

ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

REGULAR MEETING

5:00 p.m.

MINUTES

TUESDAY, AUGUST 19, 2014

Middle School/High School

1. Opening Items

- 1.01 Call to Order 5:00
- 1.02 Tobacco Policy Statement
- 1.03 Pledge of Allegiance
- 1.04 Roll Call

Present: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis
Not Present: Trustee Fletcher, Trustee Hickey, Trustee Osmond

2. Executive Session

- 2.01 Enter Executive Session (proposed 5:00 duration 1 hour 15 min)
Recommended Action: The Board of Education will vote to enter into Executive Session to discuss the ONTEA negotiations, pending litigation and the employment history of a particular employee
Motioned: Trustee Moor
Seconded: Trustee Davis
Result: Unanimous
Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis
Not Present: Trustee Fletcher, Trustee Hickey, Trustee Osmond

Now Present

Trustee Osmond arrived at 5:07

- 2.02 Exit Executive Session & Return to Public Session
Recommended Action: Motion to exit executive session and return to public session at approximately 6:40
Motioned: Trustee McGillicuddy
Seconded: Trustee Davis
Result: Unanimous
Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond
Not Present: Trustee Fletcher, Trustee Hickey

3. Acceptance of Minutes

- 3.01 Acceptance of Minutes (proposed 6:15)
Recommended Action: The Board of Education hereby accepts the minutes of the 8/5/14 BOE meeting
Motioned: Trustee Moor
Seconded: Trustee Davis
Result: Unanimous
Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond
Not Present: Trustee Fletcher, Trustee Hickey

4. Presentations

4.01 American Heart Association Honor Coaches (proposed 6:20 duration 10 min)

6:45

Athletic Director Nicholas Millas introduced Volleyball Coaches Nicole Saunders and Brittany Alexander, who used an AED to save Makaila Ouellette's life when her heart stopped during a volleyball game

Representatives from the American Heart Association awarded Nicole Saunders and Brittany Alexander the Heart Saver Hero award

- Onteora is leading the way among school districts in CPR and use of AEDs
 - This fall 2 elective courses will be offered in advanced CPR and First Aid

4.02 In-Slide Demonstration (proposed 6:30 duration 10 min)

6:50

Kevin LaMonda, 6th grade teacher at Bennett, invented a simple, safe solution for locking down doors during an emergency called In-Slide Lock Down

- Pilot the program at Bennett with a donation of the In-Slide product and installation
 - offer the same for Woodstock and Phoenicia, then move to MS/HS
- Manufactured at a local company that does manufacturing for US defense
- Pre-lock the classroom door and put device in place
 - Bolt is held open by device
 - Pull device in an emergency and door is locked
 - Cannot pull off from bottom so children cannot pull out
 - Don't need to have a key to lock a door, so if in an emergency and the teacher is in the hallway with children, can go into any room and pull the device to lock the door
- Institute of Swedish Safety and Security, a risk management company, gave In-Slide a 5 year contract with exclusive distribution
 - Piloting at 2 schools in UK and 1 in Sweden
- Facilities Director Jared Mance met with OSHA and the BOCES Safety Officer and there were no restriction on the product
- Principal Gabriel Buono highly endorses the product

Discussion:

- Installation 2-5 min per door
- Board expressed appreciation for the donation

4.03 Primary School Sub-Committees Recommendations (proposed 6:40 duration 15 min)

7:04

Assistant Superintendent for Curriculum & Instruction Marki Clair-O'Rourke reported:

- Class Size Sub-Committee presented their final recommendation and created a regulation creating a low, desirable and high range of class size for grades K-3
 - Paying close attention to new regulation when planning classes
- Pre-K Sub-Committee had 4 primary recommendations

- Provide opportunities for Pre-K students at Summer Skills Academy
 - 2 attended this summer and hope to increase participation in future years
- Help families in need to access UC Dept. of Social Services programming funding for pre-school or child care
 - Parent Peer Trainer Louise Guglielmetti helped to find these families
- Explore grant opportunities for Pre-K education
 - Received \$188,000 for 20 full day Pre-K slots
- Provide opportunities to screen 3 and 4 year old children in collaboration with Ulster County, possibly as part of our Kindergarten screening
 - May implement in the coming year
- Social-Emotional Sub-Committee was comprised of administrators, board members, speech teacher, psychologist:
 - Social-Emotional Learning (SEL) is a tremendous part of the classroom
 - Research links social emotional learning to high student success
 - Using “Social Thinking!” by Michelle Garcia Winner in some classes already
 - Social workers and psychologists have endorsed this program
 - Recommendations to the Board to make SEL part of the overall school program:
 - Establish “Social Thinking!” as the District’s SEL curriculum with teachers and mental health professionals working together
 - Develop SEL Professional Learning Communities that will convene to advance competency
 - Supply curricular materials, relevant books, and supplies required for implementation
 - Partner with our PTAs, families and the greater community

