

NEW PALTZ CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION BUSINESS MEETING

April 21, 2021

5:30 PM - Executive Session Subject to Board Approval

6:30 PM – High School Auditorium

1. CALL MEETING TO ORDER/LAND ACKNOWLEDGEMENT/ROLL CALL
2. PLEDGE TO THE FLAG
3. AGENDA CHANGES
4. 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.

5. SUPERINTENDENTS REPORTS & DISCUSSION ITEMS

- Educational Update
- Budget Presentation

5.1 Adoption of 2021-2022 School Budget

BE IT RESOLVED that the Board of Education of the New Paltz Central School District hereby adopts a budget of Seventy Million Thirteen Thousand Six Hundred (\$70,013,600.00) for school district purposes for the school year July 1, 2021 through June 30, 2022 to be presented to the voters at the Annual Meeting on May 18, 2021.

6. BOARD COMMUNICATIONS

7. MINUTES OF MEETING

Recommendation - that the New Paltz Central Schools Board of Education accept the minutes of the Workshop Meeting of April 7, 2021 and the Special Meeting of April 19, 2021.

8. FINANCIAL REPORTS

- Treasurer's Report-March 2021

9. PERSONNEL (CONSENT AGENDA)

9.1 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 |
|-----------------|----------------------|
| Rachel DeSimone | 4/12/2021– 6/30/2021 |

9.2 Instructional Leave of Absence

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby approve an unpaid leave of absence for the following instructional employee:

| Name | Title | Effective Dates |
|---------------|---------------------------|------------------------|
| Nicole Walker | Special Education Teacher | 3/20/2021 – 6/30/2021 |

9.3 Instructional Leave of Absence Extension

BE IT RESOLVED, that the Board of Education hereby extends the .4 FTE leave of absence it approved for Lauren DePoala from her 1.0 FTE English tenure area teaching position, which was set to expire effective close of business on April 9, 2021, through the remainder of the 2020-21 school year, whereupon Ms. DePoala’s voluntary reduction to a .6 FTE English teaching position, which began on February 8, 2021, shall be extended through June 30, 2021, in accordance with the terms of an April 12, 2021 Addendum to the Supplemental Memorandum of Agreement dated February 3, 2021 between the District and the New Paltz United Teachers, as presented to the Board at this meeting.

9.4 Instructional Leave Replacement Appointment - Extension

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby approve the extended leave replacement appointment of the following instructional employee for the 2020/2021 school year:

| Name | Title | Original Effective Dates | Extension | Step/Salary |
|----------------|----------------------|---------------------------------|-----------------------|--------------------------------|
| Brendan Tanner | (.4) English Teacher | 2/08/2021 – 4/09/2021 | 4/10/2021 – 6/30/2021 | MA Step 1 \$61,870 (pro-rated) |

9.5 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 appointments:

| Name | Title | Effective Date | Salary/Rate |
|-----------------|---------------------------------|-----------------------|--------------------|
| Derek Czaplicki | Substitute School Bus Driver | 4/14/2021 | \$25.00/hour |
| Joyce Etes | Substitute School Bus Attendant | 4/8/2021 | \$13.50/hour |
| Marianne Mackay | Substitute Cook Manager | 4/19/2021 | \$22.98/hour |

9.6 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 |
|----------------|----------------------|-----------------------|
| Kimberly Mesic | School Lunch Cashier | 4/16/2021 |

9.7 Non-Instructional Resignation for the Purpose of Retirement

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

| Name | Title | Effective Date |
|-----------------|----------------------------------|-----------------------|
| Cynthia Valdina | Occupational Therapist Assistant | 7/1/2021 |

9.8 Coaching Appointments

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby appoint the following coach appointment for the 2020/2021 school year with remuneration as per the NPUT contract:

| Name | Title | Stipend |
|---------------|------------------------------|----------------|
| Bill Defino | Boys Varsity Baseball | \$4100.00 |
| James Hyland | Boys Varsity Lacrosse | \$4100.00 |
| William Kay | Boys Junior Varsity Lacrosse | \$3480.00 |
| Tony Saracino | Boys Junior Varsity Baseball | \$3480.00 |

9.9 Coaching Volunteers

Recommendation that the New Paltz Central Schools Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby appoint the following coach volunteer appointments for the 2020/2021 school year unpaid:

| Name | Title | Stipend |
|---------------|-----------------------|----------------|
| Jerry Barbato | Varsity Baseball | Unpaid |
| Eric Cline | Boys Lacrosse | Unpaid |
| Mark Ruoff | Girls Track and Field | Unpaid |

9.10 Coaching 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 coach resignations for the 2020/2021 school year:

| Name | Title |
|--------------|------------------------------|
| Bill Defino | Boys Junior Varsity Baseball |
| Brad Gambino | Modified Softball Coach |

9.11 Approval of Non-Instructional Leave of Absence Correction

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

| Name | Title | Effective Date |
|-----------------|-------------------|--------------------------------|
| Christina Winne | School Bus Driver | 3/8/2021 thru 5/28/2021 unpaid |

9.12 Separation Agreement Correction

BE IT RESOLVED that the Board of Education authorizes its Superintendent of Schools to sign and approves of the terms of an Agreement between the District and Employee No. 01019 (not 0109) dated April 7, 2021, which shall be incorporated by reference into the minutes of this meeting.

