivity and opportunity by uniting community and classroom. Our dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world.

A motion was made by B. Adams, seconded by E. Mitchell to adopt the new Victor Central School District Vision and Mission Statements. The motion was carried. 5 yes 0 no 0 abstentions.

MANAGEMENT PLAN UPDATE; 2023-2024 District Academic Achievement Review: Assistant Superintendent for Instruction Karen Finter and Director of Humanities Kira Carinci reviewed the 2023-2024 District academic achievement data. Mrs. Finter started out by saying that Carrie Goodell, Director of Mathematics and Science is also a strong collaborator in the work being shown, however was unable to attend the meeting. In starting to tell the data story you must be careful to not take stock in just one number because it is about children and their progress, a comprehensive view. She said there are areas that can be celebrated as well as areas where there is room for growth. The first year they focused on the “what”, the idea of backwards planning. Looking at what students need to know and be able to do and how does the teacher and students know that they are successful while looking at the aligned learning experiences. A lot of the initial work focused on planning. As curriculum is being developed, they still focus on the backwards design that supports instruction in the classroom. The second year they focused on the “how”. How do they engage students in a student centered and culturally responsive way. Mrs. Finter said this year they are looking at the “how” and “what” together and are they working. They will use data and information to set goals and to track progress and practices. Ms. Carinci spoke about early literacy and numeracy screening data in grades 1-3. She said administrating assessments to benchmark students gives the District insight on how the students are performing in comparison to other students across the nation in both reading and mathematics. It also serves as an opportunity to reflect on our own instructional practices and how students respond. She then talked about the screening tools currently being used. Students in grades 1-3 are screened using AimsWeb. Screening is done three times a year and provides information on how students are performing in their early literacy skills, letter/sound relationships, oral reading fluency and early numeracy. The screening data is used by building teams and intervention providers to identify those students who are below specific achievement cut points. Those students are identified for intervention. Students in grades 4-8 are also benchmarked in both reading and math using the NWEA screener. Students are benchmarked using a national norm so the District can see where they are performing at their grade level. Similar to the younger grade levels, screening data is used by building teams and intervention providers to identify those students who are below specific achievement cut points. Those students are identified for intervention. Ms. Carinci then provided an overview of the 3-8 New York State Assessment Data in English Language Arts (ELA). She said third grade marks the shift of learning to read to reading to learn, which is a big lift for students and failure to address the issue can become problematic. The District started the work to improve practices by starting to build knowledge base around the science of reading. Mrs. Finter then provided an overview of the 3-8 New York State Assessment Data in Math and the New York State Regents Data. Over the last three years the Regents scores have been consistent. She said for the most part the Regents proficiency rates are very high. Mrs. Finter then went on to talk about the Advanced Placement (AP) courses. She said Victor offers 21 different AP courses. In 16 out of the 21 exams Victor students exceed both the state and the world in achieving a 3 or higher in the assessments. The graduation rate for all students was 96.4%. This past year the graduation rate for students with disabilities was 77.8%. Just three years ago the graduation rate for students with disabilities was 50%. She said they are still not quite at the 85% that is recommended by New York State as a metric, however the District is making great progress. Mrs. Mitchell thanked them for the Data Book. She asked for clarification around the 4th grade NWEA for ELA. She said 67% of the students were in the average to high average percentile; however, looking at the state tests it reads 46% proficiency? She said she is curious if knowing what their early education in Victor was, in the sense that they missed out in 1/3 of the in-person learning in Kindergarten, attended half-time in first grade and their first normal school year was in third grade, once masking was phased out partway through their second grade year, is there anything specific to that grade level that teams are looking at? She said she does see a

