

ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

REGULAR MEETING

MINUTES

6:00 p.m.

TUESDAY, FEBRUARY 4, 2014

Woodstock School

1. Opening Items

- 1.01 Call to Order 6:10
- 1.02 Tobacco Policy Statement
- 1.03 Pledge of Allegiance
- 1.04 Roll Call

Present: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

2. Executive Session

- 2.01 Enter executive session (proposed 6:12 duration 40 Min)

Recommended Action: Motion to enter into executive session to discuss the evaluation of particular employees

Motioned: Trustee Spencer

Seconded: Trustee Hickey

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

- 2.02 Exit Executive Session and Return to Public Session (6:56)

Recommended Action: Motion to exit executive session and return to public session

Motioned: Trustee Hickey

Seconded: Trustee Fletcher

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

3. Acceptance of Minutes

- 3.01 Acceptance of Minutes (6:56)

Recommended Action: The Board of Education hereby accepts the minutes of the 1/23/14 BOE meeting

Motioned: Trustee Spencer

Seconded: Trustee Fletcher

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

4. Welcome

- 4.01 Woodstock Principal, Kathleen O'Brien will welcome the Board (6:57)

- February is I Love Reading Month
 - Parents as Reading Partners Reading program (PARP)
 - Read aloud 15 min a day 5 days a week to anyone in the home and be

awarded prizes

- Author David Goldin read some of his published work and unpublished current work
- Favorite bedtime story reading -Children wear PJs and read to other students in class
- Showed slide show of David Goldin's visit

5. Board District News

5.01 The Board will announce District news (proposed 7:01)

Trustee McGillicuddy reported:

- 2 more MHSSC workshops on High Stakes Testing being held at Mt. St. Mary's college.
 - Next panel – High Stakes Testing Privacy- what should we expect from SED
 - March – High Stakes Testing Finance, the Expense of High Stakes Testing
- Last Monday 1/27 Trustee McGillicuddy and Trustee Kurnit went to Ulster County Legislative Action Committee
 - Worked on condensing legislative priorities from last year
 - Will share with elected reps in Albany
 - 2 of the 3 groups from 2020 Symposium started meeting to discuss their topic
 - Teaching and learning
 - School and District Structures
 - Trustee Fletcher attended
 - Gradual process
 - Research, study planning and coming back with recommendations
 - Will meet 5 times
 - Discussing transportation, building structures, start times, school year and working with BOCES
 - Assigned research tasks and will be meeting again 3/12/14
 - Accountability

Acknowledge presence of Bob Curran Onteora's BOCES Board representative here tonight.

Trustee Spencer – sharing with public and board that not intending to submit a petition to serve on the board.

- Wanting the public to know of an open Board seat
- Has been rewarding experience and enjoyed working with Board and Administration

6. Superintendent District News

6.01 The Superintendent will announce District news (proposed 7:07)

Superintendent McGill shared what goes into the decision making to open or close or delay school

- Decision to open, close or delay is not simple
- Always a question of bringing children in and home safely

- Transportation Director leaves home at 3am
 - Contacts highways departments
 - Other District's transportation personnel
 - Drives the roads to be sure roads are safe
- Transportation Director calls Superintendent Phyllis McGill at around 4:40 to report all information she found and they discuss:
 - The predicted temperature throughout the day
 - If bring in, when will we be able to get them home
 - Continue to monitor the weather
 - If significant event – when will it start and end
- On Monday, the original forecast was that snow would end at 2pm, forecast suddenly changed to be ending 3-5pm
 - Had to give lunch and allow time for bus drivers to get back to their buses
 - Thanked all staff who stayed until children were safely home
 - Thanked Transportation Dispatcher Ray Clinton and Transportation Director Nicole Sommer
- If parents have questions should call their school building rather than transportation
 - No secretary in transportation and others have duties outside of the office
- Met with administrators to better inform parents in a quick change situation
 - Spend time arranging so that parents of students on certain buses having trouble can be communicated
 - Will let parents know individually if late arrival home

Discussion:

- clarified how many highway departments are being consulted
 - Olive, Hurley, Shandaken and Woodstock
- If our buses have chains are they being used in these situations?

6.02 Discuss Preliminary 2014-2015 Budget (7:17) – ended presentation at 7:32

Assistant Superintendent for Business Victoria McLaren Presented:

- Current increases in instruction, transportation, but mostly in employee benefits
 - Salary and non-salary
 - Contractual increases In salary
 - Drives higher increase in retirement, social security, FICA Medicare
 - Non-salary – cut items lines that have excesses or are unused
 - Non-essential that can be cut without cutting programs
- Budget is draft and still changing
- Working on BOCES request – initial due end of this week, final in May
 - Driven by students' annual review placements
- Bid opening scheduled for Thursday for Transportation
 - Hoping for good responses
- Receiving \$35,000 less in aid
 - Thought we would receive even less
- Basic levy calculation formula
 - 1.7% levy increase = \$684,000
 - Allowed to carryover \$645,000 from prior year

- 3.3% levy increase = 1.3 million
 - Capital exclusion is \$188,874
 - Maximum levy increase under this limit = 3.77%
 - Current draft budget increase by \$697,000
 - Within range of what we are allowed to have for levy increase
- Still refining budget
- Fund Balance planning- current reserves
 - \$2.8 million in Repairs
 - Use some to fix infrastructure such as brick facade
 - \$1.3 million in employee benefits
 - \$40,000 in Tax certiorari
 - \$5 million in Unemployment
 - \$149,000 Debt Service
 - \$5 million in Employee Retirement System
 - \$5 million in Capital Reserve
 - Voter authorized – Facilities Committee meeting to work toward bringing capital project to board to put on ballot in May

Discussion:

- Stock market and retirement are related as the money is invested in the market, but contribution is based on actuarial numbers of who will retire in future, since once an employee retires, they no longer contribute
- We are not seeing the Governor's increase in education because the State sees us as a wealthy district, if eliminated GAP adjustment we would benefit, but depends on how they target the aid
- Governors Proposal for school districts – keep below 2% incentive/kickback – multi-year program
 - No information on how the State will make up the money
- Big picture: District is in a good place financially
 - Able to meet the students' needs with rollover budget
 - No incentives for retirement
 - Every year will be different
 - Managing the District money very well
 - Preliminary budget is really comfortable without cutting programs
- Down \$35,000 in aid mostly because of building aid
- Budget seems to show over budgeting
 - Have placeholder for grants while waiting to receive money
 - At this point we have more money than needed, trying to cut to bring budget more in line with what is spent
 - Projections generous in the past
- Employee benefits is approximately 30% of budget
- Down 22% on State aid from a few years ago
 - add budget and levy figures to the historical state aid chart to show how the burden has been shifted onto the taxpayers.
- By law final BOCES services takes place before budget vote
- Also seeing less federal aid
- Trying to develop a budget for what we need - last year's budget proved to be more than we needed so we should keep that in mind

- Aid is important, but we are working on a budget that has more money than we need
- Point not to be lost as we move forward

7. Student Representative Report

7.01 Student Representative, Sarah Melvin, will report to the Board (7:52)

7:32

No Name Calling Week at the HS

- Committee has faculty and students
- Cafeteria has table set up to sign pledges not to be a bully and to stand up for students that are being bullied
- Resolutions to make school/world a better place
- No Name Calling Creativity Contest
 - writing, artwork, videos that highlight bullying issue, against bullying
 - winners will be displayed
- Checked out an iPad mini from the library
 - iPad minis to be checked out with library of e-books and audio books that can be downloaded
- Oteora Girls Basketball has senior night tonight

8. Acknowledge Public Be Heard Comments (7:54)

8.01 The Board will acknowledge the public be heard comments from the last meeting

There were no public comments from the last meeting

9. Public/Student Comment

9.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes (7:55)

Trustee McGillicuddy read letter from Vincent Bernstein from American Legion Post 950 in support of Veteran's Tax Exemption.

