

## 1/27/21 - Regular Business Meeting

Present - Patrick D. McCabe, Roxanne Rebmann, James Grant, Jody Brege, Phil Kenline, Robert Masse, Erik Polkowski, Heather Cayea, Deborah Forrestel, Tim Dunham

Jim - Call meeting to order 7pm. Pledge to the Flag. We have a presentation tonight. Tim Dunham is presenting his annual report on Special Education in the district.

Tim - Good evening. I'm just wanting to be presenting some current data over some trends that we're seeing along with a presentation of our current objectives and what we're focusing on in the Special Ed Department. The first slide I have shows the trend in our classification rate from the last 10 years, going from 2009-2010 to 2018-2019. There is a little bit of fluctuation back and forth. As you can see, the classification rate that is currently rising the last five, six years in the district. The next slide I want to point out is showing our classification rate in regards to the actual number of students classified compared to our enrollment. Where our classification rate has gone from 149 students up to 202, down 185. The enrollment is really going down, so that difference is also causing the rise in classification rate, due to the enrollment and however, the actual number of special ed. is remaining consistent through the years. To go off of the annual report, just to address some of the services that we're currently providing in the district, we have speech and language therapy. We have two full-time therapists. Physical therapy is a .6 and we contract out with an outside agency for that. Occupational therapy, we currently have a little over 1.5 therapists. We contract with Erie 1 BOCES for a teacher for deaf and hearing. Providing counseling services, we provide all of that in the district through our psychologists, counselors, and the school social workers. Everything there is provided in-district for students here. We also contract with Niagara-Orleans BOCES to provide orientation and mobility services. Currently in the district, we're providing a wide range of programs offered on the continuum. The least restrictive, we have consultant-teacher, direct and indirect. Resource room is currently available 5-12 for students who need that. Integrated co-teaching is occurring in K-12 for ELA, Math, Science, Social Studies. We have a special class 12:1:1, K-1 level and 2-4 level. Both of those are at the elementary. We have a 15:1 that was created approximately three, four years ago. In the middle school, grade 6-8 is one classroom. All three grade levels are in one room. We are currently servicing Reading, ELA, Science, Social Studies, and Math. Some of those students have transitioned up to the high school, so we're currently combining Social Studies, ELA. We're doing Global 9-10 together, ELA 9-10 together, and they offer a separate reading class for them also. Currently, we're contracting with outside agencies. Currently under contract for programming in the Erie 1 BOCES, Genesee Valley. We're cross-contracting with neighboring districts, Newfane and Alden. Some of the private agencies that we're contracting with for services Cantalician Center, Summit, Arc of Erie County, Aspire, and Stanley Falk. All of our evaluations, we have made great strides making sure all of our evaluations are up to date and the most current, so that if we are challenged by any of our evaluations, we have the most current, and we can stand by those. They were conducted by the psychologist and the therapist throughout the district. Just to address the policies, the responsibility of the Board of Education, this is in the report that will be put on for approval. Policy #7611 requires that the Board allocates appropriate space within the district for Special Education Programs, and that also includes allocating space for BOCES. Over the last year, BOCES did make the decision to pull out of Akron, mainly due to our location and the other districts not really wanting to transport out here. Every year they reach out, and if they need space, we do offer space available to them if needed. Policy #5412 Alternative Formats. I work with the Director of Educational Services to ensure that any textbooks that are being purchased are available audio, braille, and also large print for any students who may potentially need that. For the 20-21 school year, the estimated budget approved was \$4,653,860 to accomplish all of those services and programs that we are currently providing. On to the state aid and Medicaid for this coming year. The state is really coming down on what they are willing to reimburse us for. Currently we have one 1:1 aid in the district and one 1:1 aid out of district. The 19-20 school year, the state wants to stop paying for reimbursement as of March 13, 2021. I think they got a lot of pushback, whether it's political pushback, or pushback from the districts, but they rescinded that and said don't worry about it, we'll pay through June 2021. We are claiming reimbursement for that currently in this school year. The current school year, they now are requiring more documentation. They essentially want the 1:1 aids to have a play by play, hour by hour of exactly what they're doing and that they're providing service to

