

ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

WORKSHOP MEETING

6:00 p.m.

MINUTES

TUESDAY, DECEMBER 20, 2016

WOODSTOCK SCHOOL

1. Opening Items

1.01 Call to Order 5:30 pm

1.02 Tobacco Policy Statement

1.03 Pledge of Allegiance

1.04 Roll Call

Present: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands

Not Present: Trustee Schnell, Trustee Allison, Trustee Ratcliff

2. Executive Session

2.01 Enter executive session (proposed 5:30 duration 30 min)

Recommended Action: Motion to enter into executive session to discuss the sale of real property

Motioned: Trustee Storey

Seconded: Trustee Shands

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands

Not Present: Trustee Schnell, Trustee Allison, Trustee Ratcliff

Now Present

Trustee Allison arrived at 5:40

Trustee Ratcliff arrived at 5:45

2.02 Exit Executive Session and Return to Public Session (proposed 6:00 pm)

Recommended Action: Motion to exit executive session and return to public session 6:10

Motioned: Trustee Osmond

Seconded: Trustee Allison

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands, Trustee Allison, Trustee Ratcliff

Not Present: Trustee Schnell

3. Presentation

3.01 BOCES Superintendent, Charles Khoury, will present the BOCES program to the Board (proposed 6:00 duration 30 min)

6:10

Dr. Khoury introduced: BOCES Board of Education President Pat Rausch, Onteora Representative on BOCES Board Bob Curran, Laurie Cassel BOCES Assistant Superintendent

- Thank you for choosing BOCES services- BOCES offerings are worth while because of State aid

- Aid comes year after expenditure – BOCES not allowed to keep excess money, any money not spent gets refunded as surplus
 - In 2015-2016 BOCES participation was \$3.3 million before surplus and State aid
 - \$2.4 million that was eligible for BOCES aid – cost \$1.5 million
 - This year has increased – will yield additional aid
 - Special Education, ELL and transportation not eligible for aid – because aid comes from the state
 - Aid ratio 36% - lowest aid ratio permitted by law because Onteora is land wealthy
 - Region's legislative agenda could press for change in aid ratio
 - Regents are discussing re-defining the variables that go into formulas to determine District wealth
 - Student participation Career Tech Education- grades 11 & 12 program – 25 career programs available – participate in many, but mostly cosmetology
 - Half day programs – other half in high school
 - Center is state of the art – can tour center while in operation
 - For example:
 - Students designed a glove to help stroke victims who lost the use of their hand-worked with neuroscientists – presented at MIT
 - Culinary students competition in Texas- came in 1st place in NY and 7th in US- students won \$30,000 in scholarship
 - New Visions program – grade 12 ½ day program at Elem school in Kingston- 2 students in program
 - 17 students in Special Ed and 1 in P-Tech
- New programs next year:
- Certifying drone pilots for commercial venture
 - Aviation students working with advance manufacturing students to develop clone with cameras to help analyze crops
 - Health and Informatics is computer science and health science
 - Redesigning Alt-Ed program – will be open for September as 2 different schools

Discussion

- Alternative Learning Program (Alt-Ed)– will be a behavior program and a non-traditional learning setting
- Currently visiting Districts to recruit for programs, but HS seniors don't necessarily want to lose ½ day at the HS

4. Acceptance of Minutes

4.01 Acceptance of Minutes

Recommended Action: The Board of Education hereby accepts the minutes of the 12/6/16 BOE Meeting

6:40

Motioned: Trustee Allison

Seconded: Trustee Shands

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands, Trustee

Allison, Trustee Ratcliff
Not Present: Trustee Schnell

5. Welcome

5.01 Woodstock Principal, Scott Richards will welcome the Board (proposed 6:35 duration 10 min)

- School Leadership Team set 2 goals for this year-to increase percentage of students reading on grade level and increase attendance
- Were familiar with the 1000 Book Club Program, but needed community partnership
 - PTA and WH Public Library offered to help
 - Thank you to reading teachers Mr. Vail and Ms. Polacco
 - Met over the summer to design program
 - 1000 Book Club is usually for pre-Kindergarten, but expanded to include all students

