



infer, compare and contrast, and identify throughout the process. She showed examples of the work of the students during different stages. Mrs. Calandra noted that these investigations follow each student as part of their portfolio.

The Fourth Grade Team prepared two investigations which they noted was a lot of work for the students to complete with the other work that is required during the year. The first investigation was Light It Up and the students utilized a BOCES science kit. The topics addressed included types of energy, transfer of energy, difference energy sources, roller coaster (a hands-on activity), and circuits. The students made observations to provide evidence that energy is conserved as it is transferred and/or conferred from one form to another. They applied scientific ideas to design, test, and refine a device that converts energy from one source to another. Mr. Norris discussed the investigation and also talked about one activity the students really enjoyed and how these investigations meet the science standards. The second investigation as called What's in the Bag which is done in fifth grade this year, but will be done in fourth grade next year, which was the introduction into matter. The topics for this investigation included states of matter, properties of matter, using senses to make observations, and physical and chemical changes. The students needed to measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved. They also made observations and measurements to identify materials based on their properties. The investigation culminated with a hands-on investigation correlating to its name.

In Grade 5, the students have state assessments to complete in addition to the investigations they worked on this year. The Grade 5 Team worked with students and completed an electricity/magnetism unit to prepare for the Light It Up investigation. This was followed by a Life Science Unit, a Physical Science Unit which culminated with the What's in the Bag investigation, and finally their Earth Science Unit which correlated with the Cloud in a Bottle, their final investigation. The Light It Up Energy investigation, although done in 5th grade this year, will be done in Grade 4 next year. During the unit on Weather, the students learned the dangers of pollution in the waters of Lake Ontario, and impact on different regional animals. They learned to develop a model using an example of ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They must also learn to describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence of the distribution of water on the earth. The students also obtain and combine information about the ways individual communities use science ideas to protect the earth's resources and environment.

The most in-depth science curriculum unit for Grade 6 science work revolves around weather and climate. There are five chapters addressing the atmosphere, weather state and tools, air masses, weather maps, and climate change. During this investigation, the students were required to collect and analyze data from various weather maps, draw conclusions, and provided evidence for how the



motions and interactions of air masses affect weather conditions in a region. This was all new learning for the students which made it challenging and interesting as they became “mini forecasters” while learning.

The 7th Grade investigation was It’s Alive and the purpose was to learn about cells and living/non-living things, how some organisms are unicellular and some are multicellular, the makeup of cell parts and how it contributes to its function, as well as how multicellular organisms are made up of different types of cells. The students use microscopes to identify different types of organisms, draw pictures, and answer questions pertaining to the slides and other drawings that are provided.

Grade 8 is a big year for the students also. There are two investigations, All Mixed Up, and Cool It. The purpose of All Mixed Up is to separate a mixture using its physical and chemical properties. The students must consider what are the three individual substances in the given mixture, and which methods and materials can be used to separate the given mixture of three substances into its individual components.

The students use magnets, sieves, funnels and filter paper, tweezers and hand lenses to separate the substances. The students enjoyed this part of the investigation. The challenging portion related to this assignment was the ten pages of writing required for this lab. The Cool It investigation taught the students to analyze data sets to determine how the type of metal and the initial temperature of the metal, when placed in room temperature water, affects the amount of heat energy transferred within the system. They had to consider what the type of matter is, the mass of matter, and the temperature change of matter can affect the amount of heat energy transferred by a sample of matter.

The correlation to all these investigations to the science standards was discussed. The State requires these investigations for each year. The next gen science structure and regents will be based off these investigations in their questioning in assessments. The teachers have been working on how to spread these out given the requirements of each grade and time available as some students are catching up as these were not done in third grade. This has been structured into goals for the District which is good. The teachers noted that whether the student transfers in or out of District, these investigations follow them, and for some coming into the District, more work will be required to catch them up.

Principal's Update - Mrs. Love

Mrs. Love thanked the Science Team for their presentation and work they do with the students.