the student, whether it's remotely or in person because they do not want to be paying for 1:1 aids who are potentially being used to supervise a class, to pass out lunches, anything other than servicing what is on the IEP for those students. In district, we are all set with that. I have not worried about getting reimbursement for that. I'm working with the other district placement, and I'm not worried about getting reimbursement for that either, but they are coming down hard on us to not have to pay for that. The Medicaid. Medicaid has been very flexible with us by allowing us to bill things that we previously could not bill. For example, if the student was supposed to be in a group, and they were by themselves, we could not bill. They're currently allowing us to bill for that. If a student is working remotely, they're allowing us to break it into segments. Before we had to bill for 30 minutes, we cannot break it into segments. They're now allowing us to break it segments, so they are being flexible with us. However, the out of district placements and students who are working remotely, we have high need students doing remote learning. That is not always the best. Their parents were not willing to participate in that. Currently, this time last year, we're at approximately a 50% reduction in Medicaid revenue compared to last year, where we are right now. Special Education Initiative. Worked closely with Pat and Pon on this to make sure that as a district we are providing the best research-based reading instruction that is out there. This program is highly sought after. I was able to work with Alden, Iroquois, Cleve-Hill in order to secure a cosar with BOCES, so that the cost of the training was BOCES aidable with that. Currently, we have 6 teachers trained. Two reading teachers at the secondary level, who are providing special ed. services. Three elementary special ed. teachers, and one middle school special ed. teacher. The rest of the Special Education teachers will be trained at the end of June, going into July for this. I also have two teachers who will be seeking accreditation beyond just the classroom training. That is going to be a significant component and benefit to the district. Around the region right now, in the Erie County Region, there's a lot of litigation going on regarding how districts are providing reading instruction. Districts are having to pay a significant amount of money for this reading instruction to be provided. We'll be able to defend that and have that in-house if we're ever challenged. Looking at graduation rates. Blue is the Gen-Ed and red is the Special Ed. We have increasingly been increasing our graduation rates for Special Education through time. That is a very good outcome. When the state is counting graduation numbers for special education students who exit with a credential, are not completers. It is very, very unlikely you will ever have a year where you have a 100% graduation rate because they're only counting students who graduate with a diploma. Not all of our students are graduating with diplomas. Our special education drop-out rate. Obviously, we're significantly improving that also. That is going in a good direction. The 17-18, 19-20, that's one student. We're doing a very good job of being able to maintain and keep our students in school and graduating with diplomas. The next slide is the least restrictive environment. The state grades us on where we place students. The state has a mandate that they want students in the general education setting. That's our consultant-teacher and our integrated co-teaching settings. They have a mandate that they want 60% of our students, they need to be in the gen ed. setting 80% or more of the time. We are meeting that requirement. The red are students who are out with the gen ed. classroom 40-79% of the day. The orange is our students who are typically in BOCES programs, who are in a public school, but in a private setting. The last one is a separate school. Schools like Cantalician, Summit, Stanley Falk. That is another area of improvement that we have made over the course of the last 5-6 years. The state does grade us on that. We do get hit for need of improvement if we are above 5.3%. We are at 5.8%, so the state is looking at that and what we are doing to put our students in the least restrictive environment as possible.

Jim - Does not having BOCES available in the building contribute to those students being not in the building, or is that?

Tim - No, they're just in a different public school building. It wouldn't relate to this. If they're in that class here or a different one, it's the same percentage.

Phil - The percentage, what's the actual number of students?

Tim - I would not be able to tell you offhand. I know for 18-19, that's around 135 students in the blue.

Phil - 5.2% in 18-19, 17-18?

Tim - 5.2%? That is approximately 12 students.

Phil - We're talking small numbers.

Tim - Yes. When I first got here, we were probably around 25. We have really worked hard at making our recommendations that are appropriate for students, where students are having a successful graduation rate. Anything else? Thank you.

Pat - I would just like to compliment Tim on his leadership. We talked about specialized programming and training for staff, we talked about graduation rates and dropout rates decreasing over time. That's clearly an indication on where Tim has led his department. Really a tribute to you and your staff. Thank you.

Tim - Thank you.

Jim - Item #3 on the agenda is Hearing of Individuals and Delegations. We have no one this evening. We're going to move on to Superintendent's Report, Item #4. Mr. McCabe?

