

COOPERSTOWN CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
MINUTES

DATE: January 23, 2019

KIND OF MEETING: Regular

PLACE: Library, Junior/Senior High School

MEMBERS PRESENT: Marcy Birch, Marielle Ainsworth, Matthew Schuermann, Timothy Hayes, Mary Leonard, Anthony Scalici and Gillian Spencer (via Skype)

OTHERS PRESENT: Amy B. Kukenberger, Business Administrator
Jim Brophy, Interim Junior-Senior High School Principal
Ann Meccariello, Elementary Principal

President Birch called the meeting to order at 5:30 PM.

Under public comments, Tara Lowenguth, as President of the Sports Booster Club, informed the Board of the current leadership, Matt Hazzard Vice President, Maureen Schuermann Secretary and Sheri Holahan Treasurer. She stated that Sports Booster has spent over \$10K on equipment and other supplies for several sports teams. Money was raised by selling concessions during sports seasons, various tournaments. She announced that Sports Booster will be present at the upcoming wrestling sectionals. Ms. Lowenguth stated that Sports Booster Club intends to place physical bathrooms outside near the existing concession stand. Mr. Hazzard added that the Club effects and supports all athletic teams.

Mr. Wenner thanked Mrs. Birch for meeting with him and concluded that things are going to stay the same. He then stated that he saw the Identity Alliance bulletin board and questioned the validity of that group and expressed his opinion of its importance. Sam Bonderoff spoke of the importance of the Identity Alliance Club in its efforts to combat bullying. Ms. Anne Killian-Russo thanked the Board and other community groups for providing speakers on subject such as transgender issues, etc. and request that these types of presentations continue for staff and students.

As part of the bidding process for the District's sustainable energy capital project, the Board of Education invited two energy service companies to present a proposal for facility improvements. The Board will then decide which company best fits the needs of the District.

The first presentation by TRANE was led by Tom Nicholson and Matt Pinczes. Their PowerPoint began with an overview of TRANE and a look at completed local team energy services projects. Mr. Nicholson spoke of working with the client to identify their needs and working together on solutions. After meeting with Matt Murphy and reviewing our Building condition Survey, TRANE prepared a proposal to reflect many upgrades for facility improvements. A few upgrades mentioned are interior/exterior LED lighting, energy management (programming retro commissioning, ventilation control, and weatherization. Mr. Nicholson concluded by summarizing benefits of coordinated strategy of sustainability and financial impact and the next steps. He thanked the Board for this opportunity and hope TRANE is selected to be our Energy Service Company.

The second presentation by JW Danforth was led by Tyler Andrascik, Jerry Wilson and Miroslav Trifunovic. Mr. Andrascik provided an introduction to Danforth as an industry leader,

January 23, 2019

reviewed their business model, and noted similar energy services projects. Mr. Andrascik spoke of Danforth's many in-house capabilities, such as mechanical HVAC installation and service, engineering, and energy project development. He provided an overview of proposed facility improvements to include LED lighting (interior and exterior), advanced lighting controls, walk-in freezer/cooler controller replacement, Gym water heater replacement, high efficiency unit heaters and programmable thermostats, building envelop improvements, rooftop split unit and heat pump unit replacements, piping and value insulation, transformer replacements, wireless plug load controls, computer network power controls and DDC upgrades. Mr. Andrascik gave a summary of proposed facilities improvements scope, costs and savings recommended under their proposed project. He explained project's cash flow and other financials. Mr. Wilson answered a question about guaranteed savings. Mr. Andrascik thanked the Board for their time and stated they are looking forward to the Board's decision.

Motion by Mrs. Birch, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Superintendent of Schools, does hereby approve the consent agenda items A-D as presented: meeting Minutes of December 19, 2018 and January 14, 2019, Warrants for the months of November 2018 and December 2018, and Claims Auditor reports for the period November 1-30, 2018 and December 1-31, 2018.

Ayes 7 Noes 0 Motion carried.

Motion by Mrs. Birch, seconded by Ms. Ainsworth. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Operations, Grounds & Audit Committee to the Superintendent of Schools, does hereby accept the donations made between July 1, 2018 through December 31, 2018 as listed.