Mrs. Love highlighted a few of the shared decision-making teams in their work this school year. She commented that in April, the District started a new shared decision-making team called the Behavioral Data Task Force, which will focus on



the District goal to increase student engagement in the learning process, which



Mrs. Love discussed the Guidance Logistics Team which meets biweekly to discuss courses, scheduling, programming, testing, and graduation requirements. This team is made up of guidance counselors, administration, and the Instructional Support Specialist. The logistics team is working towards the end of the school year, preparing for graduation, Honors and Awards, Moving Up Day, and building the schedule for the 2024-2025 school year. The scheduling process is intricate in order to ensure the maximum opportunities for the students and use of shared resources across the District in a strategic way. She commented that there will be a few teacher assignment changes in the Elementary to accommodate for a shift in the grade sizes in Grades 5 and 6 for next year. She noted that the teachers will know their general grade level assignments in the Elementary in the next few weeks. The Special Education sections and teacher placements will depend on student needs as the annual review process continues over the next couple of months. The majority of the schedule will be set before the end of the school year, and the specials, aides, service providers, AIS, and special education schedules will fall into place based on the core class structures. There will not be any major changes to the schedule, just the typical shifts based on student needs and course requirements.

The Student Support Team (SST) meets weekly to discuss student concerns for students of all grade levels. She noted that the members of this team include guidance counselors, mental health counselor, school psychologist, behavioral specialist, school social worker, Instructional Support Specialist, and administration. The team discusses individual student needs in academics, social-emotional support, behavioral strategies, attendance, etc. The SST team focuses on the needs of the whole child and develops next steps to help support the student. She provided some examples of support including but not limited to, behavioral plans, student observations, check-ins, academic plans, parent contact/meetings, referring students to RTI or CSE process, etc. This year, this team organized and adm



from SADD, walk through a mock crash, and par



profoundly impact their success. Mrs. Monaco works tirelessly to ensure students are prepared to be productive citizens and is leading the charge to create new history and social studies programming for our high school students. Her passion for developing life-long learners is impressive.

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Director of Instructional Services/Assistant Principal's Update - Mr. Learo

Mr. Learo provided an update noting that there were 36 CSE meetings and 5

CPSE meetings held between March 28^e n0.007de4 (E)1 1(not)-2 (i)-2 (ng 0.00)2 (e)4 (0d9)4 (4 (E)1 .ct)-2 Td(C)-3fro Ctr



Superintendent's Report

& Discussion Dr. Reimer noted that the state office has been reviewing unappropriated funds, and the cap at 4%. Barker maintains its unappropriated fund at 4% or less. Some districts are higher he noted. He noted that this reserve was discussed often and the work the last few months was very prudent and timely in the development of the reserve plan to make it clear and transparent the District's use of funds.

Dr. Reimer then provided the following report on behalf of Mr. Cornwell who had a conflict this evening.

Coordinator of Curriculum & Professional Learning/Assistant Principal's Report – Mr. Cornwell

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the project takes a lot of his time but is important work for the future of the District. He noted that there is no approval from NYSED for Phase II yet. He anticipates it may be received in June, and then the request for bids will be sent out in July or August.

He noted that if any Board member would like to participate in the Battle of the Belts with students at the Traffic Safety Fair on Wednesday, May 22nd to let Mrs. Thibault know.

Dr. Reimer reviewed the most recent budget handout which has an estimated \$400,000 surplus for 2023-2024. The administration team is reviewing the best usage of these funds and in particular, with regard to the items that must be addressed with the auditorium, as well as the concession stand which is not part of



Dr. Reimer then discussed the District's property where the hay had previously been bid out to be cut but has been growing the past two years. He noted the District has been in communications with the NYSDEC with regard to their Strategy for Grassland Bird Habitat Management and Conservation program and its efforts to maintain and restore grasslands to address concerns about long-term and continuing declines in grassland breeding and wintering birds and other associated wildlife. The program provides strategic methods to plan and mow grasslands and aligns with educational piece. The District is looking at the potential to receive mitigation funding from a company to move forward with the program if the Board concurs. Mr. Strong provided input on the changes in wildlife he has seen himself and the Conservation Club the past two years in the area discussed. The Board reviewed the pros/cons of grassland vs. mowing.