6. Board District News

6.01 The Board will announce District news (proposed 6:45)
6:45

Trustee Ratcliff reported:

- Attended the MS Orchestra, Choral and Band performances
 - Recognize our great teachers in the arts – they are inspiring the students
- Attended movie night at Woodstock – teachers and principal were present
 - Great community event

Trustee Storey reported:

- Heard the Bennett students practicing for concert – students were wonderful
- Giving tree at Bennett was a great success
 - A special thank you to Superintendent Bruce Watson and Principal Gabriel Buono because they purchased any tags that had not been taken

Trustee Salem read the following statement:

In acknowledging last meeting's Public Be Heard, I'd like to address a couple of specific issues, and I want to make clear that I'm speaking individually, and not for the entire board. After the meeting, I was contacted by trustees who felt that they were being personally threatened by some things that were said. As soon as I could, I read the transcript and watched the video of the meeting, and what I saw made me aware of a need for clarification of a few things. The first is that it is this board's intention to enable everyone's rights to freely speak their mind. We believe in this absolutely. There have been times when people have criticized, from the podium, our lack of response. We have been accused of "staring blankly". Understand that we consider this your time to be heard. But also understand that we feel it's our responsibility to respond appropriately when inaccuracies are presented or threats are leveled. There is a district code of conduct that prohibits the use of threatening or disrespectful language. Though I'm certain it wasn't anyone's intention to make board members feel physically threatened, I could absolutely see how people would be uncomfortable with phrases like "you won't like" what happens next, or that his response to the Board not agreeing with his position would "not be pretty". Especially because, in the past, surrounding the very issue about which he was speaking, I'm sad to say there has been physical violence and harm to property. Please be aware that your comments don't exist in a vacuum, and if you can't find any other reason to exhibit respect and a sense of decorum, at least temper them for the sake of the students who may be watching, including our student representative.

Second, we fully understand that some issues, in particular the mascot change, have sparked a lot of passion on both sides. Believe me, we have heard it all: from deep gratitude and people telling us it's about time, to people threatening to lynch us, to sue us, to vote down the district budget out of spite, and that specific people would be targeted in the campaign for three open board seats next May. Apart from risking austerity measures purely as a response to a change of mascot, we support the public in all of these endeavors and, obviously, we have a deep belief in the democratic process.

Lastly, I want to address what I would call the slow walking of the implementation of the mascot change. Understand this: for those of us who voted in favor of the change, we wanted to be very careful to make sure that the opposition understood we did not consider this a victory, it was just a change whose time had come. No one wanted to be seen as spiking the ball, so we

moved slowly. And regardless of our personal positions, this board, all seven of us, are bound by our code of conduct to "publicly support the governance team & board's decisions even if you were in the minority", and we will, along with our administration, athletic director and coaches, teachers and student athletes. With our change of administration now well instituted, with our students having participated in a logo design contest, and with the knowledge that further delay in implementing our policy is a disservice to our community, we are going full speed ahead. So run for office, criticize us as you will, but do so with the same kind of respect you ask of our students and faculty.

7. Superintendent District News

7.01 The Superintendent announce District news (proposed 6:50) 6:50

Happy Holidays – a time to focus on giving instead of taking

Phoenicia

- Thank you to:
 - Maverick Family Health for hats and mittens
 - Windy Ridge Pre-School for hats and gloves
 - St Francis De Sales Catholic Church in Phoenicia for new clothing, toys and books
 - St. Johns Church in West Hurley for holiday family meals
- 2nd and 3rd grade students have begun their winter garden curriculum with research on "What's the Dirt on Dirt?"
 - Students learn the critical functions that soil performs in almost any ecosystem
- Kindergarten students are spending this week cooking the vegetables and fruits as they learn about cultural celebrations around the world
 - Latkes and applesauce prepared and eaten by the students were a few of their favorites
- Literacy Coach, Linda Szakmary will begin an afterschool study group for teachers in grades K-3 that will support best practices in early literacy in January

Bennett

- Thank you to the Onteora Community for their generosity regarding the Giving Tree at Bennett
 - The cafeteria was completely filled with approximately 200 toys for more than 55 children in our community
 - The organizers, Mrs. Elmendorf and Ms. Erlwein truly brought the magic of the holiday spirit