Ayes 7 Noes 0 Motion carried.

Mr. Scalici added that safety measures for EPC plan whichever is selected will come off Bond list and financed with a lower interest rate and shorter term resulting with no increase in debt.

Mrs. Birch gave a report of the Operations, Grounds & Audit Committee meeting of January 11, 2019. The next Committee meeting is February 12, 2019 at 8:30 am.

Motion by Mr. Hayes, seconded by Ms. Ainsworth. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Policy Committee to the Superintendent of Schools, does hereby accept amendments to Policy 3111: Communication Through Electronic Media, for first reading.

Ayes 7 Noes 0 Motion carried.

Motion by Mr. Hayes, seconded by Ms. Ainsworth. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Policy Committee to the Superintendent of Schools, does hereby accept Policy 5551: Allocation Of Title I, Part A Funds In The District, for second reading and adoption.

SUBJECT: ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT
Allocation of Funds

January 23, 2019

The District allocates the Title I, Part A funds it receives to District school buildings on the basis of the total number of students from low-income families in each eligible school attendance area or eligible school, as defined in law. Unless the District school building is participating in a school wide program, the District school building will only use Title I, Part A funds for programs that provide services to eligible children, as defined in law, identified as having the greatest need for special assistance.

The District will reserve from its allocation of Title I, Part A funds, such funds as are necessary to provide services comparable to those provided to students in District school buildings that receive Title I, Part A funds in order to serve:

- a) Homeless children and youths, including educationally related support services to children in shelters and other locations where children may live;
- b) Children in local institutions for neglected children; and
- c) If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Funds Will Supplement Not Supplant

The District will ensure that Title I, Part A funds only supplement, not supplant, the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted by Title I, Part A funds.

Allocation Methodology

The District has developed an allocation methodology that is consistent with Title I guidelines.

20 USC §§ 6312-6315 and 6321

NOTE: Refer also to Policies # 5110 -- Budget Planning and Development
5550 -- Maintenance of Fiscal Effort (Title I Programs)
8260 -- Title I Parent and Family Engagement

Ayes 7

Noes 0

Motion carried.

Motion by Mr. Hayes, seconded by Mr. Scalici. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Policy Committee to the Superintendent of Schools, does hereby accept Policy 7134: Education of Students in Foster Care, for second reading and adoption.

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE

The District recognizes the importance of educational stability for students in foster care and will collaborate, as appropriate, with the State Education Department (SED) and the local Department of Social Services (LDSS) to ensure that students in foster care have the same opportunity to achieve at the high-levels as their peers. For purposes of this policy, LDSS also refers to the local Social Services District or the local child welfare agency.

Definitions

- a) **Child or youth in foster care** ("student in foster care") means a child who is in the care and custody or custody and guardianship of a local Commissioner of Social Services or the Commissioner of the Office of Children and Family Services.
- b) **Feeder school** means:
 1. A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;

January 23, 2019

2. A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 3. A school that sends its students to a receiving school in a neighboring school district pursuant to applicable laws and regulations.
- c) **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the state or tribal child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
- d) **Preschool** means a publicly funded prekindergarten program administered by SED or a local educational agency or a Head Start program administered by a local educational agency and/or services under the Individuals with Disabilities Education Act (IDEA) administered by a local educational agency.
- e) **Receiving school** means:
1. A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or
 2. A school that enrolls students from a feeder school in a neighboring local educational agency pursuant to applicable laws and regulations.
- f) **School district of origin** means the school district within New York State in which the child or youth in foster care was attending a public school or preschool on a tuition-free basis or was entitled to attend at the time of placement into foster care when the Social Services District or the Office of Children and Family Services assumed care and custody or custody and guardianship of such child or youth, which is different from the school district of residence.
- g) **School district of residence** means the public school district within New York State in which the foster care placement is located, which is different from the school district of origin.
- h) **School of origin** means a public school that a child or youth attended at the time of placement into foster care, or the school in which the child or youth was last enrolled, including a preschool or a charter school. For a child or youth in foster care who completes the final grade level served by the school of origin, the term school of origin will include the designated receiving school at the next grade level for all feeder schools. Where the child is eligible to attend school in the school district of origin because the child was placed in foster care after such child is eligible to apply, register, or enroll in the public preschool or kindergarten or the child is living with a school-age sibling who attends school in the school district of origin, the school of origin will include any public school or preschool in which such child would have been entitled or eligible to attend based on such child's last residence before the circumstances arose which caused such child to be placed in foster care.