Motion by Mrs. Harris, seconded by Mrs. Voss to approve the American Field Service Club's trip to Niagara Falls, Canada on Saturday, June 1, 2024.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Harris, seconded by Mrs. Voss to approve the Soundcraft Mizer Board soundboard purchased in 2017 be declared excess property and that the Superintendent, or his designee, be authorized to dispose of said item.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Harris, seconded by Mrs. Voss to approve of the 2024-2025 Board of Education Meeting Schedule.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Harris, seconded by Mrs. Voss to approve the following library items as listed be declared excess property and that the Superintendent, or his designee, be authorized to dispose of said items.

Yes: 7, No: 0

Motion carried.

Personnel Items

Motion by Mr. Sweeney, seconded by Mrs. Gow to approve the appointment of Ashley Cieslewicz for the full-time probationary Special Education Teacher position effective September 1, 2024. Her probationary period would be effective September 1, 2024 through August 31, 2027, and in the tenure area of Special Education. The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, she must meet all requirements of the Educational Law and corresponding regulations. Her annual salary rate at MA, Step 12, 2024-2025 BTU salary schedule at \$62,447.

Yes: 7, No: 0

Motion carried.

Mr. Reimer noted that Ms. Cieslewicz went through multiple interviews, had great references, and a lot of experience and he is looking forward to her joining the District. Mr. Atwater congratulated Mrs. Cieslewicz on her appointment.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Voss, seconded by Mrs. Gow to approve the appointments of the following Barker employees as Summer School Teachers, Teacher Aides, and Substitute Teachers to be paid at their 2024-2025 contractual hourly rate; as well as Shelby Pasquale, John Stodolka, and Vincent Strollo at a rate of \$32.00 per



hour for the 2024-2025 Summer School Program running Monday, July 1, 2024 through Thursday, August 1, 2024.

Name	last	Position
Paul	DerSarkissian	Summer School Physical Education/Pool Teacher
Leslie	Mocarski	Summer School 5 th Grade Teacher
Virginia	Hambruch	Summer School High School Credit Recovery Teacher
	Dudek th	Summer School 4 th



at a rate of \$35.00 per hour with a total budget cap of \$10,000: Cheryl Johnson, Jeffrey Rappold, Amanda Burdick, and Judy Peterson.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Voss, seconded by Mrs. Gow to approve the following Parent/Community Volunteers as listed with effective dates subject to receipt of reference and background clearance checks: Erin Adams, Erick Hugill, Brigdett Lehner, Erica McCarthy, Samantha Upton, and Ashley Williams.

Yes: 7, No: 0

Motion carried.

Motion by Mr. Sweeney, seconded by Mrs. Gow to approve the resolution conferring tenure of Ashley Atwater in the area of Special Education Teacher effective August 31, 2024, subject to that the employee must meet all requirements of the educational law and corresponding regulations.

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby confers tenure upon Ashley Atwater subject to that the employee must meet all requirements of the educational law and corresponding regulations.

Yes: 7, No: 0

Motion carried.

Dr. Reimer noted that Mrs. Atwater left the area, came back, and is back at the District making great connections with the students, and it is fun to watch her at work. Mrs. Atwater said it is good to be home and a blessing.

Motion by Mr. Sweeney, seconded by Mrs. Gow to approve the resolution conferring tenure of Katie Snell in the area of Elementary Education Teacher effective August 31, 2024, subject to that the employee must meet all requirements of the educational law and corresponding regulations.

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby confers tenure upon Katie Snell subject to that the employee must meet all requirements of the educational law and corresponding regulations.

Yes: 7, No: 0

Motion carried.

Dr. Reimer commented that Mrs. Snell came to the District with a lot of experience, rolled into a supplemental role and has made really good connections with the students making them feel comfortable and safe here at the District.