Discussion:

- SEL initiatives and small class size are complementary

5. Board District News

5.01 The Board will announce District news (proposed 6:55)

7:18

No Board District News was announced

6. Superintendent District News

6.01 The Superintendent will announce District news (proposed 7:00 duration 10 min)

- Awarded the full amount requested for the Full Day Pre-K grant
 - District was just informed so need to move quickly to get in place by the start of school
 - Up to 20 children, have the names of 15 students who are under served or un-served students
 - At risk – ELL, free and reduced lunch for siblings, have disability and receiving services, but not in an educational program
 - Discovery, Beginnings, First Steps and Woodland Playhouse responded that they were interested in participating

- In Woodstock, Boiceville and Phoenicia
 - Thanked First Steps Pre-School Director Linda Stoodoff, Phoenicia Principal Linda Sella, and Bonnie Meadow in helping to write the grant
 - Grant is 1 year, uncertain about next year
- Scores 2013-14 have been reported. In comparison to the other 8 Districts in Ulster County:
 - 3rd grade – First ELA and Math
 - 4th grade – Second in ELA and third in Math
 - 5th grade – First in ELA and Math
 - 6th grade – First in ELA and Math
 - 7th grade – Second for ELA and Math
 - 8th grade – Fifth in ELA and first in Math (attendance issues)
- Ulster BOCES Superintendent retreat:
 - Spoke with new deputy commissioner of Education spoke about school mergers and consolidation
 - Later start times:
 - New Paltz is talking about going to 8:15 stat goal is 8:20
 - Discussion and some support for Rondout

7. Acknowledge Public Be Heard Comments

7.01 The Board will acknowledge the public be heard comments from the last meeting
Patricia Rudge, Fred Perry, Gina Tisch, Rowan Cruickshank

8. Public/Student Comment

8.01 The public and students may comment on any agenda or non agenda item. Please
limit comments to 3 minutes (proposed 7:10 duration 10 min or more)
No public or student comment was made

9. Discussion & Possible Action

9.01 Request For Proposals for Realtor for West Hurley (proposed 7:20 duration 10 min)
Recommended Action: The Board of Education hereby approves the RFP for a
Realtor to sell the West Hurley School Property
Motioned: Trustee Moor
Seconded: Trustee Davis

Assistant Superintendent for Business Victoria McLaren did minor changes according
to the Board's specifications: weighing assignments, 9 month contract, timeline
proposed and spelling error corrected

Result: Unanimous

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee
Osmond

Not Present: Trustee Fletcher, Trustee Hickey

9.02 Energy Performance Contract (proposed 7:35 duration 10 min)
7:35

Recommended Action: The Board of Education hereby approves the Energy
Performance Contract and Scope of Work subject to attorney review
Motioned: Trustee McGillicuddy

Seconded: Trustee Osmond

- Attorneys are still talking about some wording in the contract
- Discussion started 5 years ago

Result: Unanimous

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond

Not Present: Trustee Fletcher, Trustee Hickey

9.03 Resolution to end GEA (proposed 7:45 duration 10 min)

Recommended Action:

Whereas: The NY State Gap Elimination Adjustment (GEA) was implemented in 2010 as a one-time reduction in education aid to help NY State balance its budget and the GEA has continued in every budget since then; and
Whereas: The GEA since its inception has reduced state aid to the Ontario Central School District by \$7,751,283; and

Whereas: The reduction in aid associated with the GEA has resulted in a cost shift to the local property tax payer in the Ontario Central School District; and

Whereas: Efforts by the Ontario Central School District to sustain programs and services and contain budgets are simultaneously constrained by Property Tax Cap Legislation, unfunded and underfunded mandates, state mandated increases in pension costs, and mandated implementation of Common Core Learning Standards and teacher/principal performance reviews; and

Whereas: State Funding is constitutionally mandated and essential to meet all mandates and obligations to maintain the quality of education in the Ontario Central School District; and

Whereas: New York State touts recent aid increases as generous support to schools, although overall, school districts are receiving very little additional aid when compared to 2008-09; and

Whereas: Many school districts have experienced state aid decreases from 2008-09 to 2014-15;

Whereas: The State of New York has violated their constitutional responsibility to take appropriate actions to ensure that students are provided the opportunity for a sound basic education at all times, and especially during times of fiscal constraint.