High School

- The January Regents, Midterms, & Half Year Course Final Exam schedules were devised by the high school with the intention of spreading out exams to minimize the amount of testing students would have in a day –available on the high school's website
- Congratulations to Onteora senior Milo Hemberger, who has been awarded a "best in school" prize in a Bill of Rights contest sponsored by the Lower Hudson Valley Chapter of the New York Civil Liberties Union
 - Milo won a \$100 prize as well as an invitation to a Bill of Rights Day Awards Ceremony, which was held on 12/15/16 at St. Paul's Church in Mt. Vernon

- There will be a 1/5/17 presentation by Dr. Michael (“Mykee”) Fowlin, the creator of award-winning programs on bullying, discrimination, violence prevention, and diversity
 - The presentation will take place in the High School/Middle School Auditorium at 7 PM
 - Dr. Fowlin will also address Onteora High School students during a daytime assembly as well
 - Presentation is meant for HS students
- Earlier today, progress reports for the first five weeks of the second quarter were mailed out to parents
- Tomorrow at 7 PM is the HS Band and Small Ensembles Winter Concert.
- The high school is pleased to announce that this year’s musical will be Les Miserable
 - Student auditions will be on 1/21/17 & 1/30/17 from 3PM-5PM, the production is scheduled for 3/28/17 through 3/30/17

7.02 Assistant Superintendent for Business, Victoria McLaren will present a 2017-2018 Budget Introduction (proposed 6:55 duration 20 min)

Introduction and review of where we have been and are going – how to proceed through budget process this year

- 16-17 Budget passed with good community support
- Majority of budget is in instruction and employee salary and benefits
 - Out of \$54 million, \$34 is salary and benefits
- With 1 contract not settled and another ending, start budget process with assumptions for these employees
- Meet with directors and principals – what programs are working/not working/additions
- Use transfer to capital line to handle smaller facility projects over the summer
- BOCES budget- will have firmer numbers in February, but as CSE meetings occur will know more
- Tax levy limit calculation due to State in March
- DEHIC may have a 10% increase due to amount of claims DEHIC pays and prescription increase
- GEA money back last year, won’t have this year
- Approximately 317 Employees - full time = 296 Part time = 21
 - Staffing will be reviewed with budget - any positions with current staff members retiring will be reviewed to determine if the position needs to be filled for the 2017-2018 school year
 - Existing programs will be reviewed to determine if staffing is appropriate, needs to be increased or decreased
- State Aid projections will be available in mid-January
- Since we were below maximum allowable levy last year, can have carryover
- Now have just under \$12 million in reserves

8. Student Representative Report

8.01 Student Representative, Gabrielle Raphael will report to the Board (proposed 7:15)

- National Honor Society is holding a Blood drive on Thursday
 - They also raised \$600—for Helping Hands – 30 gift cards from Target

for families in need

- HS Student Government is going to Bennett to help with their Student Government Anti-bullying day
- Mascot survey was completed – 2 images picked one for mural, one for logo on uniforms
 - Announcement made on Monday and put in hallway for students to see

9. Acknowledge Public Be Heard

9.01 The Board will acknowledge the public be heard comments from the last meeting
Doug Eighmey

10. Public/Student Comment

10.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes (proposed 7:20 duration 10 min or more)

7:20

Corey Cavallaro – President of OTA – thanked Board and administration for having policies about anti-bullying and harassment - will continue to work with Board and administration to maintain a safe and inclusive environment. As a 7th grade cabinet member – had Dr. Fowlin last year in middle school. Will bring him back next year.