District Foster Care Liaison

The District will designate an appropriate staff person to act as the District's point of contact for students in foster care (i.e., the "Foster Care Liaison"). The Foster Care Liaison will not be the same staff person as the McKinney-Vento Liaison unless the McKinney-Vento Liaison has sufficient ability to carry out the responsibilities of both roles.

The Foster Care Liaison will work collaboratively with representatives from the LDSS.

January 23, 2019

The District will ensure that the name and contact information for the Foster Care Liaison are:

- a) Submitted to SED;
- b) Provided, in writing, to the point of contact for any LDSS known by the District to have students in its custody; and
- c) Posted on the District website.

Designation of School District and School

The LDSS, in consultation with the appropriate local educational agency or agencies, will determine whether placement in the school district of origin or the school district of residence is in the best interest of a student in foster care. Provided that the District is an appropriate local educational agency, the District will work with the LDSS to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the student. If the student has an Individualized Education Program (IEP), a Section 504 plan, or is an English language learner, relevant school staff may be consulted during the best interest determination process.

To the extent feasible and appropriate, the student should remain in his or her school of origin while the best interest determination is being made.

Subject to a best interest determination, a student in foster care is entitled to attend the school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in that building.

Where the school district of origin or school of origin that a student was attending on a tuition-free basis, or was entitled to attend when the student entered foster care is located, in New York State and the student's foster care placement is located in a contiguous state, the student is entitled to attend his or her school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, subject to a best interest determination, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in such building.

Responsibilities When Designated as the School District of Attendance

If the District is designated as the school district of attendance for a student in foster care, the District will immediately:

- a) Enroll the student in foster care, even if the student is unable to produce records which are normally required for enrollment, such as previous academic records, records of immunization and/or other required health records, proof of residency or other documentation and/or even if the student has missed application or enrollment deadlines during any period of placement in foster care, if applicable;
- b) Treat the student in foster care as a resident for all purposes; and
- c) Make a written request to the school district where the student's records are located in order to obtain a copy of the student's records and coordinate the transmittal of these records in accordance with applicable laws and regulations.

Request for Records

Within five days of receipt of a request for school records from a new school, the District will forward, in a manner consistent with federal and state law, a complete copy of the records of the student in foster care, including, but not limited to: proof of age; academic records; evaluations; immunization records; and guardianship papers (if applicable).

January 23, 2019

Tuition Reimbursement

Except as otherwise provided in law or regulation, the cost of instruction of a student in foster care will be borne by the school district of origin. Where a district other than the school district of origin is designated as the school district of attendance, the cost of instruction will be borne by the school district of origin and the tuition paid to the designated school district of attendance will be computed in accordance with applicable laws and regulations.

Transportation Responsibilities

Any student in foster care who requires transportation in order to attend his or her school of origin, is entitled to receive that transportation.

As appropriate, the District will coordinate and collaborate with the LDSS to make an appropriate transportation plan that supports the student's school stability plan and is fair to the District's taxpayers, consistent with the District's obligations under federal and state law.

When the District is the designated school district of attendance, and the student requires transportation to attend his or her school of origin, the District will provide transportation to and from the student's foster care placement location and the school of origin. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When the District is the school district of residence and the designated school district of attendance, and the student does not attend his or her school of origin, the District will provide transportation on the same basis as provided to resident students. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When transporting students in foster care, the District may incur excess transportation costs, as defined by law. The District and the LDSS may enter into a written agreement relating to how excess transportation costs should be funded, consistent with applicable laws and regulations. Absent such an agreement, excess transportation costs incurred by the District will be shared equally between the LDSS responsible for the foster care costs of the student and the designated school district of attendance. The District and the LDSS will consider and utilize all allowable funding sources, including any available federal funds, to cover excess transportation costs.

