

Market Street School

7:00 p.m.

August 16,

2004

The New Richmond Exempted Village Board of Education met in [regular](#) session on [August 16, 2004, 7:00 p.m.](#) at [Market Street School, 212 Market Street](#), New Richmond, Ohio 45157, with the following members present:

David Hawkins, President
Fred Heflin, Vice-President
Ralph Shepherd
Paul Zimmerman
David Painter

Charles Moore, Superintendent, and Teresa Napier, Chief Financial Officer, were also present.

Mr. Moore had the following additions and changes to the agenda::

Add: 2005-27 It is recommended that the Board of Education approve severance payment to the retired classified employee, Dorothy Abbott, as follows:

\$116.24/Day x 32.25 sick leave days, = \$3,748.74

2005-14 Moved by Mr. Heflin, seconded by Mr. Shepherd, to approve the agenda as presented. Roll call: Mr. Hawkins, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Shepherd, yea; Mr. Heflin, yea. Motion carried.

PUBLIC PARTICIPATION

Mr. Rich Grogan addressed the Board regarding the minutes of the June meeting not being on the district web site.

Mr. Doug Heflin spoke the to the Board in reference to the 2005 Carnegie Hall trip to New York City, New York.

2005-15 Moved by Mr. Shepherd, seconded by Mr. Painter, to approve the following:

- A. Approve the minutes of the June 3, 2004 Special Meeting and the July 29, 2004 Regular Meeting.
- B. Approve the financial report for the month ending July 31, 2004:
 - Receipts
 - Cash Position
 - Expenditures
 - Investments
- C. Disposal of Equipment
 - Twenty-two Worker Trait Group Guide Career Books from NRHS Guidance Office
 - One Desk, Inventory Control No. 00401 from NRHS

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Roll call: Mr. Hawkins, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Shepherd, yea; Mr. Heflin, yea. Motion carried.

2005-18 Moved by Mr. Painter, seconded by Mr. Heflin, to enter into a contract agreement with the Clermont County Board of MRDD for special education services for the 2004/2005 school year. Roll call: Mr. Hawkins, yea; Mr. Shepherd, yea; Mr. Zimmerman, yea; Mr. Heflin, yea; Mr. Painter, yea. Motion carried.

On Friday, August 13, 2004 public bids were opened and read aloud for school buses. The following bids were received:

| Company | Non-coll Affadavit | Bid Bond | Pers. Prop Tax | Bid Amt |
|----------------------------|-----------------------|----------|-------------------|-------------|
| Miami Valley International | | X | X | \$63,300.00 |

2005-19 Moved by Mr. Shepherd, seconded by Mr. Zimmerman, to enter into a contract with Miami Valley International, Inc., low bidder, in the amount of \$126,600.00 for the purchase of two school busses for \$63,300.00 each. Roll call: Mr. Hawkins, yea; Mr. Heflin, yea; Mr. Painter, yea; Mr. Zimmerman, yea; Mr. Shepherd, yea. Motion carried.

2005-20 Moved by Mr. Shepherd, seconded by Mr. Heflin, to enter into executive session for the purposes of considering the following: the appointment, employment, dismissal, promotion, demotion or compensation of a public employee, in accordance with Ohio Revised Code 121.22 (G)(1) in accordance with Ohio Revised Code 121.22 (G)(3). Roll call: Mr. Hawkins, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Heflin, yea; Mr. Shepherd, yea. Motion carried.

Mr. Hawkins declared the [regular](#) meeting moved into executive session at 8:22 p.m.

Mr. Hawkins declared the executive session adjourned and the [regular](#) meeting reconvened at 9:24 p.m.

2005-21 Moved by Mr. Zimmerman, seconded by Mr. Painter, to adopt changes to the Certified Appraisal Model:

(10)
OBSERVATION CYCLE
TIME LINE

| DATE | TASK | IDENTIFIER/DIRECTIONS |
|----------|---|--|
| Sept. 15 | Staff Identified For Appraisal | A list of the tenured teachers will be compiled by September 15 th each year for which a contract recommendation will be required. The list will be used, in part, to determine the minimum number of observations required. Teachers new to the district on one (1) year limited contracts will be observed a minimum of four (4) time. Other teachers on a one (1) year, and teachers eligible for continuing contract will be observed a minimum of three (3) times, at least one (1) being formal. Teachers on the seconded year of a two (2) year contract |

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will be observed a minimum of two (2) times at least one (1) being formal. More observations or formal/informal appraisals

may be requested by the teacher or performed by the administrator at any time. Tenured teachers will be observed a minimum of one (1) observation during every

third year. The option of formal observation may be requested by the teacher. All teachers will be involved in a staff development program.