Pat - Certainly. There are a number of items to share this evening. I'll start with some quick information on the governor's executive proposed budget. As you know, they released information out on January 19, 2021. In short, he had two scenarios. The best case scenario and the worst case scenario. His worst case scenario was the federal government would provide NYS with \$6 billion in aid in future stimulus. He said even with \$6 billion from the federal government, it could still result in a \$2 billion cut to districts across the state. However, we also know that districts will be receiving the Corona Virus Response Funding. The best case scenario was instead of \$6 billion, a \$15 billion contribution from the federal government that would result in not a cut, but \$3.8 billion added to the state funding for education. He then went on to say that his proposal currently looks like that worst case scenario. He's going conservative in saying until he knows more about what the federal stimulus money will be, he's going with a \$6 billion funding package. Some other things that were included in his budget was, as we saw last year, another freeze to foundation aid. So for the second consecutive year, we would remain at the 19-20 level, just like this year 20-21. 21-22 would be at the 19-20 level. You may recall that last year he called for a consolidation of all the aid categories, the 11 aid categories. That was done again this year, this time he's calling them service aid categories, but he's looking at consolidating all of those expense-driven aids once again. That would include BOCES aid and transportation aid. In an interesting move, we get a STAR reimbursement from state aid. Mrs. Tretter and most business officials consider that as part of our local share. He is saying the STAR is part of the state revenue package. Kind of playing with where the money is coming from a little bit. I mentioned the local district funding adjustment, that's moving the federal money that comes over and applying it to where the state money had been. Some good news was that we've been talking and Mrs. Tretter and I both shared the informational slides about transportation aid, going back to last March, it does look like, those were close to \$400k for us, that that money is now included in this package. Those costs associated with delivering materials and food to kids last school year will be reimbursed. Anytime he releases his proposals, they're more complex than just the sound bites that I gave you and the sound bites that we can read in the various media outlets that we have access to. What has been going on behind the scenes now for a couple of weeks is Mrs. Tretter and other business officials through their organizational background, working at analyzing the governor's proposal. She has a much clearer indication of what the aid package for Akron will be, as well as a clearer indication of where our expenditures may be. Rather than providing you with ever-changing information, in terms of our local budget, she's going to be presenting to the board at our next meeting with a more detailed analysis of the governor's proposal. Also at the next board meeting, we will have our non-instructional components. Transportation, food service, facilities, and interscholastic sports will be here to tell you their portions of their budgets and their expenditures. Just like we did last year. Obviously, Mr. Dunham gave you a bit of the prelude to some of the variables that are impacting the special ed budget. On Monday is an important meeting for district leaders. Myself, Dr. Farrar, Mr. Dailey, Mr. Dunham, Mrs. Tretter. That's where we meet with Erie 1 BOCES and we go over all of our BOCES budget. We often think about what

do we get from BOCES? It is a lot. It is all of our software, it's all of our educational service programming, it's a lot of stuff for the business office. To the extent that we can, we purchase either materials or services through BOCES, so the major portion of our budget, and this meeting on Monday is where we do the deep analysis and the approval of our spending allocations. We'll have a clearer picture there, too. Moving on a little bit to some things that are in the news. You all saw the news from the governor regarding the lifting of the yellow and orange zone designations. Immediately thereafter, what does that mean for COVID-19 testing and for us in a yellow zone? We are in a holding pattern. It would appear that we won't need to do any further testing, but we've gotten nothing in writing. We've requested that from the county, a verification of whether we should continue to be on standby for essential testing of students and staff, or if we should inform our communities that we are discontinuing testing. Early indications from the county, we would be discontinuing, but again we haven't seen anything in writing yet. I'm going to briefly inform the board of a growing trend in the positive direction. We had a number of cases since the Christmas break of individuals within the district testing positive. We have seen those numbers go down steadily. I hate to say out loud because we always jinx ourselves, but fewer and fewer cases on a daily basis. That information is available to the community. We put out a letter every week on our website, and folks can check it daily. Along that same positive trend, at least in my estimation, I've said many times I think students learn best through in-person modalities, we're seeing an increase in the number of children going from fully remote to in-person learning. Since January 4, 2021, there are an additional 20 elementary students, additional 7 middle school students, and an additional 13 high school students. Just since January 4, 2021. That's a total of 40 students district-wide going from fully remote to in-person learning. I want to credit our building administrators and members of our counselor staff who have been analyzing student performance and making direct contact with families and answering all those questions families may have.