10. Presentation

10.01 Presentation on English Language Learner Program (7:58)

Pupil Personnel Director Cynthia Bishop and ELL Teacher Robin Osswald presented:

- Went over acronyms including: ESL (a program) English as Second Language ELL (an individual)
- Free standing ESL program through Part 154 grant
 - Evaluated upon enrollment* by Certified ESL teacher in speaking, listening reading, writing
 - If the student scores at the Beginning, Intermediate, or Advanced levels, then the student receives ESL instruction in addition to the general education instruction at their grade level, AIS reading and/or math, discretionary related services, and/or IEP services as deemed appropriate.
 - ELLs receive mandated units of study in ESL in increments of 36 minutes.
 - Beginner's receive 72 minutes (exceptions apply)
 - High school Beginners receive 108 minutes per day
 - Intermediate's receive 72 minutes (exceptions apply)
 - Advanced students receive 36 minutes (exceptions apply)

- ELL students who tested proficient have 2 years of transition
 - services, as mandated by State Education Laws
- Title III Funds and Consortium
- Districts that receive less than \$10,000, in Title III Funding are eligible be part of the consortium
 - Districts pool money to get more Professional Development
- Annual yearly progress – 94% of students have gone up one level or designated number of points
 - 65.3% meet Annual Measurable Achievement Objectives
 - 13.738% test out of the program in Ontoera
 - Ell progress is doing well
- Need Support in content area teaching especially ELA and math
- Same for all consortium members
- Phoenicia team has been in the consortium since 2010
 - Phoenicia housed all K-6 ESL students
 - Developing program at Bennett this year
- Needs:
 - Develop an understanding of cultural differences, weak foundational literacy, interrupted schooling
 - Strengthen capacity of teachers assigned to ESL clusters over time by providing high quality Professional Development
 - Staffing projections similar to current
- Program Improvements for the Future:
 - Continue Consortium involvement
 - Develop a strong after school or summer student academy with Consortium support
 - Tie ESL instruction directly to ELA and content area curriculum aligned to the Common Core Learning Standards for consistency across all grade levels
 - Provide parent outreach through opportunities for collaboration
 - Assign Title III Consortium teams from each building to ensure best educational practices and to strengthen classroom instruction.
 - Strengthen the partnership between teachers and administrators serving ELLs.
 - Provide consistency from year to year in staffing classes with ESL clusters with teachers who are highly trained
 - Develop program guidelines to strengthen our middle / high school ESL services

Discussion:

- When child cannot speak English in the classroom: ESL teacher would push in and co-teach – very difficult to schedule
 - At beginner level the students are pulled out and work with activities specific for ELL
 - Try to model best practices for ELL for classroom teachers
 - Work with teachers who have had language acquisition to best work with ELL students
- 100% of the ELL students at the elementary level speak Spanish

- 38 ELL students in the district, all but 2 speak Spanish
- Some parents non-ELL students may not speak English
 - Requires an action plan go into community
 - Divide up tasks of communication among Consortium members
- Title III Consortium made up of ESL teachers, classroom teachers, administrators, Special Ed teachers and related services providers
 - PD opportunities offerings sent out to team
 - Most PD is discretionary, unless during the school day
- Transition of ELL from Phoenicia to Bennett
 - Working on smooth transition
 - Some Bennett teachers need training through Consortium
 - BOCES ESL teacher at Bennett is highly trained
- Nothing specified by law that ESL teachers have language preferences
 - Can use language in posting, such as "Spanish Speaking preferred"
- * Not every student enrolling is tested for ESL Program:
 - Parents complete a home survey about second language being spoken in the home
 - if returned in the positive and if District thought they may be an ELL, they are evaluated
- Don't have any requirement or procedure for translating forms, letters and reports. We have parents that do not read English so the need is recognized
 - Contracted with Centris- a company that will translate documents
 - Kindergarten registration packet translated to Spanish
 - Robin Osswald will work with Phoenicia to get parent communications, including report cards, translated
- District is teaching students English, but parents need to understand in their native language
- Need to have goals
 - School Based leadership – of seven essentials – what specifically can the District Leadership do to help?
 - Positive climate – how is that measured
 - What are we doing to involve parents and families and if not, what are plans?
 - Bennett – what are we doing for the new program?
 - What is being done to manage transition?
 - Specific attention to Phoenicia to Bennett
- Time constraints of sharing a contracted person with another Districts limits services, travel time, etc.
 - Staff the .6 position with in-house employee to help
- ESL students take all same tests as other students
 - Get some accommodations: take test as non-english speaking and beginner level
 - No help with content translation, but help with directions
- Due to low incidence of ELL in this area, pooling funds for PD with a consortium is beneficial and it also gives more colleagues with which to confer
 - Whole team of teachers committed to Consortium, not just ESL teachers
 - 2010 is when Onteora joined consortium
- Resources available for students and families who speak an unfamiliar language

- Use current staff abilities if available
- Also use students who may speak the same language
- Oteora ELL students are doing very well thanks to ESL teachers
- ESL program is funded only through tax levy
- Some funding set aside for after-school or summer programs for extra support and bridge gap between parents and students
 - Presenting program and details to State
 - If approved, reimburse Districts for any funds spent
 - After school program at Bennett and MS/HS this year
- Ad-Hoc Communications committee to discuss how to communicate better to Spanish and other language speaking parents
 - Infinite campus be able to call in language speak at home?
- Acknowledged help from ESL Teacher Robin Osswald and Social Worker Dimitri Hernandez for all their translating on the phone, and with notes and letters from school
 - Mr. Hernandez also does interpreting with families who speak Spanish
- ESL Scheduling is done by service providers, supervised by Cynthia Bishop

11. Policies Under Consideration

9:00

Trustee Kurnit and Trustee McGillicuddy met with Pupil Personnel Director Cynthia Bishop to review these policies

11.01 First Reading of Policy 7613 The Role of the Board of Education in Implementing a Student's Individualized Education Program (8:10)

~~2008~~2014 7613 Students **SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM**

The Board of Education shall establish at least one (1) Committee on Special Education (CSE) and one (1) Committee on Preschool Special Education (CPSE). The Board shall also establish, as necessary, Subcommittees on Special Education to ensure timely evaluation and placement of students with disabilities.