Sept. 30 Orientation

Prior to the first observation, each teacher will meet with the principal in an individual or group orientation meeting to discuss the appraisal process. The principal will inform the staff members of the purposes of appraisal procedures to be followed, time line compliance, staff development program, improvement tasks, and narrative summaries. Time will be provided for staff members to have concerns clarified by the principal.

Dec. 30 First Observation

The first class observation is to be completed by December 30th for all staff members for whom a contact recommendation will be required. For all staff members, the class observation may be completed.

| Classroom Environment | Unsatisfactory | Basic | Proficient | N/E |
|--|---|---|---|--------------------------|
| 1. Student/Teacher Rapport | <input type="checkbox"/> Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom. | <input type="checkbox"/> Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs. | <input type="checkbox"/> Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms. | <input type="checkbox"/> |
| 2. Expectations and Procedures for Behavior, Learning and Achievement | <input type="checkbox"/> No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are. | <input type="checkbox"/> Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them. | <input type="checkbox"/> Expectations for behavior and procedures are clearly communicated and appear to have been developed keeping the needs of the students in mind. The teacher and the students model the values of respect, dignity, honesty, responsibility, and | <input type="checkbox"/> |

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| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Classroom Environment | Unsatisfactory | Basic | Proficient | N/E |
|---|---|--|---|--------------------------|
| 3. Monitoring and Response to Student Behavior | <input type="checkbox"/> Student Behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity. | <input type="checkbox"/> Teacher misses the misbehaviors of some students or responds to the student misbehavior with inconsistent results. | <input type="checkbox"/> Teacher is alert to student behavior. Monitoring by teacher is subtle and preventative. Teacher response is appropriate, consistent, and respectful of the students; dignity. Student behavior is generally appropriate. | <input type="checkbox"/> |
| 4. Safe Physical Environment | <input type="checkbox"/> Classroom is not arranged with the students' safety in mind. Safety procedures are not clearly displayed. | <input type="checkbox"/> Classroom safety procedures are clearly displayed. Some improvements could be made in the arrangement of furniture and supplies. | <input type="checkbox"/> Classroom is inviting and arranged with student/teacher safety in mind. Safety precautions are clearly posted. | <input type="checkbox"/> |
| Planning and Preparation | Unsatisfactory | Basic | Proficient | N/E |
| 5. Knowledge of Content | <input type="checkbox"/> Demonstrates limited knowledge of subject matter. Content errors are not corrected. | <input type="checkbox"/> Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real word applications. | <input type="checkbox"/> Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross0curricular applications where appropriate. | <input type="checkbox"/> |
| 6. Lesson and Unit Structure | <input type="checkbox"/> There is no evidence that daily lessons are aligned with the district curriculum. There is no clear connection between daily lessons,, activities or unit plans. There does not appear to be a stated objective or outcome for student learning. | <input type="checkbox"/> There is evidence that daily lessons and long-term goals are generally aligned with district curriculum. Instructional activities are generally related to learning objectives. | <input type="checkbox"/> Establishes and articulates long and short-term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum. | <input type="checkbox"/> |