Jim - Mr. McCabe, how does that impact our space requirements?

Pat - We've been very mindful that we still have the mandate to maintain those social distancing requirements. We are fully in compliance with that. I'm glad you asked.

Jody - How many kids are going from hybrid to 100% remote?

Pat - Good question. The net increase from fully remote to hybrid was 59. However, we also had people leave. I don't know what buildings, Mrs. Brege, but we had 19 students go from in-person to remote. 59 came in, 19 went out. The net is 40. I apologize, I don't know what buildings, I don't have that data in front of me.

Jody - That's ok.

Pat - I could figure that out for you. The one thing, at least anecdotally, I was told by a building administrator, the high school building principal was it would appear that it's the students that are doing well in school, their families chose the fully remote. Our concern is always that learner that struggles in a remote modality, but that doesn't appear to be the case. I can't tell you individual kids, I wouldn't know. Any other questions on that before I move on to construction, capital project? We had a meeting on January 20, 2021 with representatives from Clark Patterson Lee, our architect, Campus, as well as a number of district representatives. Mr. Polkowski and I were there. The focus of that conversation was to discuss the handling of the surface water drainage system that I shared with you. You'll recall that we had them out to present a water containment system up by the transportation area that would slow the flow of surface water from the roof and other surfaces, racing across our fields or under our fields, and ending up in our drainage ditch which has been problematic in the past. There's an analysis and discussion of that portion of the project. Frankly, there was some concern was that enough to mitigate the issues at the ditch with adjoining properties. There was a great deal of conversation as to whether or not the water could somehow be diverted to another area. Ultimately, that wasn't thought to be perhaps the most effective needs. Frankly, because despite the improvements on John Street, if that much water from the district were to be moving into the John Street drainage area, it would overwhelm that system and cause flooding elsewhere. There was a recommendation not to do that to the municipal storm drainage

system. Ultimately, we ended up talking at length about mitigating the flow or decreasing the flow at the egress point where it comes out from underground from our fields and into the ditch. The conversation moved to what else can be engineered or done at the ditch to again, further protect adjacent properties. Since that time Mr. Polkowski and I worked together, I authorized an engineering analysis of the ditch that will be done to come up with a proposal to add to our specs. That proposal we would include as an alternate bid. Again, the engineers from Clark Patterson Lee felt that our design would be sufficient. There is a concern about just frankly water from behind our property. The hill and the airport. The volume of groundwater is something we can't control, we're just trying to control the surface water. We are exploring doing something additional in the potential of adding it as a bid alternate. Mr. Polkowski, you were there. Is there anything you want to share that maybe I didn't cover?

Erik - No, I think the biggest factor with it too, is the representative from CPL had done a very simple diagram explaining one of the big things as Mr. McCabe alluded to, is the water table. Because the water table is pretty much just below the ground here, right where we're sitting on the lowest level here, anything that you're doing above is not going to do much in regards to the actual water table. With that said, the systems we already have currently in place, part of the reason you don't really see a net benefit is because they only take into account when the water table rises. The system that they have in place is very commonplace with retention tanks slowing the process down, but the advantage though with the systems being in containment and pushing and gradually mitigate it into the water table. When the water table were to rise, the systems we have in place under the field would become active to alleviate the water into that spillway. Along those lines, the biggest thing is some of it is the concept of out of sight, out of mind. Right now we have a couple of pipes coming out of the retaining wall, that's what everybody sees. Even though it's a sub lying system with the water table, you just see all this water coming out of the pipes and you think that's immediately where the issue is. We're looking at trying to take the current situation, not putting any more pressure than we currently are doing, which is what the engineering evaluation should show, is not changing the system at all and pushing it onto our neighbors, which is a no-no from the state's perspective, and we're not overwhelming the municipality in access water, but we're following what we're currently using. We're just using a little bit of a different system. I think with the containment system, it will capture what we need and just slow the process down. I think that's the biggest factor that we've had is everything has always been racing down the hill. We're going to stop it at some point, slow it, and it should help work the system out. I think it was very effective as to what they've proposed and hopefully should alleviate the problems that we've been seeing. There's a lot of talk in regards to extra packages that will be on there. I will say from a standpoint of Campus, they were looking at it from a dollars and cents perspective saying, hey you can put this in, but worst case scenario you're only going to use this now and then. Does that really justify the added expenditure? They are looking at, with the different people that were involved, we even had representatives from the village. They put their two cents in because they've been dealing with the problem one way or another, and they've been trying to work out some other agreements, a cost-effective way to do it. Many players involved, but it was a very good conversation. I think everybody walked away with a more positive attitude towards what the potential is and again, as Mr. McCabe said, with the fact that going into bid day with a whole series of options A or options B, depending on where we fall on that bid day. If it's a good day like we had for the initial part of the capital improvement, we can add on. If it's a very tight day and the numbers aren't so good, we can alleviate certain things. We can kind of pick and choose. Gives us a lot of flexibility, which is good to see. We're not dead set on particular means or the other, but we can kind of pick and choose what would be best evaluated in the here and now, with the idea that the future with additional capital improvement projects, we can always design for them. If we don't do them now, we can utilize them in the future. It's a forethought. Again, the process was very effective and valuable.