Committee on Special Education

The Board of Education shall, upon completion of its review of the recommendations of the CSE, arrange for the appropriate special education programs and services to be provided to a student with a disability. The Board shall notify the parent/guardian of its action in accordance with federal and state law and regulations.

For a student not previously identified as having a disability, the CSE shall provide a recommendation to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the date of receipt of consent to evaluate. For a student with a disability referred for review, a recommendation shall be provided to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the referral for review. However, if such recommendation of the CSE is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such special education programs and services for students with disabilities within thirty (30) school days of the Board's receipt of the recommendation of the CSE.

If on review of the recommendation of the CSE, the Board of Education disagrees with such recommendation, the Board shall follow one (1) of the following procedures:

a) The Board may remand the recommendation to the CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The CSE shall consider the Board's objections or concerns, revise the individualized education program (IEP) where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the CSE, the Board may continue to remand the recommendation to the original committee for additional reviews of its objections or concerns, or establish a second CSE to develop a new recommendation in accordance with the following paragraph, provided that the Board arranges for the programs and services in accordance with the student's IEP within the time lines as outlined above; or, in the alternative,

b) The Board may establish a second CSE to develop a new recommendation for the student. If the Board disagrees with such new recommendation, the Board may remand the recommendation to the second CSE with a

statement of the Board's objections or concerns and a request that a timely meeting be held to review consider objections or concerns. The second CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the second CSE, the Board may continue to remand the recommendation for additional reviews of its objections or concerns by the second CSE, provided that the Board arranges for the programs and services in accordance with the student's IEP, as developed by the second CSE, within the timelines as outlined above.

Pursuant to Commissioner's Regulations, the Board may not select the recommendation of the original CSE once it has established a second CSE.

The Board shall provide the student's parents/guardians with written notice and a copy of the statement of its objections or concerns and notice of due process rights in accordance with Section 200.5 of the Regulations of the Commissioner.

Committee on Preschool Special Education

Upon receipt of the recommendation of the Committee on Preschool Special Education (CPSE), the Board of Education shall arrange for the preschool student with a disability to receive such appropriate programs and services in accordance with the student's IEP, commencing with the July, September or January starting date for the approved program, unless such services are recommended by the CPSE less than thirty (30) school days prior to, or after, the appropriate starting date selected for the preschool student with a disability; in that case, such services shall be provided no later than **sixty (60)** ~~thirty (30)~~ days from the recommendation of the CPSE.

If the Board disagrees with the recommendation of the CPSE, the Board shall send the recommendation back to the CPSE with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board of Education shall provide such notice as required by federal and state law and regulations.

Subcommittee on Special Education

The number of Subcommittees on Special Education will be determined by the CSE and the CSE will be responsible for the oversight and monitoring of the activities of each subcommittee to assure compliance with the requirements of applicable state and federal laws and regulations.

Each Subcommittee may perform the functions for which the CSE is responsible, except:

- a) When a student is considered for initial placement in a special class; or
- b) When a student is considered for initial placement in a special class outside of the student's school of attendance; or
- c) When a student is considered for placements in a school primarily serving students with disabilities or a school outside the District.

Subcommittees shall report following the timelines required for the CSE to the CSE regarding the status of each student with a disability within its jurisdiction. Upon receipt of a written request from the parent or person in parental relation to a student, the Subcommittee shall refer to the CSE any matter in which the parent disagrees with the Subcommittee's recommendation concerning a modification or change in the identification, evaluation, educational placement or provision of a free appropriate education to the student.

Education Law Sections 4402 and 4410 8 New York Code of Rules and Regulations (NYCRR)

Sections 200.2(d)(l), 200.4(c), 200.4(d), 200.5 and 200. 16(e)

NOTE: Refer also to Policies #7631 -- Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education

Members

#7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members

11.02 First Reading of Policy 7632 Appointment And Training Of Committee On Preschool Special Education (CPSE) Members

8:59

20082014

7632 Students

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS

Committee on Preschool Special Education (CPSE) Membership

The Board of Education shall appoint a Committee on Preschool Special Education (CPSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the preschool child. To ensure that one (1) or both parents are present at each CPSE meeting, the District and the parent(s) may agree to use alternative means of participation such as video conferences or conference phone calls;
- b) Not less than one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);

c) Not less than one (1) special education teacher of the child or, where appropriate, not less than one (1) special education provider (i.e., related service provider) of such child;

d) A representative of the School District who is qualified to provide, or supervise the provision of, special education and who is knowledgeable about the general education curriculum and about the availability of preschool special education programs and services and other resources of the District and the municipality (who shall serve as Chairperson of the CPSE);

e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher or provider, the school psychologist, the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;

f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;

gh) For a child's transition from early intervention programs and services (Infant and Toddler Programs), at the request of the parent/person in parental relation, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services; and

hg) An additional parent of a child with a disability who resides in the School District or a neighboring school district, and whose child is enrolled in a preschool or elementary level education program provided that such parent shall not be employed by or under contract with the School District or municipality; and provided further that such parent shall not be a required member unless if the parents of the child request, in writing, at least seventy-two hours prior to such meeting, that the additional parent member not participate in the meeting; and

~~h) For a child's transition from early intervention programs and services (Infant and Toddler Programs), at the request of the parent/person in parental relation, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services; and~~

i) A representative from the municipality of the preschool child's residence. Attendance of the appointee of the municipality is not required for a quorum.

However, except for the parents/persons in parental relation and the appointee from the municipality (a) and i) above) a member of the CPSE is not required to attend a meeting of the team in whole or in part if the parent/person in parental relation and the District agree in writing that the attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed at that meeting.

Additionally, a member as described in letters b) through gh) of this subheading may be excused from attending the CPSE meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing to the excusal not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:

a) The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or

b) The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in a) above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Preschool Special Education.

Alternative Means of Meeting

When conducting a meeting of the Committee on Preschool Special Education (CPSE), the parent and the representative of the District appointed to the CPSE may agree to use alternative means of meeting participation, such as videoconferences and conference calls.

Individuals with Disabilities Education Act (IDEA) 20 United States Code (USC) Section 1400 et seq.

34 Code of Federal Regulations (CFR) Part 300

Education Law Section 4410

8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7613 -- The Role of the Board in Implementing a Student's Individualized Education Program

#7614 -- Preschool Special Education Program

#7631 -- Committee on Special Education/Subcommittee on Special

Education Members

11.03 First Reading of Policy 7616 Prereferral Intervention Strategies In General Education (Prior To A Referral For Special Education)

Some of these services have changed names or are being handled by other providers

20082014 7616 Students **SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN
GENERAL EDUCATION (PRIOR TO A REFERRAL FOR SPECIAL EDUCATION)**

The School District shall establish a plan for implementing schoolwide approaches and prereferral interventions in order to remediate a student's performance prior to referral for special education. This plan may include a Response to Intervention (RTI) process.