| Planning and Preparation | Unsatisfactory | Basic | Proficient | N/E |
|--|---|---|--|--------------------------|
| 7. Use of Assessment Data and Varied Assessment Strategies | <input type="checkbox"/> Assessment data is not incorporated into lesson plans. | <input type="checkbox"/> Some assessment data is incorporated into lesson plans. | <input type="checkbox"/> Assessment data is used in collaboration with colleagues in department/grade level meetings and is incorporated into the design of lesson plans. | <input type="checkbox"/> |
| 8. Knowledge of Students' Skills, Interests, and Approaches to Learning | <input type="checkbox"/> Lessons do not reflect teacher effort to accommodate students with special needs. All students are required to achieve the same level of proficiency on assignments regardless of special needs. Teacher displays little knowledge of students' interests and skills. Accommodations are generally left to support personnel. | <input type="checkbox"/> Awareness of students with special needs is evident but accommodations are sporadic or superficial. Collaboration with support personnel is limited. Teacher makes accommodations in assignments. Teacher recognizes the value of understanding students' skills and interests, but such understanding is not reflected in planning and preparation. | <input type="checkbox"/> Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. Teacher and support personnel collaborate effectively to meet student needs. Lesson activities are appropriate for the majority of students. Lessons are differentiated to meet student needs and a variety of instructional strategies are appropriately employed to enhance learning. Teacher displays knowledge of students' skills and interests. | <input type="checkbox"/> |
| Instruction | Unsatisfactory | Basic | Proficient | N/E |
| 9. Delivery of Directions and Procedures | <input type="checkbox"/> Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be repeated. | <input type="checkbox"/> Explanations and directions require occasional clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task. | <input type="checkbox"/> Directions and explanations are clear to students and seldom require clarification. Directions are modeled effectively to address the varied learning styles of the students. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly. | <input type="checkbox"/> |

| Instruction | Unsatisfactory | Basic | Proficient | N/E |
|---|---|--|---|--|
| <p align="center">10.</p> <p align="center">Quality of Questions and Discussion techniques</p> | <p><input type="checkbox"/> Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or responds to students who blurt out answers.</p> | <p><input type="checkbox"/> Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non-participants.</p> | <p><input type="checkbox"/> Questioning strategies include high and low levels of complexity, and engage students. Wait-time strategy is used consistently. A variety of techniques are used to solicit responses from all students.</p> | <p align="center"><input type="checkbox"/></p> |
| <p align="center">11.</p> <p align="center">Evidence of Student Engagement</p> | <p><input type="checkbox"/> Activities and assignments are inappropriate for students in terms of their age or background. Participation in activities is limited to a few students.</p> | <p><input type="checkbox"/> Activities and assignments are appropriate to students and to the subject matter. Teacher attempts to engage students in activities.</p> | <p><input type="checkbox"/> Teacher provides relevant activities and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.</p> | <p align="center"><input type="checkbox"/></p> |
| <p align="center">12.</p> <p align="center">Structure/Pacing of Lesson</p> | <p><input type="checkbox"/> The lesson has no clearly defined structure, and /or the pacing of the lesson is too slow or rushed.</p> | <p><input type="checkbox"/> The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate.</p> | <p><input type="checkbox"/> The lesson has a clearly defined structure around which the activities are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/adjustment strategies enhance student understanding.</p> | <p align="center"><input type="checkbox"/></p> |
| <p align="center">13.</p> <p align="center">Providing Feedback to Students During Instruction</p> | <p><input type="checkbox"/> Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality of inappropriate.</p> | <p><input type="checkbox"/> Feedback is provided but is general and repetitive in nature and not always timely.</p> | <p><input type="checkbox"/> Feedback is specific, personalized and timely. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.</p> | <p align="center"><input type="checkbox"/></p> |

| Professional Responsibilities | Comments |
|---|----------|
| Areas of Distinction <ul style="list-style-type: none"> • Communication with Parents • Attendance • Professional development • Reporting of Student Data | |

Reflections on Teaching**Additional Comments**

Teacher Evaluated Signature _____
 (Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee.)

Evaluator Signature _____

Definitions

Unsatisfactory: Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.

Basic: Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.

Proficient: Highly competent in the art, skills or field of knowledge of the teaching profession

Roll call: Mr. Hawkins, yea; Mr. Heflin, yea; Mr. Shepherd, yea; Mr. Painter, yea; Mr. Zimmerman, yea. Motion carried.

2005-22 Moved by Mr. Shepherd, seconded by Mr. Heflin, to adopt the following changes to Appendix B-1 of the Master Contract between the Board of Education and the New Richmond Education Association.