few discrepancies within the data for that grade level cohort. Ms. Carinci said they have had conversations about being in school is the best place to be. Being in the classroom fulltime is a contributor to student learning. When looking at the NWEA and the higher percentage, that is a nationally norm test and what they are finding is it is showing that the students are taking text, reading it and able to code the words and performing on the test. She said it is just one snapshot and we need to look at the position of going from learning to read to reading to learn. They are looking to bridge that learning. Mrs. Finter said they are looking at how some of the Summer Academy work can shore up some of the gaps along with different structures in the buildings including What I Need (WIN) time. Mr. Snyder thanked them for putting together the Data Book. He said it gives them simple things to look at and adjust to. Mrs. KostECKi said none of the Board members are shy about loving data and it is incredibly helpful. Mr. Adams asked if there will be any mid-point indicators they can look to before they have to go through and compile all the data to do a year-to-year analysis. Could that be a good check-in for the Board at some point? Mrs. Finter said the screening data that Ms. Carinci spoke to does happen three times a year. It is a snapshot, but it does give some predictability. As teams work through a goal setting process and they work through action steps, what the Board will see later in the year are examples of how staff are monitoring progress on the work.

MANAGEMENT PLAN UPDATE: Building Structures Committee: The Assistant Superintendent for Personnel, Dorothy DiAngelo provided the Board with an update on the Building Structures Committee. This broad goal came out of the work of the Strategic Plan. There was a committee of 34 people who decided what areas they wanted to target. Before launching into the work Mrs. DiAngelo gathered feedback from the administrative team and staff. The committee reviewed all the information and decided they would focus on three primary areas which included building configurations, transitions and scheduling. Building configurations included how the five buildings are made-up in terms of what grade-levels they house. Transitions included not only the transitions between buildings but also the transitions between grade levels. Scheduling included looking at the teaming model at the Intermediate School, the letter day schedules, block day scheduling and time allotment for courses across grades 4-12. Mrs. DiAngelo said they divided up into three subcommittees. For each area they identified key questions they wanted to look at. In terms of building configurations, they asked the following: What grade level configurations across buildings are the most conducive to supporting students' social-emotional and academic growth? What would be the impact of changing grade-level configurations across buildings? The committee looked at four different configurations. The first was having UPK-3 at the Early Childhood School, K-3 at the Primary School and the Intermediate, Junior High and Senior High Schools would remain the same. The second configuration was to have UPK-2 at the Early Childhood School and then have two buildings, the Primary and Intermediate Schools with grades 3-6 and the Junior and Senior High Schools would remain the same. The third configuration would be keeping the Early Childhood, Junior and Senior High Schools the same and having the Primary and Intermediate schools both with grades 2-6. The fourth configuration would be UPK-2 at the Early Childhood School, K-2 at the Primary School, 3-5 at the Intermediate School, 6-8 at the Junior High School and keeping the Senior High School the same. Different data points were reviewed when looking at the different configurations. These include research, comparable district configurations, impact on students, and logistical and financial implications. After reviewing all the research, the committee found that research did not support one grade level configuration model over another in terms of children's academic and social-emotional growth. It was also noted that there would be significant financial costs to shifting grade level configurations. The recommendation from the Building Configurations Committee was to maintain the current District