The provision of programs and/or services for students starts with consideration/implementation of instruction in the general education curriculum, with appropriate supports and/or modifications as may be necessary. In implementing prereferral intervention strategies, the District may utilize resources/strategies already in place for qualified students including, but not limited to, services available through Section 504 of the Rehabilitation Act of 1973, and ~~Educationally Related Support Services and Academic Intervention Services~~ as defined in Education Law and/or Commissioner's Regulations. All of these programs may be considered as possible components of Prereferral/~~Intervention Instructional Support Plans or Response To Intervention (RTI) plans/Discretionary Service (DS) plans~~. The District will ensure that they have a system in place, with appropriate personnel, for developing, implementing and evaluating prereferral intervention strategies.

The District will provide general education support services, instructional modifications, alternative instructional approaches, or alternative program options to address a student's performance prior to a referral to a Committee on Special Education (CSE). ~~Formal Child Study Teams (CST) – Elementary and Case Management Teams (CMT) – Secondary will be formed in accordance with law and/or regulations as may be applicable as well as District guidelines. The CST and CMT. The RTI Teams~~ will include representatives from general and special education as well as other disciplines and include individuals with classroom experience. Parents/persons in parental relation to students will be involved in developing prereferral strategies to address the educational needs of their child. Additionally, the District will seek collaboration between outside agencies and the school prior to a referral of the student to the CSE in order to address necessary student support services.

Administration shall ensure that appropriate opportunities exist for collaboration between general educators and special educators, and that consultation and support are available to teachers and other school personnel to assist parents/persons in parental relation to students and teachers in exploring alternative approaches for meeting the individual needs of any student prior to formal referral for special education.

The determination of prevention and prereferral intervention strategies/services shall consider the student's strengths, environment, social history, language and cultural diversity in addition to the teacher's concerns. The building administrator will further ensure that all staff are familiar with intervention procedures and procedures for operating a ~~CST or CMT RTI~~ Team.

Prereferral/Intervention Instructional Support Plans shall be proactive in their strategies to meet the broad range of student needs and to improve student performance. Prereferral/Intervention strategies and/or ~~Instructional Support Plans RTI plans~~ are to be reviewed and evaluated to determine their effectiveness, and modified as may be appropriate. Appropriate documentation of the prevention and/or intervention strategies implemented shall be maintained.

However, should a referral be made to the CSE during the course of implementing prereferral/~~intervention instructional support services RTI/DS~~, the CSE is obligated in accordance with law to continue its duties and functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an individualized education program, if applicable.

Educational Related Support Services

~~Educational related support services (ERSS) means curriculum and instructional modification services; direct student support team services; assessment and non-career counseling services; special instruction to eligible students with disabilities as defined in Education Law Section 4401, which does not generate excess cost aid including related services but excluding transportation and transition services; and to eligible, qualified students pursuant to Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students, individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students. Educational related support services shall also mean speech and language improvement services as defined in Commissioner's Regulations.~~

~~ERSS may be utilized as a component of any Prereferral/Intervention Instructional Support Plan.~~

Section 504 of the Rehabilitation Act of 1973

For students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in Education Law Section 4401, Section 504 Accommodation Plans may address instructional support services that can be utilized as components of any prereferral/intervention strategies as deemed necessary and/or appropriate.

Academic Intervention Services

Academic intervention services means additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting the State learning standards as defined in Commissioner's Regulations and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

However, such services shall not include services provided to students with limited English proficiency pursuant to Commissioner's Regulations or special education services and programs as defined in Education Law Section 4401. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

The District has developed a description of the academic intervention services offered to grades K through 12 students in need of such services. The District will review and revise this description every two (2) years based on student performance results.

Parental notification of students who have been determined to need academic intervention services will be provided as per Commissioner's Regulations.

In implementing prevention and/or prereferral intervention support strategies in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services, as enumerated in Commissioner's Regulations, may be included as a component of any such Prereferral/[Intervention Instructional Support Plan](#) RTI plan.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.

Education Law Sections 3602(32), 4401 and 4401-a

8 New York Code of Rules and Regulations (NYCRR) Sections 100.1(g), 100.1(p), 100.1(r), 100.1(s), 100.1(t), 100.2(v), 100.2(dd)(4), 100.2(ee), 200.2(b)(7), 200.4(a)(2), 200.4(a)(9); 200.4(c) and Part 154

NOTE: Refer also to Policy #7618 -- [Response to Intervention \(RTI\) Pr](#)

12.01 Veterans Tax Exemption (9:03)

Assistant Superintendent for Business Victoria McLaren explained that if the Board implements, it encompasses all 3 exceptions (Wartime Service, Combat Service, and Disability

- Each veteran is entitled to all 3 exemptions, if they qualify
- Only relevant to veterans served during wartime
- Other Districts are still considering the exemption – maybe for 15-16 tax bills
- Must be adopted at the next meeting, for it to go into effect on the 14-15 tax bills
- Increase of \$4.99 per \$100,000 value to make up for the money going to veterans' exemption
- No Ulster Districts have acted on it for 14/15 as of now
- Still have not received information from Greene County
- Tax levy must stay the same, so must shift to other tax payers
- Information needed:
 - Ask other Districts what they are doing,
 - Ask if this exemption is available only to primary residences
 - Calculate a percentage tax increase for other tax payers – basic level and maximum level for each town
- Board consensus to have a hearing at the next meeting

13. **5 Minute Break

13.01 The Board will break for 5 minutes at approximately 9:20

12.02 Mid Year Update of Board Goals (9:27)

Superintendent Phyllis McGill reported on the progress of the Board Goals:

Education Vision:

- Secondary schools are working to realign the curriculum with the Common Core
- In the HS the department liaisons been working to develop a curriculum that is appropriate and instructional strategies to assist all learners

- Community Mentor program continues to grow successfully
- The appointment of an ELA teacher-leader (Laura Loheide) for this year has helped increase the writing expectations, added rigor and contributed to the writing success of students
- “Introduction to Computer Science”. Is being offered at the HS beginning next semester
- iPad initiative started in a subgroup of HS science classes last year
 - This year all tenth grade students have an iPad.
 - MS is the midst of implementing using one of our title grants, to purchase for all students receiving AIS/Rtl in ELA.
 - Providing teachers with iPads to roll out with students next year
- Beginning a vertical science curriculum conversation in grades 4 through 8
- Project Based Learning continues to grow at Bennett Intermediate School.
 - Sixth-graders at Bennett will visit the Berkshire Museum
 - Received (a \$1,962 grant from the Community Foundation of the Hudson Valley
- The English Language Arts curricula are being addressed K-6.
 - Bennett Elementary has a literacy coach from BOCES three days weekly and have been using the Columbia Reading and Writing Program with integrity
 - The hiring of an experienced reading teacher (Christina Countryman) to work at both Bennett and Phoenicia has been successful
- Rtl (Response to Intervention Teams), i.e., benchmarking student process and seeing where learning needs are not being met is improving at the Primary Schools
- We still need to improve ELA
 - Some teachers are using the Columbia Reading and Writing programs wonderfully, others need to use it with more integrity.
- Next year we will want to add a time for a reading teachers to do more vertical planning in the elementaries
- The math curriculum at the elementary level is being aligned to meet the State curriculum and to use the new textbook series
 - This work will be helped by the appointment of the math teacher-leaders Maryann Kenly and Virginia Occhi mid-year.
- A Primary School planning committee is being identified and planning for first meeting to study the question “What Makes for a Great Primary School?”,
- NWEA data provided K-3 teachers and are learning to use data in instruction