Add the following positions:

| | |
|--|---------------|
| 9-12 Fine Arts (1) Department Chair | Pay Level 6 |
| 9-12 Special Education (1) Department Chair | Pay Level 6 |
| 7-8 Special Education Department Chair | Pay Level 6 |
| MS Assistant Wrestling Coach (1) | Pay Level 6 |
| MS 8 th Grade Volleyball Coach (1) | Pay Level 6 |
| District Mentor Coordinator | Pay Level 3 |
| Detention Monitor/Intervention Tutor | \$20.00/Hour* |
| (And all Other Certified Staff Hourly Positions) | |

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Delete the following positions:

| | |
|--------------------------------------|-------------|
| Systems Operator (5) | Pay Level 2 |
| Assistant Systems Operator | Pay Level 1 |
| (Maximum of no more than 2/building) | |

*Rate applicable to all detention monitors/intervention tutors for the 04/05 school year, effective August 25, 2004).

Roll call: Mr. Hawkins, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Heflin, yea; Mr. Shepherd, yea. Motion carried.

2005-23 Moved by Mr. Heflin, seconded by Mr. Zimmerman, to rescind action item number 2004-169.A.12 Employ John Weeks, Monroe Elementary Physical Education Teacher, full-time, one-year limited contract, BA+150, 150 semester hours, two years experience, salary step two. Roll call: Mr. Hawkins, yea; Mr. Shepherd, yea; Mr. Painter, yea; Mr. Zimmerman, yea; Mr. Heflin, yea. Motion carried.

2005-24 Moved by Mr. Shepherd, seconded by Mr. Heflin, to accept the resignation of Shelby Pride, *certified employee*, effective August 16, 2004. Roll call: Mr. Hawkins, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Heflin, yea; Mr. Shepherd, yea. Motion carried.

2005-25 Moved by Mr. Hawkins, seconded by Mr. Heflin, to employ the following, pending certification, and submission of successful criminal background check and a negative TB test;

A. Certified Employee (2004-2005 school year)

1. Janet Richardson, New Richmond Middle School Language Arts Teacher, full-time, one-year limited contract, BA+150, 158 semester hours, two years experience, salary step two
2. Dennis Schlabach, District Gifted Teacher/Coordinator, full-time, one-year limited contract, MA+30, semester hours pending, 27 years experience, salary step 10, effective September 1, 2004
(Article 9.13 of the NREA Master Agreement, Rehiring of Retired Teachers applicable.)
3. James Weeks, Monroe Elementary Physical Education Teacher, full-time, one-year limited contract, BA+150, 150 semester hours, two years experience, salary step two
4. Julie Winkelman, New Richmond Elementary School, Second Grade Teacher, full-time, one-year limited contract, BA, 126 semester hours, zero years experience, salary step 0

B. Classified Employee (2004-2005 school year)

1. Heather Payne, Bus Driver, full-time, one-year limited contract, hours to be determined, zero years experience, salary step 1

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C. Administrator of Summer Reading Assessment
(July 20, 2004, \$18 per Hour, Upon Submission of Timesheet, Not to Exceed 8 Hours)

1. Sheryl Berger

D. Summer School Teacher
(July 19-August 6, 2004, 4 Hours per Day, \$18 per Hour, Upon Submission of a Timesheet)

1. Sara Kelch, effective August 2, 2004

E. Mentors (2004-2005 School Year)
(\$200 Stipend)

Mentor

J. Patrick Crowley
Susan Griffin
Gail Hall
William Harris
Douglas Heflin
Mollie Moll
Scott Steel
James Robinson
Laani Wuest

Mentee

Logan Minning
Michelle Dunn
Richard Mahan
Seth Morrison
Sarah Mizelle
Desree Bare
Monica Davis
Mary Ann Dalton
Tricia Tallman

F. Certified Substitutes (2004-2005 School Year)

1. James Bowling
2. Stacey Easter
3. Heide Lehman

G. Classified Substitutes (2004-2005 School Year)

1. Freeman L. Zieger

H. Supplementals (2004-2005 School Year)

| | <u>Name</u> | <u>Position</u> | <u>Pay Level</u> |
|----|--------------------|---|------------------|
| 1. | Rhonda Cain | 9-12 Special Education Department Chair | Pay Level 6 |
| 2. | J. Patrick Crowley | 9-12 Science Department Chair | Pay Level 6 |
| 3. | William Harris | 9-12 Social Studies Department Chair | Pay Level 6 |
| 4. | Tracy Hamilton | Substitute Teacher Caller | \$3,250 Stipend |
| 5. | Douglas Heflin | K-12 Music Department Chair | Pay Level 6 |
| 6. | Douglas Heflin | 9-12 Fine Arts Department Chair | Pay Level 6 |
| 7. | Sharon Nehls | NRHS CARE Team | Pay Level 4 |
| 8. | Janet Richardson | NRMS Fall Cheerleading Advisor | Pay Level 2 |