Pat - I would agree. A very worthwhile meeting. I provided the board an outline of, in your notes, with what the team identified as good alternates. You'll see they're listed as protections. Again, those are if the bids come in really high, these are things we can conceivably take out of the project in order to stay on budget. Then there are some bid enhancements, again, if we have a very favorable bid day, we have them to add some items in. I'm going to transition over to interscholastic sports. It's always late-breaking news this school year, unfortunately. As I know you're all aware,

Section VI did meet with all five departments of health earlier in the week and indicated the resumption of high-risk sports starting February 1, 2021 are all set. Only basketball at this time, starting February 1, 2021. Competitive cheer was moved to the fall season, too. Literally, between last night and just before this meeting, the Cattaraugus County Health issued a joint statement, including Erie County Department of Health, advising that wrestling presents a unique challenge to health and safety, therefore their recommendation is that it be modified to individual practice or postponed. I then had further conversations with folks from Section VI, and it's now being reported in the Buffalo News, that the Erie County Department of Health is meeting with Section VI to discuss wrestling specifically. Early indications are that they're probably looking to postpone or cancel wrestling at this time to allow further analysis to see if it is indeed safe. Some things to note, just in terms of date, again I mentioned basketball will start February 1, 2021 and to go March 2, 2021. The fall two season would be volleyball, football if it's allowed, and cheer starts March 22, 2021 to May 15, 2021. The remaining spring sports would be May 10, 2021 to June 30, 2021. Some really important things that I think folks should know, one is that initially these guidelines that the county set very clear indications in the sports manual sports-specific protocols that coaches must follow to ensure the safety of that sport and how practices should be conducted. That information has already been relayed to our coaches. There was a clear directive if a coach or athlete tests positive, all persons in groups activities must stop. Practices, scrimmages, games, for everyone for at least ten days and contact tracing must ensue. Student-athletes and coaches are required to wear their face coverings anytime they're not directly playing or practicing. The use of locker rooms is strongly discouraged. I'll tell you that the N-O is not allowing locker rooms for any sport except for swimming for obvious reasons. It's cold, it's wet. Other kids will have to wear their uniforms and things with said clothes over and leave. We want to mitigate those areas of congregation for those student-athletes. The section declared no spectators at any athletics. We have a good system in place with our Hudl, which is in our feature gyms. My understanding is we're using YouTube for some other areas, including the pool. It's been tested, it appears to be working. It is unfortunate, we've had other events on campus where we haven't allowed families in, and it's a very difficult thing to do. Again, we're following the directions that we're getting from our local health officials.

Jody - With that being said, Genesee, Orleans, and Erie County Health Departments if you read their statements, they said spectators are allowed 50%, two per athlete.

Pat - That's correct, but the section has determined no spectators. You're right.

Jody - I'm just saying that my phone got blown up today from a lot of swimming parents.