11. Discussion

11.01 Discussion on Homework (proposed 7:25 duration 20 min)

7:20

- Board has been discussing this for a little over a year – raised initially in response to recess forum
 - Several students came forward to say that the Board should not make them go out during recess – some wanted/needed to finish homework
- Other districts across country have more detailed homework policy (or administrative regulation) that limits the minutes per day or not give homework on weekends or vacation
- Numerous parents have contacted Board members – parents want a survey – is RFI from last year
- Inconsistency in the amount of homework – some students have a lot, some have none in the same grade
- Need a formal review of literature on homework
 - Then review policy and look at what other districts in the region are doing
- Survey teachers and parents- can't assume what teachers are doing with the policy – need to hear from them
- HS students with college aspirations have to do community service, extra-curricular activities to get into school of choice on top of homework
- Ensure that the current policy is being implemented-policy 8440 adopted in 2013
- The goal is to make better students without tying the hands of our administration and teachers
 - High School students should have a great life and be able to pursue whatever they want outside the school day
- Main issue is grades 4, 5, 6 - Building Leadership Team can review ideas

- A number of Bennett teachers took a course on best practices in homework
 - Discussion of how they applied that information to their teaching is ongoing
- Start with Building principal, Superintendent and Assistant Superintendent for Curriculum & Instruction meeting with various stakeholders
 - Will report back
- Have on agenda again as work is being done

12. Break

12.01 The Board will take a break (proposed 7:45)

7:50

13. Policies (proposed 7:50)

13.01 First Reading of Policy 5681 School Safety Plans

8:05

- Changes were recommended by District wide safety team
 - Have had a broad range of people on the team
- Revise highlighted sentence

~~2009~~—~~2016~~5681 Non-Instructional/Business Operations SUBJECT: SCHOOL SAFETY PLANS

~~The District has developed, and will update by July 1 of each succeeding year, a comprehensive District-wide school safety plan and building-level school safety plans, as enumerated in Education Law and Commissioner's Regulations, and in a form as prescribed by the Commissioner of Education. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School District with local and county resources in the event of such incidents or emergencies.~~

~~Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed and recommended to the Board of Education for approval. However, District-wide and building-level school safety plans shall be adopted by the School Board only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. Further, the Board shall make the District-wide and building-level school safety plans available for public comment at least thirty (30) days prior to its adoption, provided that only a summary of each building-level emergency response plan (i.e., building-level school safety plan) shall be made available for public comment.~~

~~District-Wide School Safety Plan~~
~~District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the School District, that addresses prevention and intervention strategies, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.~~

~~The District-wide school safety plan shall be developed by the District-wide school safety team appointed by the Board of Education. The District-wide team shall include, but not be limited to, representatives of the School Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.~~

~~Building-Level School Safety Plans~~

~~Building-level school safety plan means a building-specific school emergency response plan that addresses prevention and intervention strategies, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations.~~

~~The building-level plan shall be developed by the building-level school safety team. The building-level school safety team means a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board of Education. The building-level organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board deems appropriate.~~

~~If the District receives federal preparedness funds, the District requires appropriate personnel to complete the IS-700 NIMS (National Incident Management System) introductory course.~~

~~Filing/Disclosure Requirements~~

~~The District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each building-level school safety plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under the Freedom of Information Law or any other provision of law.~~

~~Homeland Security Presidential Directives—HSPD-5, HSPD-8~~

~~Homeland Security Act of 2002, 6 United States Code (USC) Section 101~~

~~Education Law Section 2801-a~~

~~Public Officers Law Article 6~~

8 New York Code of Rules and Regulations (NYCRR) Section 155.17

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management.

Taken together, the district-wide and building level plans shall provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans shall be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the district's coordination with local and county resources. The plans shall also address risk reduction/prevention, response and recovery with respect to a variety of types of emergencies and violent incidents in district schools.

In accordance with state law and regulation, the district shall have the following safety teams and plans to deal with violence prevention, crisis intervention and emergency response and management:

Comprehensive District-Wide School Safety Team and Plan

The Board shall annually appoint a district-wide school safety team that includes, but is not be limited to, a representative from the following constituencies: the Board, teachers, administrators, and parent organizations, school safety personnel (including the SRO) and other school personnel. This team shall be responsible for the development and annual review of the comprehensive district-wide school safety plan. The plan shall cover all district school buildings and shall address violence prevention (taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the district level. It shall include all those elements required by law and regulation.

The Board may also appoint a student representative to the district-wide school safety team. However, no confidential building-level emergency response plans shall be shared with the student member, nor shall the student member be present during discussion of any confidential building-level emergency response plans, or confidential portions of the district-wide emergency response strategy.