Motion by Mrs. Gow, seconded by Mrs. Voss to approve the appointment of the two Barker Central School District's students, Aiden Mescall and Titus



Wedekind, to shadow/intern as part of their BOCES Building Trades program with the Buildings & Grounds Staff from May 13, 2024 in mid-June.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Gow, seconded by Mrs. Voss to approve the change in appointments for Natalie Bruning to be a district-wide lifeguard effective May 13, 2024 at a rate of \$18.00 per hour.

Yes: 7, No: 0

Motion carried.

Motion by Mrs. Gow, seconded by Mrs. Voss to accept the Separation Agreement between Barker Central School District and Adrienne Laufer, and resignation as



Motion by Mr. Sweeney, Jr., seconded by Mrs. Carnes to approve the town, county, and Somerset Power Plant tax certiorari case settlement agreement and



Resolved, that the Board of Education approves an expenditure from the Tax Certiorari Reserve 2022 in the amount of \$215,372.85 to pay a claim arising out of a tax certiorari proceeding and agreement related to the tax certiorari index numbers E175615/2021, E177864/2022, and E180556/2023.

Yes: 7, No: 0

Motion carried.

Motion by Mr. Sweeney, Jr., seconded by Mrs. Carnes to approve the resolution to liquidate the Tax Certiorari Reserve of 2022,

Liquidation of Tax Certiorari Reserve 2022

Whereas, the Board of Education, in accordance with section 3651 of the education law, has reviewed the balance in the tax certiorari reserve fund, and has determined that no amounts remaining in the 2022 Tax Certiorari reserve are reasonably requia (e)-10 (at)32 (h6-4 (n)-4 m651 ofin)4 (n)- (a)44

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RESOLUTION

Whereas, the Board of Education of the Barker Central School District reviewed the Yorker House report and determined that the Yorker House was deteriorated to such an extent that repair and/or rehabilitation was not feasible and would result in a waste of District resources; and

Whereas, the proposed elements of the Yorker House removal are routine activities of an educational institution for the purpose of maintenance or repair of existing structures and facilities; replacement, rehabilitation or reconstruction of a structure or facility, in kind; and/or routine activities of educational institutions including expansion of existing facilities by less than 10,000 square feet of gross floor area; and

Whereas, such actions are deemed, pursuant to the regulations adopted by the New York State Department of Environmental Conservation, to be "Type II" actions and are not subject to the requirements of the New York State Environmental Quality Review Act;

Whereas, the regulations adopted by the New York State Department of Environmental Conservation does not require documentation in connection with the classification of Actions as Type II Actions, however, it is recommended that agencies add a note to the project file indicating that the Action was considered under SEQRA and met the requirements for a Type II Action;

Now Therefore It Is Resolved, that the proposed proposition is a Type II action pursuant to 6 NYCRR § 617.5(c) and that review pursuant to the New York State Environmental Quality Review Act is not necessary.

Yes: 7, No: 0

Motion carried.

Dr. Reimer brought forward for the Board to discuss the makeup of the Adhoc Facilities Committee membership with regard to Board participation. After discussion, it was agreed that Mr. Atwater as Board President, Mrs. Carnes, and Mrs. Gow would participate.

Yes: 7, No: 0

Motion carried.

Motion by Mr. Sweeney, Jr., seconded by Mrs. Carnes to approve the formation of the Adhoc Facilities Committee and the membership of:



End of Public

Session Motion by Mr. Sweeney, Jr., seconded by Mrs. Gow to adjourn public session at 8:38 p.m., and move into Executive Session for the purpose of discussing the Superintendent's evaluation and contract negotiations between the Barker Support Staff and Barker Central Services.
Yes: 7, No: 0
Motion carried.

Executive

Session Motion by Mrs. Carnes, seconded by Mrs. Harris, to approve the adjournment of the Executive Session at 9:16 p.m., and return to Public Session.
Yes: 7, No: 0
Motion carried.

Public Session/

Adjournment Motion by Mr. John Sweeney, Jr., seconded by Mrs. Gow, to approve the end of the Public Session and adjournment of the meeting at 9:16 p.m.
Yes: 7, No: 0
Motion carried.

Prepared by,

Mary H. Eadie