Pat - Yeah. The other thing I wanted to make the board aware of is that the N-O League at this time, modified, the season is to be determined. However, you will note in your board packet that I have made a recommendation for modified coaching. We have an interest in getting our student-athletes involved, maintaining our programs, and want to see our 7th and 8th graders have an opportunity to practice and participate, even if it's inner-squad. If other N-O teams have teams, maybe we can just play scrimmages games. I also got an invitation from a neighboring district that's in the ECI that said our modified kids can play your modified kids, just have your coaches call. There'll be opportunities for them, and it will be done safely. That's it in athletics. Final thing, and I alluded to this. Last week we had our National Honor Society induction ceremony. I just want to congratulate them. We had 13 students, 3 of them seniors, that are highly deserving. It was a wonderful program. Again, regrettably, parents were not there. My understanding is that YouTube video is available as of 5pm today. That's it.

Jim - Alright. Thank you very much.

Jody - Can I ask a question about swimming? Sorry.

Jim - That's all right.

Jody - So basketball's playing basketball. Akron Basketball can play Barker Basketball at Akron. Why can't swimming from Newfane come to swimming at Akron and do swimming?

Pat - That was discussed by the ADs. I think the general sentiment amongst the athletic directors was any mitigating strategy that we can put in place to reduce comingling of kids, we're gonna do. You are right. One sport is having kids from two districts together, but swimming does afford the opportunity for these virtual meets. There's some concerns too because of locker room usage, they're trying to discourage locker room uses, but we would have to have that for swim. That has been brought up and it was a decision made at the league level.

Jody - It was made league-level before we knew these other sports were allowed to play, correct?

Pat - That's true.

Bob - Back to the spectators, you say it is determined by the section, Section VI? Is that who determines whether or not we have spectators for sports?

Pat - Again, the section made that decision not to have spectators. I think in part, I'm speculating, I'm not privy to the executive council, they recognize districts are trying to control the access to the campus to the greatest extent possible given, remember the timing, our positive rates are going down, but not at the time when they were making these decisions. They were vastly elevated. Could that be revisited by sections or leagues? Absolutely.

Bob - Exactly. That's as Mrs. Brege said, if other counties are doing it adjacent to us, do we have any input? Do you have any input? Do you talk to the section and say we would really like to say this, can you revisit this? It seems like the answer is always well Section VI said. I don't know the backstory to it. I don't know what sway we have.

Pat - The way the communication channels work with Section VI, is there's the Section VI Chairperson, Mr. DiFilippo, who has his executive councils that are comprised of various stakeholders. There's two superintendents on there, there's athletic directors on there, there's a number of people on there. Each representative is supposed to reach out to the various subgroups. A lot of it happens at the AD level, quite frankly, the superintendents get an update from the section on occasion and there's some discussion. I will tell you the general sentiment, I can only speak from my group, which is the superintendent group, when those conversations are brought up, the general sentiment is we're trying to control access to the building. That has been by and large, the vast overwhelming majority, the expressions. We have significant concerns amongst parents about controlling access to the building. Significant concerns from staff members about controlling access to the building, and so those sentiments have been acknowledged and reinforced by superintendents. What ADs are discussing, I really don't know. As I said, these are painful decisions. No one likes making them. The ultimate determination and the bottom line is we're always going to defer to health and safety.

Bob - Makes sense. Do we have representation on there?

Pat - On the executive council, no. Our neighboring district, Alden, their superintendent and Depew, Mr. Rabey is on the executive council.

Bob - Ok. Do we ever make any effort to be on it? As large as our athletic program is here, I'm just curious if we made an effort to hold one of those positions or represent.

Pat - I actually don't know the process of how to get on it. I don't know if you're nominated or what, but if you'd like for me to find out, I will find out.

Bob - I would love for you to find out, Mr. McCabe.

Pat - I will. I found out I was the N-O League president by being told I was the N-O League president, so you never know what can happen.

Jody - Pat, can we at least, I know we can bring it up and you can think about it or whatever, but these seniors this year are definitely worse-off than the seniors that we had going in this district last year. I would at least please ask that we are able to have a senior ceremony with just these senior parents that come in and watch their kids swim or watch their kids play basketball? I would, please, appreciate if we can have that done.

Pat - Thank you. I will reiterate that and it was discussed, what are we going to do for our seniors? That was brought up by our new athletic director, and I acknowledge that we need to do something.

Jody - Ok.