Resolved, that the Ontario Central School District Board of Education calls upon the New York State Legislature to end Gap Elimination Adjustments when they adopt New York State's 2015-16 Annual Budget.

- State legislature has not been fulfilling its obligation to New York State
 - Michael Rebell sued the State has failed to provide students in New York City and throughout the state with the opportunity for a sound basic education as required by the state constitution to say that GEA
- Timely - need to get into State as discussions are happening now in Albany for the 15-16 school year
- The shift onto the taxpayers is not a strong statement for Ontario, as the shift fluctuated due to other financial decisions

Motioned: Trustee McGillicuddy

Seconded: Trustee Davis

Result: Unanimous

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond

Not Present: Trustee Fletcher, Trustee Hickey

9.04 Approve In-Slide Donation (proposed 7:55 duration 10 min)

7:45

Recommended Action:

- The Board of Education hereby accepts the donation from Kevin LaMonda for the installation and materials for "In-Slide Lockdown" for the Bennett School.
- The Board of Education hereby accepts the donation from Kevin LaMonda for

the materials for "In-Slide Lockdown" for the Woodstock and Phoenicia Schools.

Motioned: Trustee Davis

Seconded: Trustee Osmond

Result: Unanimous

- Discussion on delaying installation in Woodstock and Phoenicia until feedback from Bennett staff
 - Voted on resolutions as written

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond

Not Present: Trustee Fletcher, Trustee Hickey

9.05 Increase ESL position (proposed 8:05 duration 15 min)

7:55

Recommended Action: The Board of Education hereby increases the 0.6 FTE English as a Second Language position to 0.7 FTE

Motioned: Trustee Osmond

Seconded: Trustee Davis

OTA Salary Schedule: 1.0FTE		4MA	66,716.0	Each .1 FTE		4MA	6,671.60			
In-District	FTE	Step	Salary	TRS (17.53%)	FICA/SS	WC	Family Health	Benefit Trust	Total	Increase from 0.6FTE
	0.6	4MA	40,029.60	7,017.19	3,062.26	2,001.48	0	0	52,110.53	
	0.7	4MA	46,701.20	8,186.72	3,572.64	2,335.06	0	0	60,795.62	8,685.09
	0.9	4MA	60,044.40	10,525.78	4,593.40	3,002.22	19,503.05	1,563.00	99,231.85	47,121.32
BOCES ESL	0.1		14,425.00							
	0.2		28,850.00							
	0.3		43,275.00							

Superintendent Phyllis McGill reported:

- Need for more ESL services
- Right now, 1.0 FTE in Phoenicia, .6 in Bennett and BOCES ESL for .4 in MS/HS
 - Interviewed and appointed .6FTE, now need more
 - Can either increase BOCES and our new teacher or just increase the new ESL teacher
- Will have same teacher for 3 periods at HS if we use BOCES for .6
 - Use Internal part time from .6 to .7
- If want more in-house, current part-time teacher would go to HS for 2 periods, and back to Bennett
 - Provide one teacher at MS/HS (BOCES person)
 - Current in-house part time to .7 FTE will stay at Bennett

Discussion:

- Test results of ESL students were recently available
- From last year to this year there is a need for a .7 increase in ESL teacher at Bennett
 - \$10,000 difference in making current part-time ESL full time and increasing BOCES service

- Need someone who can help with the family as well as the student
- Have one ESL person in each school: Bennett and Phoenicia
 - Use BOCES for HS
- Will revisit again during budget season
- In-house teacher can help provide more support for the students
- State is looking at changing the way ESL students are identified
- BOCES ESL teacher has prep time to speak with family
- In-house person can provide more support to students who have test out, but still look for help

Result: Passed

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit

Nay: Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

9.06 International Student (proposed 8:20)

8:25

Recommended Action: The Board of Education agrees to allow an AFS (American Field Service International Programs) Exchange student to come to Onteora for the 2014-2015 School Year pending completing the registration process and waive the tuition

Motioned: Trustee Moor

Seconded: Trustee McGillicuddy

- Having International student join the community enriches the experience for all students

Result: Unanimous

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

9.07 ICR- Playback Theater (proposed 8:25)

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approves the Independent Contractor Retainer between the Onteora Central School District and Hudson River Playback Theatre, Inc. on September 23, 2014 and September 24, 2014 for the amount of \$3,600.00 and authorizes the Superintendent to sign such an agreement.