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| | <u>Name</u> | <u>Position</u> | <u>Pay Level</u> |
|-----|------------------------------|--|------------------|
| 9. | Janet Richardson | NRMS Winter Cheerleading Advisor | Pay Level 4 |
| 10. | James Robinson | K-12 Business/Industrial Tech/Vocational Department Chair | Pay Level 6 |
| 11. | Laani Wuest | 9-12 Language Arts/Foreign Language Department Chair | Pay Level 6 |
| 12. | Wm. Christopher Zimmerman | 9-12 Math Department Chair | Pay Level 6 |

I. Lay Coaches

1. Amy Vanderpool, NRHS Color Guard Instructor, Pay Level 4

J. Grade Level Meeting

August 16, 17 & 18, 2004; \$100 per Day Upon Submission of a Timesheet

- | | |
|--------------------|----------------------|
| 1. Desree Bare | 12. Janet Gemma |
| 2. Shannon Beckett | 13. Diane Harrison |
| 3. Bridget Bell | 14. Susan Kelly |
| 4. Patricia Block | 15. Ruth Ann Maus |
| 5. Karen Cahall | 16. Seth Morrison |
| 6. John Cline | 17. Erin Parker |
| 7. Regina Crawford | 18. Lori Richards |
| 8. Sherie Davis | 19. Mary Kay Thede |
| 9. Janice Fender | 20. Rosemary Wiebell |
| 10. Kimberly Fultz | 21. Rebecca Woodard |
| 11. Kelly Gabriel | |

K. Quality Classroom I

(September 23, October 7, November 18, and December 9, 2004, February 16, April 7, and May 12, 2005, \$20 per hour, Upon Submission of a Timesheet)

- | | |
|-----------------------|------------------------|
| 1. J. Patrick Crowley | 12. Mollie Moll |
| 2. Wayne Endicott | 13. Seth Morrison |
| 3. Kimberly Fultz | 14. Erin Parker |
| 4. Constance Hammer | 15. Patricia Piper |
| 5. Jamie Jeffers | 16. Diana Redden-Glass |
| 6. Susan Kelly | 17. Andrea Schultz |
| 7. Richard Mahan | 18. Kimberly Sherden |
| 8. Curtis Massey | 19. Amy Smiddy |
| 9. Lisa Mays | 20. Rena Snouffer |
| 10. Paige McConnell | 21. Teresa Wahl |
| 11. Judy Middeler | 22. Kathy Wilson |

L. Quality Classroom II

(October 26, 2004, January 6, March 22 and April 12, 2005, \$20 per hour, Upon Submission of a Timesheet)

- | | |
|------------------|----------------------|
| 1. Brenda Barnes | 17. D. Andrew Helton |
| 2. Kim Barth | 18. Michele Jackson |

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|---------------------|------------------------|
| 3. Sheryl Berger | 19. V. Todd Jackson |
| 4. Marcia Besso | 20. Melinda Marsh |
| 5. Rhonda Cain | 21. Ruth Ann Maus |
| 6. Gregory Chandler | 22. Beverly Maxey |
| 7. Amy Cholka | 23. Shirley Morand |
| 8. Patricia Conrad | 24. David Smith |
| 9. Regina Crawford | 25. Carole Snider |
| 10. Jeffrey Durm | 26. Mary Kay Thede |
| 11. Megan Ehlers | 27. Mary Beth Weiler |
| 12. Janice Fender | 28. Gail Weldon |
| 13. William Gabriel | 29. Todd Wells |
| 14. William Harris | 30. Rebecca Wilson |
| 15. Kelly Heckard | 31. Rebecca Woodard |
| 16. Philip Heflin | 32. Meredith Zimmerman |