Where a student in foster care has been placed in foster care in a contiguous state, and the District is the designated district of attendance, the District will collaborate with the LDSS to arrange for transportation.

Where the School of Origin is a Charter School

Where the school of origin is a charter school, the school district designated as the school district of attendance for a student in foster care will be deemed to be the school district of residence for the student for purposes of fiscal and programmatic responsibility and will be responsible for transportation of the student in foster care. If the designated school district of attendance is not the school district of origin, the designated school district of attendance may seek reimbursement from the school district of origin in accordance with applicable laws and regulations.

Dispute Resolution Process

To the extent feasible and appropriate, the District will ensure that a student in foster care remains in his or her school of origin while any dispute is being resolved in order to minimize disruptions and reduce the number of moves between schools.

Coordination with Other Agencies

January 23, 2019

The District will coordinate the provision of services described in this policy, as appropriate, with agencies or programs providing services to students in foster care.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of IDEA for students with disabilities.

Comparable Services

Each student in foster care will be provided services comparable to other students in the school of attendance, including: transportation services; educational services for which the student meets eligibility criteria; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

Student Privacy

As appropriate, the District will collaborate with SED and/or the LDSS to determine what documentation related to a student in foster care should be shared among involved parties. In all cases, the District will comply with all statutory requirements to protect student privacy, including the Family Educational Rights and Privacy Act (FERPA) and any other applicable privacy requirements under federal, state, or local laws.

45 USC § 6312

45 CFR § 1355.20(a)

US DOE, Non-Regulatory Guidance: Ensuring Stability for Children in Foster Care (June 23, 2016)

Education Law §§ 3202 and 3244

Memorandum from NY St. Educ. Department on Educational Stability and Transportation Provisions for Students in Foster Care Memo (December 2, 2016)

NOTE: Refer also to Policies #5660 -- Meal Charging and Prohibition Against Meal Shaming
#7240 -- Student Records: Access and Challenge

Ayes 7

Noes 0

Motion carried.

Motion by Mr. Hayes, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Policy Committee to the Superintendent of Schools, does hereby accept Policy 8212: Animals in the School and on Campus Property, for second reading and adoption.

SUBJECT: ANIMALS IN THE SCHOOL AND ON CAMPUS PROPERTY

The Board of Education, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Building Principal before animals are brought into the school or classrooms. It is the Principal's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified to assist persons with disabilities.

Study and Care of Live Animals

Any school, which cares for or uses animals for study shall ensure that each animal in the school be afforded the following:

- a) Appropriate quarters;

January 23, 2019

- b) Sufficient space for the normal behavior and postural requirements of the species;
- c) Proper ventilation, lighting, and temperature control;
- d) Adequate food and clean drinking water; and
- e) Quarters, which shall be cleaned on a regular basis and located in an area where undue stress and disturbance are minimized.

Only the teacher or those students designated by the teacher are to handle the animals.

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

Dissection of Animals

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that such objection is substantiated in writing by the student's parent or legal guardian. Students who perform alternative projects shall not be penalized.

Instruction in the Humane Treatment of Animals

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty.

This instruction may be joined with work in literature, reading, language, nature study, or ethnology.

Dogs on Campus Property

Dogs will not be allowed on campus at any time unless prior arrangements have been made with building principals for instructional purposes.

Use of Service Animals

The Board allows the use of service animals on school grounds by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the Superintendent or designee.

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Psychiatric service animals that have been trained to take a specific action to help avoid an anxiety attack or to reduce its effects, however, may qualify as a service animal.

January 23, 2019

Where reasonable, the Board also allows the use of miniature horses on school grounds by individuals with disabilities. This use will only be permitted where a miniature horse has been individually trained to do work or perform tasks to benefit an individual with a disability. The use of miniature horses by individuals with disabilities is subject to the considerations and restrictions permitted by federal and/or state law.

The Superintendent or designee may create procedures, regulations, and/or building-specific rules regarding the use of service animals and miniature horses on school grounds by individuals with disabilities.