Motioned: Trustee Moor

Seconded: Trustee McGillicuddy

- Bennett convened a Shared Decision Group with the PTA
 - Wants this to kick off an anti-bullying campaign for the year
- At a future Board meeting report on how it went and see if it can be used in other schools

Result: Unanimous

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee

Osmond
Not Present: Trustee Hickey, Trustee Fletcher

10. Policies (proposed 8:30 duration 10 min)

Motion: Waive the first reading of Policies 1512 and 4260
Motioned: Trustee Davis
Seconded: Trustee Osmond
Result: Unanimous
Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond
Not Present: Trustee Hickey, Trustee Fletcher

10.01 First Reading and Adoption of Policy 1512 Public Be Heard 8:30

Motion: To adopt Policy 1512 as written
Motioned: Trustee Moor
Seconded: Trustee McGillicuddy
Result: Unanimous
Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond
Not Present: Trustee Hickey, Trustee Fletcher

~~2002~~2014 1512 By-Laws SUBJECT: PUBLIC BE HEARD: REGULAR BOARD MEETINGS/WORKSHOP SESSIONS

All meetings of the Board of Education where members meet to conduct public business are meetings which are subject to the Open Meetings Law. The public will be given an opportunity to address the Board at the beginning of the regular business meeting.

Any individual addressing the Board of Education will be asked to give his/her name at the outset of their comments. Time limits may be set by the Board, if necessary.

The following statement of rules will be read by the President of the Board prior to the opening of a public session:

"The Board of Education cannot discuss individual student or personnel matters in open session. People wishing to express individual concerns can bring them to the President's attention, or to the Superintendent's during the break."

No action will be taken by the Board of Education at the same meeting on requests from the public which may necessitate either a new policy or a change in existing policy. It is requested that such requests be submitted in writing and preferably at least one (1) week prior to Regular Board Meetings.

- The purpose of a Board Workshop Session is to discuss some aspect of the governance of the school program. ~~Because of the nature of the meeting, Public Be Heard will be at the end of the session and limited to the items discussed during the workshop.~~

Education Law Section 1708

10.02 First Reading and adoption of Policy 4260 Evaluation of the Superintendent & Other Administrators

Motion: To adopt policy 4260 as written
Motioned: Trustee Moor
Seconded: Trustee McGillicuddy
Result: Unanimous 0
Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond
Not Present: Trustee Hickey, Trustee Fletcher

~~2014~~2014 4260 Administration—**SUBJECT: EVALUATION OF THE SUPERINTENDENT AND OTHER ADMINISTRATIVE STAFF Superintendent**

The Board of Education shall conduct annually a formal performance evaluation of the Superintendent. The formal procedures used to complete the evaluation are to be filed in the District Office, and to be made available for review by any individual, no later than ~~August 4~~September 10 of each year.

The formal performance procedures shall include written criteria, a description of the review procedures, provisions for post-conferencing, and methods used to record results of the evaluation. The Superintendent shall be granted the opportunity to respond to the evaluation in writing.

Evaluation of Administrative Staff

The Board shall direct the Superintendent to conduct an annual evaluation of all administrative personnel.

The purposes of this evaluation are:

- a) To determine the adequacy of administrative staffing;
- b) To improve administrative effectiveness;
- c) To encourage and promote self-evaluation by administrative personnel;
- d) To provide a basis for evaluative judgments by the Superintendent and the Board;
- e) To make decisions about continued employment with the District.