Facilities:

- The Facilities Committee has been meeting every two weeks to work on the facilities plan
- Work is centered on coordinating a capital project with an energy performance contract so that the maximum amount of work can be accomplished in the District in a thoughtful manner
- Also working toward a project that will utilize some of the existing Repair Reserve funds to repair the brick façade of the buildings
- The West Hurley Campus:
 - Contacted the Town of Hurley assessor to request that the current

assessed value of the West Hurley campus be reviewed

- Hope to have it lowered to assist in making the campus more attractive to potential buyers
- Received an inquiry from one realty company that we were told has two parties that might have an interest in the building
 - The interested parties will do a site visit

Community and Culture:

- Last year did a Board presentation on all culture and climate in buildings, and the VADIR report show disruptive incidents down
- The draft of the District's Code of Conduct is in the process of being reviewed by the Shared Decision Making Team.
- Primary School Planning Committee is getting underway
- All of the buildings are Positive Intervention Behavior Schools where staff and administration (and student government, on secondary level appropriate) work together to support a positive school culture
- MS/HS has "No Name-Calling Week" this week,
- Bennett is having a "Wear Pink for Anti-Bullying Day" at the end of February
 - Student Government at Bennett is working on a student survey to measure student opinions on how to improve the quality of life in their school cafeteria
- All of our schools offer counseling for students; both those with and without IEPs.
- Many research based programs and supports for students who need assistance and families needing referrals
- Phoenicia is in its first year of hosting the management class working with staff from Bennett to provide some continuity
 - Very successful program
- MS/HS have held parents nights to specifically go over the new Common Core Curriculum
 - We need to roll these out at all buildings this year.
- Developing a single budget to reflect the entire district's budgetary needs.
- Once the Board adopts the budget, the District's Leadership Team will be presenting the budget around the community to various community groups

Budget and Finance:

- Have had a zero levy on the budget for the past two years
- Current draft of the District budget for 2014-15 will be well within the Tax-Cap Levy Limits
 - Able to achieve because
 - the money has been well-managed
 - recent contracts settlements over the past few years
 - more close reading of and management of individual line items.
- Working with a five year planning model that will have next year and out years
- Actively managing our fund balance in conjunction with the budget process

Board Development

- Board attends county, region and state meetings and conferences to the best of their ability

- encourage Board members that when terms are up, try to find replacement when not running
- Keep in mind people in community that may run, and talk to them
- The goal of “Each trustee attends one conference a year” is not happening
 - Attending puts you in touch with bigger picture
 - consider Capital Conference or NYSSBA in NYC
- Board should have on Board process and District governance

Discussion:

- Look at action items at the next meeting that need answers
- Thanks to Trustee Spencer for his service and for putting the word out now that he will not run

Board Goals for 2013-2014 School Year

I. Educational Vision

Promote a stimulating, healthy and safe environment conducive to learning, which improves the educational experience for all students, creates a stimulating learning environment that teaches beyond the test while meeting State and Federal requirements, and that increases graduation rate and aspirational performance measures.

Action Items

1. Request and study information on pre-K programs within the District, and consider ways to improve Universal pre-K opportunities, either within or outside of the school buildings.
2. Continue or begin to study, at Board and Superintendent level, effectiveness and cost of integrating or further integrating such programs, courses and models as: International Baccalaureate, Project Lead the Way, STEAM, E-Learning, Blended Learning, College and Career Readiness .
3. Increase opportunities for secondary students (11th and 12th) to receive college credits in a collegiate environment for college readiness (e.g. the Bridge program with Ulster CCC and other area institutions), and develop relationships with our local businesses for career readiness.
4. Request quarterly reports to study effectiveness of new grade configuration within the elementary schools: K-3 at Phoenicia and Woodstock, and Grades 4-6 at Bennett. Visit schools as necessary to see new model, especially that of Project Based Learning at Bennett, in operation.
5. Use data, as provided by Superintendent, to more effectively understand challenges and success rates of student body working towards graduation; request educational recommendations from Superintendent to further improve rates and individual performance, and approve accordingly.
6. Promote a learning environment emphasizing the unique character of Onteora with a curriculum-wide integration of the arts, environmental studies (as “Nature’s Classroom”) and local history, and support it with professional development as necessary. Explore the Catskill Center’s “Sense of Place” curriculum as an example.
7. Encourage the expansion of technology into the educational environment to enhance instructional effectiveness and improve communication and efficiency.
8. Ensure, through dialogue with and reports from Superintendent, effective transition from new Intermediate school at Bennett into Middle School, so as to improve social structure and educational results.
9. Common Core / Testing

II. Facilities

Implement 5 Year Facilities Plan, and Energy Performance Contract. Review and maintain/renovate the District’s facilities and grounds incorporating environmentally sustainable practices; use such practices as a teaching tool for students, to improve academic education and social culture.

Action Items

1. Find a resolution for the West Hurley campus.
2. Present timetable on current and future projects to the community each Fall.
3. Energy Performance Contract: initiate and proceed.
4. Structure a Capital Project Referendum to address the facilities needs of the District.

III. Community & Culture

Maintain an open, positive relationship with the Community and Superintendent. Continue to work together to improve the culture in our schools and to advocate for and engage our Community. Promote the concept of one district.

Action Items

1. Identify stakeholders to improve relations with and engagement in our local public schools (including, but not limited to: school-based parent groups, families where English is a second language, town boards, senior citizens, media, businesses).
2. Foster a climate for all district professionals to promote a positive environment for staff and for the educational experience of our Students.
3. Explore multiple uses of our facilities for our Community (for example, reference the national Community Schools movement).
4. Promote health and wellness in our school district.
5. Reduce bullying in all its forms through education and example.
6. Advocate for later start time opportunities for secondary students through Ulster BOCES.
7. Advocate through the UCSBA Legislative Action Committee and NYSSBA

IV. Budget & Finance

Maintain a long term fiscal plan that protects and maximizes the district assets through the use of collective bargaining, school tax reform and energy conservation to create a positive campus that attracts both families and successful teachers to our district.