28 CFR §§ 35.104, 35.136, 35.139
[Americans with Disabilities Act](#),
[42 United States Code \(USC\) Section 12101 et. seq.](#)
[Education Law Section 809](#)
 8 New York Code of Rules and Regulations
 (NYCRR) Section 100.2(c)(8)

Ayes 7 Noes 0 Motion carried.

Mr. Hayes gave a report of the Policy Committee meeting on January 10, 2019. He stated that the next Committee meeting is February 14, 2019 at 7:30 am.

Motion by Ms. Ainsworth, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Personnel Committee to the Superintendent of Schools, does hereby approve the Personnel Memo dated January 18, 2019, as presented.

LEAVE OF ABSENCE			
Name	Position	Effective	Compensation
Maria Senk	Secretary	On/About March 25 – May 6, 2019	Paid Accrued Sick Time/FMLA Unpaid
MISCELLANEOUS APPOINTMENTS			
Name	Position	Effective	Compensation
Claire Fraser	Substitute Daily Non-Certified Teacher	1/10/19-2/8/19	\$85/Day
Alexis DeRitis	Substitute Daily Non-Certified Teacher	2/25/19-5/28/19	\$85/Day
Julie Cole	Substitute School Monitor	1/29/19-3/31/19	Contractual \$11.10 per hour
Julie Cole	Substitute Secretary	4/1/19 -5/6/19	Contractual \$11.10 per hour
Erika Idelson	Substitute Daily School Bus Monitor	1/29/19-3/31/19 and 4/23/19-4/26/19	Contractual \$14.78 per hour
Taylor Dunn	K-12 Non-Instruction Positions (Teacher Aide, Monitor, etc.)	1/24/19	Contractual \$11.10 per hour

January 23, 2019

Michael Croft	K-12 Non-Instruction Positions (Teacher Aide, Monitor, etc.)	1/24/19	Contractual \$11.10 per hour
Lindsey Rathbun	K-6 Non-Instruction Positions (Teacher Aide, Monitor, etc.)	1/24/19	Contractual \$11.10 per hour
Matthew Hazzard	Substitute Bus Driver	1/24/19	Contractual \$26 per hour

Note: Appointments are contingent upon clearance from the State Education Department to comply with the fingerprinting provisions of Project Save and/or meeting all certification/ licensing requirements as per NYSED.

Ayes 7

Noes 0

Motion carried.

Motion by Ms. Ainsworth, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Personnel Committee to the Superintendent of Schools, hereby accept the following resignations for the purpose of retirement with much appreciation for the many years of service provided to our School District:

- Barbara Lindholm, Cleaner, effective June 27, 2019
- Debra Mack, Teacher Aide, effective June 27, 2019
- Brent Allen, Cleaner, effective July 12, 2019

Ayes 7

Noes 0

Motion carried.

Motion by Ms. Ainsworth, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Personnel Committee to the Superintendent of Schools, hereby appoints Martha Toulson to a four (4) year probationary appointment as a Health Education/Family and Consumer Science teacher in the Health Education tenure area, commencing on or about February 1, 2019, at a prorated annual base salary of \$50,970. Ms. Toulson holds an Initial Health Education certification and an Initial Family and Consumer Sciences certification from the New York State Education Department.

Ayes 7

Noes 0

Motion carried.

Ms. Ainsworth gave a report of the Personnel Committee meeting on January 17, 2019. The next Committee meeting is February 28, 2019 at 8:30 am.

Ms. Ainsworth gave a report of the Curriculum and Instruction Committee meeting on January 10, 2019, prepared by Mrs. Spencer. The next Committee meeting is February 7, 2019 at 8:30 am.

Mrs. Birch gave a report of the Public Relations Committee meeting on January 8, 2019. The next Committee meeting is January 30, 2019 at 8:30 am.

Mrs. Birch announced upcoming activities, events/meetings and holiday recess as listed in the agenda. Refer to the District Calendar on the school's website for a complete list.