Evaluation of Supervisory Personnel

The Superintendent shall direct the Assistant Superintendents ~~for Business~~ to conduct an annual evaluations of all supervisory personnel

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(o)(2)

10.03 First Reading and Adoption of Policy 8260 Title I Parent Involvement Policy

Motion: To waive the first reading of Policy 8260

Motioned: Trustee Davis

Seconded: Trustee Moor

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

Motion: To adopt Policy 8260 with correction of case inconsistencies and punctuation

Motioned: Trustee Moor

Seconded: Trustee Davis

- Programs and other items that are not part of the program anymore were deleted and replaced with current programs

Result: Unanimous

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

~~2007~~2014 8260 Instruction **SUBJECT: TITLE I PARENT INVOLVEMENT POLICY**

The Board of Education recognizes the rights of parents/persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I. Therefore, the Board of Education encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of District programs, as well as activities and procedures that are designed to carry out No Child Left Behind (NCLB) parent involvement goals.

District-Wide Parent Involvement Policy

In order to facilitate parental participation, in accordance with NCLB requirements, as outlined in the Elementary and Secondary Education Act Section 6318(B), the District will:

- a) Involve parents in the joint development of the Title I Plan. If the plan is not satisfactory to the parents of children participating in Title I programs, the District will submit any parent comments to the State Education Department along with the District's plan;
- b) Provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement through implementing and encouraging participation in appropriate parental involvement activities; with activities to include but not limited to: ~~CDEP plan~~, Parent/School Compact, PTA Meetings, RTI Meetings, Parent/Teacher Conferences, Evening Activities (plays, dances, concerts);
- d) Coordinate and integrate parental involvement strategies under Title I with those of other programs including, but not limited to, ~~the Headstart Program, the Reading First Program, Even Start Program~~ Parent Peer Trainer, Parent Resource Centers and other programs; such as Parent Notifications of AIS services, Parent/Teacher Conferences, Parent Night, Reading-Title I - Parents as Reading Partners(PARP), Newsletter;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools. The evaluation shall include identifying barriers to greater participation by parents in activities under the policy and use the findings of the evaluation to design strategies for more effective parental involvement and, to revise, if necessary, the parental involvement policies at the District and school levels; these meetings are included in CDEP, Title I review meeting;
- f) Involve parents in the activities of the Title I schools;
- g) Involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement activities are spent.

School-Level Parent Involvement Policy

In accordance with Section 6318(c), the Board of Education directs each school receiving Title I funds to ensure that a building level parental involvement plan is developed with the participation of that school's parents. In addition to the goals stated above, each school building level plan will describe the details to:

- a) Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting;
 - b) Offer a flexible number of meetings, such as meetings in the morning or evening; and may provide (with funds provided under this provision of law) transportation, child care, or home visits, as such services relate to parental involvement; meeting transcripts will be provided in a language the parents understand;
 - c) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy;
 - d) Provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
 - e) Develop a school-parent compact jointly with parents that outlines how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the state's standards.
 - f) The compact must include:
 - 1. A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
 - 2. A description of the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - 3. Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - (a) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (b) Frequent reports to parents on their children's progress; and
 - (c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities which include American Education Week, Parent/Teacher Conferences, Quarterly progress reports.
- (d) Observation of classroom activities which include American Education Week, Parent/Teacher Conferences, Quarterly progress reports.

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community in order to improve student academic achievement, the District and each school shall:

a) Provide assistance to parents of children served by the District or school, in understanding such topics as the State's ~~academic content standards and State student academic achievement standards~~ Common Core State Standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children at Open House with curriculum overview, PTA Meetings, Board of Education Meetings, Parent/Teacher Conferences, NYS State testing results.

b) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Parents have access to school library, Open House with curriculum overview, District Newsletter, BOCES classes, School's Website and individual class websites.

c) Educate teachers, pupil services personnel, Principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; at PTA Meetings, Homework Program, Parenting Classes with School Social Worker, and through the Parent Peer Trainer and.

~~d) Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parent as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Activities include sharing with Head Start the Library Facilities, Kindergarten Screening, Universal Pre Kindergarten Program.~~

MAKE THIS D e) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

In addition to the above activities which are required for the District and each school, the District and each school:

a) May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;

b) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

c) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

d) May train parents to enhance the involvement of other parents;

e) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

f) May adopt and implement model approaches to improving parental involvement;

g) May establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

h) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

i) Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

In carrying out the parental involvement requirements, the District and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 6311 of the Elementary and Secondary Education Act in a format and, to the extent practicable, in a language such parents understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs.