Action Items

1. Propose long-term fiscal plan based on historical data, trends and projected returns on investments that acknowledge and work within the framework of the Property Tax Cap and other recognized fiscal limitations.
2. Include leaders of bargaining units in budget discussions to build a strong consensus in steps being taken to address increased costs and the need to emphasize professional respect and understanding of fiscal restraint in contractual negotiations.
3. Support and actively campaign for changes in State Funding for School Districts that reduces the tax burden on local homeowners while maintaining actual funding for schools. These may include but will not be limited to the Position Statements held by New York School Boards Association, Ulster County School Board Association and alternative funding approaches.
4. Incorporate energy efficiency into the Operation & Maintenance of the school district buildings to realize both short and long-term cost saving measures.
5. Actively identify and take steps to protect and utilize our existing assets to ensure that they support a positive campus that will attract families and students to OCSB to ensure future growth.

Comments for Board Development Goal:

Trustee McGillicuddy – our Board does a good job attending county region and state meetings and conferences to the best of our ability. Encourage BOE members to remember that when their terms are up it is one of our duties as a Board member to try to find a replacement. Reach out to members of the community.

Trustee Fletcher – we do as a Board attend the conferences, but not every trustee attends at least one conference per year. I feel more connected to the bigger picture by attending such conferences. That Board goal is an endeavor, but I would love to see trustees that have not been to a conference in a while or ever consider the Capital conference, or Rural Schools or NYSSBA in NYC. Also, item 2, we should try to act on this to have a presentation on these kind of items on a Board workshop meeting. Some items might be for the Board and some might be on the administration.

V. Board Development

Attract, develop and retain Board of Education Trustees, with a focus on Student Achievement and Educational Excellence along with responsible management of District finances.

Action Items

1. Encourage attendance at district, county, region, state and national meetings, conferences and webinars, such as New York State School Boards Association annual convention, and the annual Rural Schools Conference. Endeavor to ensure that each Trustee attends at least one conference per year.
2. Update and refresh Trustee and residents' education on Board process and District governance through "short courses" or FAQs to be offered during workshop meetings (e.g. The Board's role in the educational process or District management and administration, Robert's Rules of Order, or the ins and outs of the District's budgeting process).
3. Host annual Board of Education retreats with Superintendent and an approved facilitator as needed.
4. All new Trustees to be appointed a Mentor Trustee, to receive information packet and to attend an orientation meeting with Superintendent, Board President and Mentor Trustee.
5. The Board will explore and/or implement a means by which the Board can improve its practices and processes.

14. Discussion and Possible Action (20 min)

14.01 Second Reading and adoption of Policy 5573 Whistle Blower (9:47)

Recommended Action: The Board of Education hereby adopts Policy 5573 as written

Motioned: Trustee Hickey

Seconded: Trustee Spencer

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

2014 5573 Non-Instructional/Business Operations **SUBJECT: "WHISTLE-BLOWER" PROTECTION POLICY**

Employees, who have a reasonable belief that the conduct which he/she complains of constitutes a violation of law, rule or regulation by the School District, are protected by New York State Civil Service Law Section 75-b. Accordingly, the District shall take no action to terminate an employee, or take any adverse personnel action affecting an employee's compensation, appointment, promotion, transfer, assignment, reassignment, reinstatement or evaluation of performance because he/she disclosed information to a governmental body regarding a violation of law, rule or regulation where the violation; 1) creates and presents a substantial and specific danger to the public health or 2) is one which the employee reasonably believes to be true and reasonably believes constitutes an improper School District action. **This includes complaints regarding suspected violations of state testing procedures.**

Before reporting any such information to another governmental agency, and in order to obtain the protections of Civil Service Law Section 75-b, an employee must make a good faith effort to provide the Superintendent, or where the allegations involve the Superintendent, the Board of Education, with the information to be disclosed. Neither the School District nor its employees or officers shall retaliate against any employee who makes a good faith report regarding a violation of law, rule or regulation.

14.02 Second Reading and adoption of Policy 5686 Use of Video Surveillance 9:48

Recommended Action: The Board of Education hereby adopts Policy 5686 as written

Motioned: Trustee Kurnit

Seconded: Trustee Osmond

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

~~2014~~ 2014 5686 Non-Instructional/Business Operations

SUBJECT: USE OF SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. Upon the recommendation of the Superintendent of Schools and after having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of video surveillance cameras in its Middle/High School and surrounding school grounds. District video surveillance cameras will only be utilized in areas where there is no "reasonable expectation of privacy." Video surveillance does not include audio surveillance; we are not conducting audio surveillance.

To further the Board's objective, the School District's District-wide Safety Team shall meet as appropriate and/or deemed necessary to review District and building level safety practices, including the use of video surveillance cameras. The Team may also make recommendations to the Superintendent regarding the use of video surveillance cameras. The Superintendent shall retain final decision-making authority regarding the recommendations of the Safety Team; and he/she shall notify the Board as to the procedures to be implemented with regard to the use of video surveillance cameras by the School District.

The Superintendent will be responsible for appropriate use of video surveillance. The Superintendent or his/her designee will determine the need to view and/or review video surveillance recordings.

Designees will be limited to the following individual administrators in the following order: the High School Principal and/or the Middle School Principal, the Assistant Superintendent for Business, the Director of Buildings and Grounds, the Director of Transportation, the Director of Athletics and/or the High School Assistant Principal. The Superintendent and/or his/her designee may view live videostreaming in order to assist in the event of an emergency in progress that threatens safety and security of students/building occupants or in order to maintain the system; these events will be specifically authorized. The Superintendent and/or his/her designee may specifically authorize an individual with technology expertise to view live video-streaming, only as necessary, in order to determine repairs to the system. The Superintendent and/or his/her designee will grant viewing of live video-streaming to law enforcement only when there is a crime or emergency in progress that threatens safety and security of students/building occupants. A log will be kept of the date and names of all individuals viewing the videotape.

Any video recording used for video surveillance purposes in school buildings and/or on school property, shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings. All video recordings shall be retained for a period of 15 days from the date of its creation. When a recording may be used as evidence in a student disciplinary matter or hearing pursuant to Education Law §3214 or an employee disciplinary proceeding initiated pursuant to procedures set forth in a collective bargaining agreement, Education Law § 3020-a or Civil Service Law § 75, it shall be retained in a secured location by the District in its original format for the period provided for in the Records Retention and Disposition Schedule ED-1 or until the conclusion of any such disciplinary or legal proceeding, whichever is longer.

Disciplinary Hearings

In the event a student is brought up on disciplinary charges pursuant to Education Law §3214 or an employee is subjected to a disciplinary proceeding relative to alleged misconduct that has been recorded on a District-owned video recording, the charged student, student's parent/guardian or employee may request to view such video recording. Requests for viewing such video recording must be made in writing to the Superintendent or his/her designee. The Request for Viewing Form will require a statement detailing the reason for the request. Requests for viewing a video recording must be made in writing to the Superintendent or his/her designee and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording. Under no circumstances will the District's video recording be duplicated and/or removed from District premises unless in accordance with a court order and/or subpoena or at the discretion of the Superintendent.