M. Quality Classroom III
(January 12 and May 18, 2005, \$20 per hour, Upon Submission of a Timesheet)

- | | |
|--------------------|-------------------------------|
| 1. Patricia Block | 16. Rebecca Meadors |
| 2. Jon Brandberry | 17. Judith Meyer |
| 3. Kristine Bruck | 18. Janalene Murphy |
| 4. Sondra Clark | 19. Lori Richards |
| 5. Lura Daniels | 20. James Robinson |
| 6. Christen Davis | 21. Christopher Schlaak |
| 7. Sherie Davis | 22. Melanie Shoemaker |
| 8. Kelly Dunham | 23. Scott Steel |
| 9. Kelly Gabriel | 24. Karen Walters |
| 10. Rhonda Glover | 25. Melissa Wildey |
| 11. Diane Harrison | 26. Valerie Woebkenberg |
| 12. Kristen Hocz | 27. Laani Wuest |
| 13. Barbara Holman | 28. Marvin Zeigler |
| 14. Erin Keith | 29. Wm. Christopher Zimmerman |
| 15. Diane Kuehner | |

Roll call: Mr. Shepherd, abstain; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Heflin, yea; Mr. Hawkins, yea. Motion carried.

2005-26 Moved by Mr. Heflin, seconded by Mr. Hawkins, to employ the following, pending certification, and submission of successful criminal background check and a negative TB test;

A. Intervention Tutors, (\$20 per Hour, Upon Submission of a Timesheet)

- | | |
|--------------------|----------------------|
| 1. Judith Bennett | 27. D. Andrew Helton |
| 2. Brian Benzinger | 28. John Kinsinger |
| 3. David Brandon | 29. Richard Mahan |
| 4. Jon Brandyberry | 30. Logan Minning |
| 5. Timothy Brown | 31. Shirley Morand |
| 6. Rhonda Cain | 32. Seth Morrison |

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33. Sharon Nehls

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|------------------------|-------------------------|
| 8. Amy Carey | 34. Tammy Otten |
| 9. Andrew Carr | 35. Nichole Parker |
| 10. Regina Chambers | 36. James Reaker |
| 11. Carla Corbin | 37. Gerald Reardon |
| 12. Vickie Corpuz | 38. James Robinson |
| 13. Carol Ann Coulter | 39. Gail Ryan |
| 14. J. Patrick Crowley | 40. Deron Shinkle |
| 15. Mary Ann Dalton | 41. Ronald Stang |
| 16. Monica Davis | 42. Scott Steel |
| 17. Michelle Dunn | 43. Tricia Tallman |
| 18. Wayne Endicott | 44. Lisa Taylor |
| 19. Terri Flamm | 45. Steven Thompson |
| 20. William Gabriel | 46. Patricia Verwold |
| 21. Lana Gilday | 47. Teresa Wahl |
| 22. Susan Griffin | 48. Gail Weldon |
| 23. Gail Hall | 49. Laani Wuest |
| 24. William Harris | 50. Marvin Ziegler |
| 25. Douglas Heflin | 51. Wm. Chris Zimmerman |
| 26. Philip Heflin | |

O. Detention Monitors
(\$20 per Hour, Upon Submission of a Timesheet)

1. Karla Painter

Roll call: Mr. Shepherd, yea; Mr. Zimmerman, yea; Mr. Painter, abstain; Mr. Heflin, abstain; Mr. Hawkins, yea. Motion carried.

2005-27 Moved by Mr. Shepherd, seconded by Mr. Hawkins, to severance payment to the retired classified employee, Dorothy Abbott, as follows:

$$\$116.24/\text{Day} \times 32.25 \text{ sick leave days} = \$3,748.74$$

Roll call: Mr. Heflin, yea; Mr. Zimmerman, yea; Mr. Painter, yea; Mr. Hawkins, yea; Mr. Shepherd, yea. Motion carried.

2005-28 Moved by Mr. Zimmerman, seconded by Mr. Shepherd, to adjourn the [regular](#) meeting. Roll call: all yeas.

Mr. Hawkins declared the [regular](#) meeting adjourned at 9:30 p.m.

David S. Hawkins, President

Teresa S. Napier, Chief Financial Officer