Pat - There is again, in fairness, we can't treat our student-athletes any different than we treat our National Honors Society recipients or any different than we treat any other child receiving a recognition.

Jody - I know that we just came out of zones, too. We were in a zone before, but now we're not in a zone.

Pat - Right. It's an ever-evolving fluid situation. We're trying to make the best decisions we can. I'm going to be candid, but what we can't do is make decisions out of sentiment that aren't in the best interest of health and safety. That has been our criteria from day one and if the conditions within our community change, and not to quote the governor, but if you can adjust the dial, that's his thing and change the flow, but obviously we want to do that. We want to open up our school. We want to have our kids back and our families in. Anything else?

Jim - Item #5 Minutes. Our recommended action is that the Akron Central School Board of Education approve consent items #5A & 5B, which are minutes from our regular business meeting on December 16, 2020 and our workshop business meeting on January 13, 2021.

Jody - Moved.

Debbie - Second.

Jim - Any questions or comments on those minutes?

Roxanne - Motion carried.

Jim - Thank you. Item #6 Personnel Instructional. Our recommended action is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the following Native American Homework Tutors for the 2020-2021 school year, payment will be in accordance with the district's AFA Bargaining Agreement Academic Improvement Rate, and we will pay through supplemental funds.

Heather - Moved.

Phil - Second.

Jim - Any questions or comments on that?

Roxanne - Motion carried.

Jim - Thank you. Item #7 Personnel Non-Instructional. Our recommended action is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the Non-Instructional items, consent items #7A-7E.

Jody - Moved.

Erik - Second.

Jim - Questions or comments on non-instructional items?

Bob - Do we always have that many clock operators? How many clocks do we have?

Jody - Basketball, girls, boys, all three levels.

Jim - I'm assuming only the person operating the clock will be reimbursed for their time.

Pat - Correct. You can be appointed, but if you don't work, you don't.

Roxanne - Motion carried.

Jim - Thank you. Item #8 District Items. Our recommended action is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the District Items, consent #8A-8C.

Bob - Moved.

Debbie - Second.

Jim - Questions or comments on the district items?

Roxanne - Motion carried.

Jim - Thank you. Item #9 Special Education. Our recommended action is that the Akron Central School Board of Education upon the recommendation of Patrick D. McCabe, Superintendent of Schools, does hereby approve the Special Education items, consent items #9A & 9B.

Heather - Moved.

Phil - Second.

Jim - Questions or comments?

Roxanne - Motion carried.

Jim - Thank you. Item #10 Financial Reports. Our recommended action is that the Akron Central School Board of Education approve the financial reports for December 2020 as submitted by District Treasurer, Susan Brewer.

Phil - Moved.

Jody - Second.

Jim - Questions or comments on the financial reports?

Roxanne - Motion carried.

Jim - Thank you. Item #11 School Board Correspondence. Saturday, January 30, 2021 is ECASB Advocacy Training, virtually from 8-11:30am. Monday, February 1, 2021 is ECASB DigiStreams virtual presentation by DigiStreams at 6:30pm. Thursday, February 4, 2021 ECASB- Be in the Know About State Aid with Rick Timbs, virtually from 6:30-

8:30pm. Please see Mrs. Rebmann for registration before the end of the evening tonight. Item #12 Upcoming Dates. Monday, February 1, 2021 is Grading/Record Keeping Day, no school for our students. Wednesday, February 10, 2021 will be our regular Board of Education Business meeting at 7pm. Thursday, February 11, 2021 Parent Teacher Conference Days virtually from 4:30-7:30pm. Friday, February 12, 2021 Parent Teacher Conferences virtually from 8-11:30am. No school for students on Friday and Monday, February 15-19, 2021 no school for winter recess. Item #13 Hearing of Individuals and Delegations for Non Agenda Items. Anything from the board they wish to discuss? Item #14 Executive Session. We do have a need to go into Executive Session tonight to discuss negotiations. If I could have a motion please.

Phil - Moved.

Debbie - Second.

Jim - Questions or comments on going into Executive Session?

Roxanne - Motion carried.

Jim - Thank you. We are in Executive Session at 7:54pm. We do not intend to conduct business after we come out of Executive Session. We wish to thank the members of the community who joined us tonight.