9.13 Create New Position – Non-Instructional

BE IT RESOLVED, that the New Paltz Central School District Board of Education, upon the recommendation of Angela Urbina-Medina, Superintendent of Schools, does hereby approve the creation of the following non-instructional position:

| Title | Effective Date |
|---------------------------------------|-----------------------|
| 1.0 Registered Occupational Therapist | April 22, 2021 |

10. OLD BUSINESS

11. NEW BUSINESS

11.1 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: 12213, 11510, 10979, 11442, 12541, 12677, 14332, 14395, 14048, 14376, 13971, 11534, 12171, 11522, 12129, 14537, 13855, 13872, 14178, 14849, 14886, 14772, 14847, 13877, 15395, 14254, 14532, 11496, 12496, 12437, 12808, 13995, 13880, 13764, 14409, 14410, 14720, 13109, 12428, 13103, 13073, 14962, 14242, 13023, 15466, 14127, 15000, 12427, 13854, 12252, 12845, 12524, 14386, 14790, 12424, 13824, 13819, 12743, 13016, 13429, 10929, 13718, 12259, 13796, 14175, 13373, 12469, 15383, 12368, 13741, 13876, 13821, 12909, 12008, 11289, 13810, 15087, 12578, 14539.

11.2 Request for Approval of Polling Services Agreement with Ulster County Board of Elections

BE IT RESOLVED, that the New Paltz Central School District Board of Education does hereby accept the agreement dated April 12, 2021 between the New Paltz Central School District, County of Ulster, and Ulster County Board of Elections for polling services for the 2021 Annual Meeting/Budget Vote/Board Elections.

11.3 Request for Approval of the 2021-2022 Ulster BOCES Administrative Budget

Recommendation - that the Board of Education approve the following resolution:
BE IT RESOLVED that the Board of Education approve the proposed 2021-2022 Ulster BOCES Administrative Budget in the amount of \$6,584,731.00.

11.4 Ulster BOCES Board Candidate Vote

Recommendation - that the Board of Education approve the following resolution:

BE IT RESOLVED that the New Paltz Central School District Board of Education exercise their voting rights regarding the nominated candidates for the Board of Cooperative Educational Services of the Sole Supervisory District of Ulster County. Nominated Candidates are as follows:

Seat #1 – Ellenville (2-year unexpired term)

Marla Kaplan
8 Helen Street
Ellenville, NY 12428

Seat #2 – Highland (3-year term)

Susan Gilmore
7 Maple Avenue
Highland, NY 12528

Seat #3 – Onteora (3-year term)

Robert Curran
8 Hedgerow Court
West Hurley, NY 12491

Seat #4 – “At-Large” (3-year term)

James Shaughnessy
11 Delta Place
Kingston, NY 12401

Seat #5 – “At-Large” (3-year term)

Vincent Petrocelli
110 Kingview Road
Wallkill, NY 12589

11.5 First Reading of Policy #3430 – Anti-Racism

2021 3430

Community Relations

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.

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 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 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 and Administration shall partner to implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline, suspension, and interpersonal relations.
- 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 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.
- 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.
- 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.
- 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.
- Create classroom environments where hierarchy and privilege, including white supremacy, can be identified and challenged while encouraging and supporting freedom of thought and expression.

Training and Professional Development

- All Board members, faculty, staff, and administrators shall engage with ongoing training in anti-racism practices 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.
- Promote community education and dialogue about racism, its causes and effects, through a variety of channels.

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

11.6 First 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

11.7 Request for Approval to Sell/Dispose of Surplus Equipment

Recommendation that the following resolution be approved: BE IT RESOLVED that the Board of Education declares the following buses as excess, unneeded property and authorize the sale/disposition of the buses:

| Bus # | Year | Make | Vehicles | VIN |
|--------------|-------------|---------------|-----------------------------|-------------------|
| 92 | 1998 | International | 30 Passenger | 4DRBRAAM23B950337 |
| 109 | 1998 | Ford | 12/2 Passenger – wheelchair | 1FDXE45P64HB15962 |

11.8 RESOLUTION TO ADOPT THE DISTRICT’S AMENDED SECTION 3012-D APPR PLAN AS APPROVED BY THE STATE EDUCATION DEPARTMENT

BE IT RESOLVED, that the Board of Education hereby adopts its amended Annual Professional Performance Review (“APPR”) Plan, governing the evaluation of classroom teachers and building principals, pursuant to Education Law Section 3012-d and Part 30-3 of the Regents’ Rules, as approved by the State Education Department on April 20, 2021.

- 12. OTHER DISCUSSION
- 13. EXECUTIVE SESSION-SUBJECT TO BOARD APPROVAL
- 14. ADJOURN