Comparability of Services

The School District shall ensure equivalence among the schools in the District of the same grade span and levels of instruction with regard to teachers, administrators and auxiliary personnel as well as equivalence in the provision of curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965
(ESEA), as amended by the No Child Left Behind Act of 2001
20 United States Code (USC) Sections 6318 and 6321
34 Code of Federal Regulations (CFR) Parts 74-86 and 97-99, and 200

10.04 First Reading of Policy 7610 Special Education: District Plan

Motion: To waive the first reading of Policy 7610

Motioned: Trustee Davis

Seconded: Trustee Moor

Result: Unanimous

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

Motion: To adopt Policy 7610 correcting the inconsistent capitalizations

Motioned: Trustee Davis

Seconded: Trustee Osmond

Result: Unanimous

Yea: Trustee Davis, Trustee McGillicuddy, Trustee Moor, Trustee Kurnit, Trustee Osmond

Not Present: Trustee Hickey, Trustee Fletcher

20082014 7610 Students **SUBJECT: SPECIAL EDUCATION: DISTRICT PLAN**

A District plan shall be developed and updated every two (2) years describing the Special Education program in the Ontario Central School District. The District plan shall include the following:

a) A description of the nature and scope of special education programs and services currently available to students (including preschool students) residing in the District, including but not limited to descriptions of the District's ~~resource room~~ co-teaching programs and each special class program provided by the District in terms of group size and composition.

b) Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.

c) The method to be used to evaluate the extent to which the objectives of the program have been achieved.

d) A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.

e) A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services.

f) A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard defined in federal law.

g) The estimated budget to support such plan.

h) The date on which such plan was adopted by the Board of Education.

i) A description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Educational Services.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

20 United States Code (USC) Section 1474(e)(3)(B)

8 New York Code of Rules and Regulations (NYCRR) Part 155 and Section 200.2(c)

11. Break

11.01 The Board will break for 5 minutes (proposed 8:40)

The Board took a break at approximately 8:50

12. Vision Statement/Mission Statement/Core Values/Evaluation/Board Goals (1 hour)

12.01 The Board will discuss the Vision Statement/Mission (proposed 8:45)

9:00

The Board worked on the Vision and Mission Statements

- Board discussion on using the vision statement from Brookline, MA
 - Consensus to use Brookline and Superintendent Phyllis McGill to call the Superintendent to ask permission

- **Vision:** Onteora provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of an Onteora education.
- **Mission:** Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

12.02 The Board will discuss Core Values

Trustee Kurnit explained that the Superintendent evaluation with Board goals need to be in place by 9/10/14

Discussion:

- Core values should be done prior to Board goals, but time is limited
 - Advantage to putting this aside: it will not be rushed and have an opportunity to involve the school community if so inclined
 - The Board has not previously created core values

12.03 The Board will discuss an instrument for the Superintendent's Evaluation

9:40

- The Board discussed the different evaluation tools for the Superintendent evaluation and a 360 degree component, which surveys stakeholders in the District
 - Board needs to decide the intent of 360 tool and to whom it will be distributed before 9/10/14
 - needs to be part of the evaluation tool presented on 9/10/14
- Need to have the Board goals complete if they are part of the evaluation tool
 - Customize to the Board's needs

12.04 Board Goals/Supt Goals

- Use the action items in the Board goals as the Superintendent goals
- Revise action items to delete goals that have been achieved and add goals for the 14-15 year

13. Consent Agenda

13.01 Approve Consent Agenda (proposed 9:45)

10:50

Recommended Action: Approve consent agenda item numbers 13.02-13.06

Motioned: Trustee Osmond

Seconded: Trustee Davis

Result: Unanimous

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond

Not Present: Trustee Fletcher, Trustee Hickey

13.02 Personnel Agenda

APPOINTMENTS: INSTRUCTIONAL

PART TIME APPOINTMENT

NAME	POSITION	EFFECTIVE DATE FROM-TO	SALARY	REMARKS
Panico, Robin	0.7 FTE ESL	09/01/14-06/30/15	4MA	Increase from .6