A student who is disciplined as a result of the contents of the video recording, as well as his parents and legal guardian, or an employee who is disciplined as a result of the contents of the video recording shall have an opportunity to view the tape which is the basis for the disciplinary action. However, should the results of a formal investigation that is conducted by the District, (relative to a student or employee's misconduct) be unfounded, the student, parent/guardian and/or employee to which the video recording allegedly pertains, shall not be entitled to view such video recording.

Signage/Notification Regarding Use of Video surveillance Cameras in School Buildings, School Buses and/or on School Grounds:

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of video surveillance cameras.

Students and staff will receive additional notification, as appropriate, regarding the use of video surveillance cameras in the schools and on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of video surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

Refer to: Policy 5751

14.03 Second Reading and Adoption of Policy 6440 Negotiations 9:50

Recommended Action: The Board of Education hereby adopts Policy 6440 as written

Motioned: Trustee Osmond

Seconded: Trustee Spencer

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

2014 6440 Personnel SUBJECT: NEGOTIATIONS

Legal Status

The legal status for negotiations is the Public Employees' Fair Employment Law (Taylor Law), Article 14 of the Civil Service Law.

Organizations recognized for the purposes of collective bargaining include:

- a) Ontario Teachers Association;
- b) Ontario Non-Teaching Employees Association;
- c) Ontario Administrators Association.
- d) Ontario Non-Teaching Supervisors Association

14.04 Second Reading and adoption of Policy 7440 Musical Instruments 9:52

Recommended Action: The Board of Education hereby adopts Policy 7440 as written

Motioned: Trustee Hickey

Seconded: Trustee Osmond

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

~~2007~~2014 7440 Students **SUBJECT: MUSICAL INSTRUMENTS**

a) ~~All instrumental music students shall be expected to own or rent their instrument.~~

The District maintains an inventory of instruments that may be assigned to students on an annual basis based on availability.

b) School-owned instruments will be disbursed upon decisions by the instrumental music staff. Decisions will be dependent upon the individual student's talent and merit and the need for balanced instrumentation at each grade level.

c) Students and parents/guardians will assume responsibility for proper care of school-owned instruments and will pay for damages to same.

d) The District will only transport in its vehicles those instruments meeting certain safety standards as indicated in the New York State Department of Transportation Regulations.

New York State Department of Transportation Regulations Section 720.22

14.05 Second Reading and adoption of Policy 7422 Concussion Management 9:53

Recommended Action: The Board of Education hereby adopts Policy 7422 as written

Motioned: Trustee Spencer

Seconded: Trustee Hickey

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

~~2012~~2014 7422 Students **SUBJECT: CONCUSSION MANAGEMENT POLICY**

The Ontario Board of Education and the Ontario Central School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities and can have serious consequences if not managed carefully.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from a concussion will vary. Avoiding re-injury until fully recovered is the cornerstone of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses, and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms, or behaviors while participating in a school sponsored class, recess, extracurricular activity, or intramural/interscholastic athletic activity shall be immediately removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The athletic trainer, coach, school nurse, or other District employee in charge of or supervising the activity will notify the student's parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district requires the parent/legal guardian to report the condition to the appropriate school nurse so that the district can support the proper management of the condition.

In the event of any concussion, regardless of where it was sustained, the student shall not return to ~~school or physical~~ activities of any kind including but not limited to physical education class, recess, and athletics until he/she is symptom free for at least 24 hours ~~and~~ and has been evaluated by and provides written authorization from an appropriate health care professional. The school's chief medical officer or their designee will have the final decision on return to physical activity ~~including recess, physical education class and after-school sports~~. Any student who continues to exhibit signs or symptoms upon return to physical activity must be removed from play and reevaluated by his/her health care provider.

The district will establish a concussion management team which may consist of, but not be limited to the Athletic Director, School Physician, School Nurse, and representatives from the administration, faculty and coaching staff. Any changes or modifications to the policy and procedures will be reviewed with the athletic department staff and appropriate school personnel verbally and in writing.

Those who come in contact with our students including but not limited to school nurses, physical education teachers, coaches, and athletic trainers will be required to complete biennially a course related to recognizing the symptoms of a mild traumatic brain injury, and monitoring and seeking proper medical treatment for pupils who suffer one. The school district will provide education to the public on mild traumatic brain injury in student handbooks, athletic codes of conduct and on the website.

The Superintendent, in consultation with appropriate district staff, including the chief school medical officer, will develop regulations and protocols to guide the return to activity.

14.06 Approve Contract between OCSD and Alba Borchert 9:54

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 Alba Borchert for the period beginning January 22, 2014 to June 30, 2014 at a rate of \$50.00 per hour, to a maximum of \$5,000.00, as a Language Interpreter/Translator and authorizes the Superintendent to sign such an agreement.

Motioned: Trustee Spencer

Seconded: Trustee Kurnit

- The resolution and contract should have clearer information:
 - i.e. include the fact that it is a Spanish language translator
 - Assistant Superintendent for Business Victoria McLaren and Superintendent Phyllis McGill met with Central staff to ask for more information before anything appears before the Board
- Due to the schedules of staff, sometimes an outside person is necessary

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

14.07 Basketball Booster Club 9:58

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District acknowledges the creation of the Boys Varsity Basketball Booster Club.

Motioned: Trustee Kurnit

Seconded: Trustee Hickey

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

15. Consent Agenda

15.01 Approve Consent Agenda (9:59)

Recommended Action: Approve consent agenda item numbers 15.02-15.07

Motioned: Trustee Osmond

Seconded: Trustee McKeon

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

15.02 Personnel Agenda

APPOINTMENTS: INSTRUCTIONAL

SHORT TERM SUBSTITUTE

NAME	CERTIFICATION	POSITION	EFFECTIVE DATES	SALARY	REMARKS
Constant, Geordarna	English	English - MS	09/03/13 – 01/31/14	1MA	Extend LOA Replacement

EXTRA DUTY STIPENDS 2013-2014

NAME	POSITION	AMOUNT
Knoche, Stephen	Sixth Teaching Assignment (AIS Global History) (Pro-rated 02/03/14-06/30/14)	\$3,803.00

SUBSTITUTES

NAME	POSITION	SALARY
Moreno, Emely	Certified Substitute Teacher	\$95.00/day
Wadler, Martin	Certified Substitute Teacher	\$95.00/day

RESIGNATIONS: INSTRUCTIONAL

NAME	POSITION	EFFECTIVE DATE	REMARKS
Luchmee, Dawn	0.5 FTE Elementary Teacher - WD	01/22/14*	To accept full time position

*revised date

LEAVE OF ABSENCE: INSTRUCTIONAL

EMPLOYEE NUMBER	EFFECTIVE DATE FROM – TO	REASON
#1992	12/04/13 – 02/28/14*	Medical Leave – Paid

*extension of leave

PERMANENT STATUS: NON-INSTRUCTIONAL

The following named NON-INSTRUCTIONAL personnel have served a probationary status and are recommended to a PERMANENT STATUS consistent with the applicable laws and regulations of the State of New York:

NAME	POSITION	PROBATIONARY DATE	PERMANENT DATE	SALARY/STEP
Fisher, Kimberly-Anne	Typist – PPS	07/15/13	01/15/14	Step 1
Harjes, Kyle	Building Maintenance Mechanic - District	08/26/13	02/26/14	Step 5

15.03 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, #2/14, Confidential, as reviewed by Trustee McKeon

15.04 Approve Volunteers

Recommended Action: The Board of Education hereby approves the following volunteers: Deborah Spivack and Tracey Anne Marcario for Phoenicia.