configurations. However, their work did dovetail with the Transitions Committee because the feedback was if the configurations remain the same then we need to look at how the transitions are being supported between grades and within the grades. The Transitions Committee asked the following key questions: How do current transition practices align with the needs of students at each developmental level? What refinements/additions to current practices would reduce the social and academic impact of transitions on students? Mrs. DiAngelo said in terms of research there is a great book out that is called *Yardsticks*. This committee looked at every age level and looked at what the developmental points were for kids at different age levels, how does it impact them during transitions between grade levels and what would they need for support. She said they also looked at current transition practices. After the committee's research they found that the transitions from grades 1-2, 5-6 and 8-9 can be more difficult for students. Things that help are opportunities for acclamations for students, education and collaboration with parents, and good communication. Mr. Adams asked why the difficulty transitioning from 5-6. He said there is a discernable building shift from 6-7 and was wondering if that was part of the findings. Mrs. DiAngelo said this information is in terms of their developmental levels and not the grade shift. The recommendations from the Transitions Committee are to add/expand experiences that help orient student to new buildings and staff, refine and expand systems for communication of pertinent information, and increase focus on the development of skill areas necessary for success at the next grade level. The specific building and District-wide recommendations were shared with building principals and will be shared at the building level for consideration and implementation. Mrs. DiAngelo went on to talk about the Scheduling Committee. She said the key questions they asked were: How can we maximize opportunities for students through the scheduling process? Does the current scheduling structure maximize the efficient use of staff? The focus areas included teaming at the Intermediate School, letter day schedules, block scheduling, time allotments for courses across grades 4-12. The data points reviewed were required instructional minutes, research, current practices, staff and student surveys, comparable districts, student, logistical and financial impacts. With the initial work, they have found that the current scheduling model does impact student access to opportunities and supports. This was found both at the elementary and the secondary level. This also impacts the use of shared staff. As they move into the next factor of their work they will keep these two factors in mind. The recommendations are to further review the teaming structure at 4th grade, explore scheduling options at the secondary level that more closely align schedules between the Junior and Senior High Schools, and identify scheduling models at 4th grade and the Junior and Senior High Schools that maximize access to opportunities and supports for students. The next steps will be to establish a building-based committee at the Intermediate School to further review the teaming structure at 4th grade and to establish the Junior and Senior High School building-based committee to explore viable scheduling options at the secondary level that more closely align schedules between the buildings that maximize to access to opportunities and supports for students. Mrs. Mitchell asked if the recommendations would impact the academic year for the 2025-2026 school year or would it be another year out? Mrs. DiAngelo said she cannot speak to the elementary level because they have not gotten that far in their conversations. At the secondary level it could not be next year. This year would just be determining what the model would look like. If there is a shift they want to do it well.

APPROVE TRIPS: A motion was made by A. Snyder, seconded by E. Mitchell, to approve the following trips: Varsity Wrestling to Delanson, NY from 1/24/2025 – 1/25/2025 to participate in a Varsity Wrestling Tournament; Cheerleading to Orlando, FL from 2/6/2025 – 2/11/2025 to participate in the Cheerleading Nationals; Medical Explorers to Belize from 6/26/2025 – 7/3/2025 to participate in the Global Medical Squad Program. The motion was carried. 5 yes 0 no 0 abstentions

MEETING REPORTS:

Monroe County School Boards Association: Mrs. Mitchell said she attended a meeting a couple of weeks ago via Zoom on a cell phone and electronic device policy. She said it was very interesting to hear from Greece Central about their cell phone policy. Mr. Snyder asked her to share some of her take-a-ways. She said it was interesting to see what different districts do. She said from an equity standpoint and what the devices are used for in terms of instruction she said she went into the meeting having strong feelings one-way but then after hearing the presentation she is still at a point where she's not sure how she feels. She said she also doesn't have children in her house that owns cell phones yet so that is also a shift in perspective. Mrs. Kostecki said she attended the Law Conference. There were three major topics which included social media and schools, which totally plays into the cell phone policies in schools, special education and the role of the Board of Education and there was also a moderated event with the general counsel from the New York State Department of Education on case law that has passed over the last year. Mrs. Kostecki said she also attended the Information and Committee Meeting on the Cornell Cooperative, which talked about a lot of different and interesting agricultural science opportunities that a few schools in the area are using and ways it can be brought into the District.

Standing Committee Updates: Mrs. Mitchell said she and Mrs. Prescott will be attending the New York State School Board's Association State Conference starting this coming weekend and running into early next week in New York. She said she is excited to have the experience with a colleague and take advantage of all the great learning opportunities.

UPCOMING EVENTS:

The Capital Project Vote will take place on October 24, 2024 from Noon – 8:00 PM in the Aquatics Center Lobby.

The next regular Board meeting will take place on Thursday, November 14th at 7:15 PM in the Early Childhood School Boardroom.

ADJOURN: A motion was made by B. Adams, seconded by E. Mitchell, to adjourn the meeting at 8:48 PM. The motion was carried. 5 yes 0 no 0 abstentions

Respectfully submitted,

Maureen A. Goodberlet
District Clerk