Under Principal's report, Mrs. Meccariello reported on monthly ELA curriculum and instruction meetings with grade 3-6 teachers; math committee meets this week to discuss primary

January 23, 2019

math instruction; team and departments to discuss item analysis and action planning of interim assessments held in January and February; DIBELS/NWEA, held a DIBELS Dash event. Mrs. Meccariello announced that in April the Elementary Main Office would pilot a program called PickUp Patrol. Technology in-service workshops will be offered to interested staff. She also reported that registration for the Hall of Fame program began, held the first Elementary building safety committee meeting; Responsibility is this month's character trait; Mindfulness workshops with 5th and 6th grade students; Homework Club and Kindergarten sign-ups, orientation and registration will begin soon.

Under Principal's report, Mr. Brophy reported on academic highlights of NWEA exams for grades 7th and 8th, interim assessments, 2nd marking period report cards underway, second semester has started, January regents, BOCES presentation for 10th grade students, New Visions Health Care Professionals open house, and Seniors are working on their Clark Scholarship applications. Mr. Brophy stated an Internet Safety Awareness assembly is being planned for students and parents. He stated that our Athletic teams are having successful seasons; Junior High Musical "Aladdin" is this week with Cabaret Night on February 1, 2019. Mr. Brophy thanked Mrs. Lambert and the Special Education Department for their efforts with coordinating a flawless assessment schedule.

Motion by Mrs. Birch, seconded by Mrs. Leonard. BE IT RESOLVED, that the Board of Education of the Cooperstown Central School District, upon the recommendation of the Committee on Special Education Chairperson, does hereby approve the recommendations of the Committee on Special Education as listed in the minutes of the meetings on December 12, 14, 17, 2018 and January 3, 4, 7, 2019.

Ayes 7 Noes 0 Motion carried.

Mrs. Birch read a memo from Dr. Crankshaw address to all core stakeholder interview committee members and the leadership team, it read as follows:

I wish to take this opportunity to thank those who served on the Junior-Senior High School Principal search committees, for their time, thoughtful questions, talents and interest in the student experience at Cooperstown Central School. The process was well-delivered by each one, and I might say we learned a good deal from the process as each individual expressed their questions to the candidate and participated in helpful discussion following each interview.

The interview process was developed with input from the following stakeholders in mind:

- *Students*
- *Board Members*
- *Parents/Caregivers*
- *Support Staff*
- *Faculty*
- *District Leadership*

The CCS Board of Education Personnel Committee and the Superintendent reviewed an initial candidate pool of eighteen (18) candidates with various backgrounds. Six were chosen to be invited to interview with each committee. Three of these candidates were unable to follow-through on the interview for various reasons. Therefore, each committee interviewed three candidates.

January 23, 2019

It was soon apparent and agreed that only one of the candidates would be a viable option to interview with the entire board in a second-round interview as part of the original process. We had originally hoped for at least two candidates for this round.

Despite a productive interview, our single second-round candidate could not persuade the Board of Education, nor me, that he was the right fit for the needs of the CCS Community. The Board of Education and I have set January 23, 2019 for a meeting in executive session to discuss the next steps for selecting a JSHS Principal. Following this discussion, a new direction will be set and charge me with continuing with an acceptable selection process for the next CCS JSHS Principal. I will be communicating the next steps for securing our next JSHS Principal with the school community on Thursday, January 24, 2019.

Again, my thanks go to those committee members and the Board of Education who have devoted serious and valuable time to the interview process. We simply could not settle on a decision that we did not feel, with certain confidence, would offer our students, our faculty, our team, and our community the best leader our secondary school deserves.

Mrs. Birch announced the next regular Board of Education meeting will be held on February 13, 2019 at 5:30 pm, Library, Junior/Senior High School.

Motion by Mrs. Leonard, seconded by Ms. Ainsworth, moved to adjourn to executive session for the purpose of discussing the selection of an Energy Service Company and the employment of a particular person at 7:22 pm

Motion by Mr. Hayes, seconded by Ms. Ainsworth moved to return to the business of the regular meeting at 8:06 PM.

Ayes 7 Noes 0 Motion carried.

Motion by Mrs. Leonard, seconded by Mrs. Spencer moved to adjourn at 8:07 PM.

Ayes 7 Noes 0 Motion carried.

Clerk