15.05 Quarterly Financial Statement

Recommended Action: The Board of Education has reviewed and hereby accepts the Quarterly Financial report ending December 13, 2013.

15.06 Approve Warrants

Recommended Action: The Board of Education has reviewed and hereby accepts Warrants- Schedule 8

15.07 Donation

Recommended Action: The Superintendent recommends acceptance of a donation totaling \$25.00 CASH, from Elissa Krauss and Harriet Grimm to support the Onteora High School Library.

The Superintendent recommends approval to increase the 2013-2014 Budget per the following donations:

Elissa Krauss and Harriet Grimm

A2610.431.01 Supplemental \$25.00

16. Committee Reports 10:00

16.01 Audit Committee - Trustee Spencer to report. Next meeting is 4:30 at Central Administration on 3/3/14

Last meeting was canceled due to weather.

16.02 Facilities Committee - Trustee Kurnit to report. Next meeting is 3:30 at Central Administration on 2/10/14

- Formulating the Capital Project and waiting for a new proposal from Ameresco
- Further discussion of the brick veneer
- Meeting next Monday again
- Need to get PR out for capital project ASAP
- Governor's proposed budget – large amount of money being awarded for bio-mass and equal money for photo voltaic
 - Put \$800 million in the budget to establish bio mass heating industry in NYS
- Focusing on educational awareness using anchor facilities in municipalities and schools
 - State will pay up front cost for bio mass facility
 - Incentives for large solar installations at schools if they get others to use the power they generate
- Downtown Fleishmann's is becoming a bio mass city
 - Have a Chip plant
- Not clear what the Capital Fund project will be or its timeline at this point
 - Must have the Capital Project on the initial vote notice in April

No Longer Present

Trustee Osmond left the meeting at approximately 10:05

16.03 Policy Committee - Trustee McGillicuddy to report. Next meeting is 9:30 at Central Administration on 3/3/14

Went over Policy list and prioritized them

16.04 District Committee: Health and Wellness Committee. Next meeting is in the room 205 HS at 2:45 on 2/5/14

Meeting tomorrow

17. Old Business

17.01 The Board will discuss Old Business (proposed 10:09)

Trustee Kurnit would like to be on the Primary School Committee

- Interested in the no junk food in our school expanding into Woodstock Elementary.
- Farm Bill that was passed this month there is much more freedom to buy local for school lunch programs
 - School Lunch Manager Chris Downs sends letter to farms to procure from them, they will not deliver to us
 - Maybe contact the CSAs in area

18. New Business

18.01 The Board will discuss New Business (proposed 10:12)

- Do we have a functioning working relationship with all of the towns and highway departments? Is there anywhere we don't that needs improvement?
- Reach out to Hunter-Tannersville School District and see how they are able to keep their schools open more often than we do. What do they do?
- In the ESL presentation a .6FTE as our own employee instead of the BOCES position, is that coming as a recommendation?
 - will be in the Management Letter

18.02 Capital Conference March 9-10, 2014 (10:13)

Recommended Action: The Board of Education hereby approves up to four (4) Board members to attend the Capital Conference in Albany at a rate of \$163 per person (hotel only) plus travel expenses

Motioned: Trustee Fletcher

Seconded: Trustee Spencer

Result: Unanimous

Not Present: Trustee Osmond

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

19. Request For Information

19.01 The Board will request information (proposed 10:18)

Trustee Kurnit asked:

- Letter written by Principal Edelman regarding creation of coding course on January 16th. Would like an explanation as to why we cannot maintain the CAD course as well or whether we can switch off when we offer them
- Would like better explanation regarding the FEMA flood plains information that we received – Boiceville is in the designation. FEMA is asking the businesses in the designation to move. Would like more information on the outcome of this plan. Are there other areas of our district that could possibly be affected?

Trustee McGillicuddy would like an update on second graders and how their transition has gone.

If our buses have chains are they being used in bad weather? (from Supt. News)

Add budget and levy figures to the historical state aid chart to show how the burden from less State Aid has been shifted onto the taxpayers. (from Budget Presentation)

From ESL Presentation:

- School Based leadership – of seven essentials – what specifically can the District Leadership do to help?
- Positive climate – how is that measured?
- What are we doing to involve parents and families – if not, what are the plans?
- Need to have goals
- What are we doing for the new program at Bennett?
 - What is being done to manage transition?
 - Specific attention to Phoenicia to Bennett (from ELL Presentation)

From Veteran's Tax Exemption Discussion:

- calculate a percentage tax increase for other tax payers
 - basic level and maximum level for each town (from Veterans Tax)
- Tax levy must stay the same, so must shift to other tax payers
- ask other Districts what they are doing
- ask if this exemption is available only to primary residences

Interested in the no junk food in our school expanding into Woodstock Elementary.
(From Old business)

From Old Business:

- Do we have a functioning working relationship with all of the towns and highway departments? Is there anywhere we don't that needs improvement?
- Reach out to Hunter-Tannersville School District and see how they are able to keep their schools open more often than we do. What do they do?
- In the ESL presentation a .6FTE as our own employee instead of the BOCES position, is that coming as a recommendation?

20. Public Comment (10:23)

20.01 The public will comment on any agenda or non-agenda item. Please limit comments to 3 minutes (10:23)

No public comment was made

21. Adjournment

21.01 Adjourn Meeting . Next meeting is Tuesday, February 18, 2014 in the Bennett School at 6pm (proposed 10:23)

Recommended Action: The meeting is adjourned at 10:23

Motioned: Trustee Spencer

Seconded: Trustee Hickey

Result: Unanimous

Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Kurnit, Trustee Spencer, Trustee Hickey, Trustee McKeon

Not Present: Trustee Osmond

Minutes Recorded By:
Victoria McLaren, District Clerk

A handwritten signature in black ink, appearing to read "Victoria McLaren".

Minutes Typed By:
Fern Amster

A handwritten signature in black ink, appearing to read "Fern Amster".

Board of Education: Ann McGillicuddy, Tony Fletcher, Laurie Osmond, Dan Spencer, Tom Hickey,
Rob Kurnit, Michael McKeon