EXTRA DUTY STIPENDS 2014-15

NAME	POSITION	AMOUNT
Casey, Lisa	Class Advisor - Junior (split w/K. Harkin)	\$1,333.50
Colevas, Paul	Class Advisor - Senior	\$2,667.00
Groom, Christine	Elementary Resource - Woodstock 2	\$2,015.00
Harkin, Karen	Class Advisor - Junior (split w/L. Casey)	\$1,333.50
Lustberg-Goldbeck, Kay	HS Gifted/Talented Advisor	\$11,500.00
Lustberg-Goldbeck, Kay	HS Gifted/Talented Advisor 2	\$13,750.00
Persons, Jacqueline	Computer Advisor - Phoenicia	\$5,000.00
Polacco, Nicole	Peer Mediation Advisor 1	\$2,800.00
Rebock, Melissa	Elementary Rec - Woodstock (split w/E. Roosa)	\$1,681.00
Rebock, Melissa	Computer Advisor - Woodstock	\$5,000.00
Roosa, Esther	Elementary Rec - Woodstock (split w/M. Rebock)	\$1,681.00
Sorbellini, Tamika	Elementary Resource - Additional 1 (split w/M. Wilson)	\$1,007.50
Vail, Andrew	Elementary Resource - Woodstock 1	\$2,015.00
Wilson, Molly	Elementary Resource - Additional 1 (split w/T. Sorbellini)	\$1,007.50
Barton, Katherine*	Volleyball - JV - Assistant Coach	\$2,840.00
Burkhardt, Patrick	Track - Cross Country - Head Coach	\$3,834.00
	1st Longevity	\$156.00
Calinda, Jason	Soccer - JV - Head Coach (Boys)	\$3,409.00

*pending pre-employment processing

APPOINTMENTS: NON INSTRUCTIONAL

SUBSTITUTES

NAME	POSITION	AMOUNT
Baughman, Lisa	Substitute Custodial Worker	\$10.00/hr
Baughman, Lisa	Substitute Food Service Worker	\$9.00/hr

13.03 Approve Schedule U - The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) Recommendations

Recommended Action: The Board hereby approves the Instruction - Schedule U-The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) Recommendations, Schedule U, #8/14, Confidential, as reviewed by Trustee Kurnit

13.04 Approve Inter-School Transfers

Recommended Action: The Board of Education hereby approves Inter-School Transfers for 5 students:

1 - K to go to Phoenicia from Woodstock

- 2- 1st grade to go to Phoenicia from Woodstock
- 1- 1st grade to go to Woodstock from Phoenicia
- 1- 3rd grade to go to Phoenicia from Woodstock

13.05 Appoint Title VI Officer

Recommended Action: The Board of Education hereby appoints Marki Clair-O'Rourke as the District Title VI Officer

13.06 Approve Non-Resident Student

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Ontario Central School District approve the Non-Resident contract between Kingston City School District and the Ontario Central School District pending approval by the Board of Education of Kingston City School District and authorizes the Superintendent to sign such an agreement.

14. Board Committees

- 14.01 Audit Committee (proposed 9:50)
- 14.02 Facilities Committee
- 14.03 Policy Committee
- 14.04 Health and Wellness Committee
- 14.05 Ad Hoc Committee: Primary School
- 14.06 Ad Hoc Committee: Communications

15. Old Business

- 15.01 The Board will discuss Old Business (proposed 9:55)
Trustee Osmond requested that at agenda setting, presentations be taken off to end the meeting earlier

16. New Business

- 16.01 The Board will discuss New Business (proposed 10:00)
10:56
No New Business was discussed

17. Request For Information

- 17.01 The Board will request information (proposed 10:05)
Trustee McGillicuddy asked about old RFIs that need to be completed
Trustee Kurnit asked about the senior class gift to the school
 - How much time are our kids involved in testing?

18. Public Comment

- 18.01 The public will comment on any agenda or non-agenda item. Please limit comments to 3 minutes (proposed 10:10 duration 10 min or more)
No public comment was made

19. Adjournment

- 19.01 Adjourn Meeting (proposed 10:20). Next meeting is Tuesday, September 9, 2014 in the Woodstock School at 6:00 pm.
Recommended Action: The meeting is adjourned at 11:00

Motioned: Trustee McGillicuddy

Seconded: Trustee Davis

Result: Unanimous

Yea: Trustee Kurnit, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Osmond

Not Present: Trustee Fletcher, Trustee Hickey

Minutes Recorded By:
Fern Amster

A handwritten signature in dark ink, appearing to read "Fern Amster", is written over the printed name.

Board of Education: Tony Fletcher, Rob Kurnit, Ann McGillicuddy, Laurie Osmond, Tom Hickey, Gideon Moor, Tanya Davis