The Superintendent of Schools or his/her designee shall be the district's chief emergency officer, and shall coordinate communication between school staff and law enforcement and first responders. The chief emergency officer shall ensure that all staff understand the district-wide school safety plan and receive training on the building-level emergency response plan, violence prevention and mental health, and shall also ensure that district-wide and building-level emergency response plans are completed, reviewed annually, and updated as needed by the designated dates. The chief emergency officer shall ensure that the district-wide plan is coordinated with the building-level plans, and shall ensure that required evacuation and lock-down drills are conducted.

Building-Level Emergency Response Plans and Teams

Each Building Principal shall be responsible for annually appointing a building-level emergency response team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel, law enforcement officials, fire officials and other emergency response agencies. The emergency response team shall be responsible for the development and review of a building-level emergency response plan for each district building. The plan(s) shall address response to emergency situations, such as those requiring evacuation, sheltering and lock-down at the building level and shall include all components required by law and regulation. These confidential plans shall include evacuation routes, shelter sites, medical needs, transportation and emergency notification of parents and guardians.

Building-level emergency response plans shall include protocols in response to carbon monoxide alarms or detection. Alarm or detection of carbon monoxide will result in the appropriate actions as described by the emergency response plan.

Building-level emergency response plans shall designate:

- an emergency response team for incidents that includes appropriate school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a serious violent incident or emergency; and
- a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

The Building Principal, in consultation with the Superintendent, shall annually designate a threat assessment team to provide ongoing support and information in order to identify, and assess individuals who may be potential threats to safety, with the intent of minimizing acts of violence in the school community. The threat assessment team shall be composed of, but not limited to, the following personnel from both within the school and the larger community, as appropriate: building administrators, legal counsel, the medical director and/or school nurse, school counselors, local mental health and social service providers, law enforcement, school resource officers, security personnel, and facilities and maintenance personnel. The team shall meet regularly. The team shall be mindful of the need for discretion and observance of confidentiality requirements.

Students, staff and parents shall be encouraged to bring their concerns to any district employee. If a district employee becomes aware of a threat to the school community, the Building Principal shall be informed and he/she will convene the threat assessment team. The Building Principal may request the participation of the following additional

individuals who may have specific knowledge of the potential perpetrator: supervisors, teachers, students and parents. The Building Principal is responsible for keeping the Superintendent informed about the activities of the threat assessment team. Threat assessment team members shall receive appropriate training.

The Building Principal shall be responsible for conducting at least one test every school year of the emergency response procedures under this plan including procedures for sheltering and early dismissal.

To maintain security and in accordance with law, the building-level emergency response plan(s) shall be confidential and shall not be subject to disclosure under the Freedom of Information Law or any other law.

Annual Review and Report

All plans shall be annually reviewed and updated, if necessary, by the appropriate team by July 15. In conducting the review, the teams shall consider any changes in organization, local conditions and other factors including an evaluation of the results of the annual test of the emergency response procedures which may necessitate updating of plans. If the plan requires no changes, then it shall remain in effect. If the district-wide plan requires change, then the updated plan shall be submitted to the Board of Education in time to allow 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students and other interested parties prior to Board adoption. All plans must be adopted by the Board of Education by July September 1.

The Superintendent of Schools shall be responsible for filing the district-level school safety plan and any amendments to the plan with the Commissioner within 30 days after their adoption. The district-wide plan will be posted on the district's website. Each Building Principal shall be responsible for filing the building-level emergency response plan for his or her building, and any amendments to the plan, with the appropriate local law enforcement agency and the state police within 30 days after their adoption, but no later than October 15 of each year.

Cross-ref: 3420 Anti-Harassment in the School District

7380 Bullying

3410, Code of Conduct on School Property

6160 Professional Growth/Staff Development

Ref: Education Law §2801-a (school safety plans)

Executive Law §2B (state and local natural and manmade disaster preparedness)

8 NYCRR Part 155 (Educational Facilities)

School Safety Plans Guidance, New York State Education Department, June 2010

13.02 First Reading of Policy 8281 Academic Intervention Services

New Policy 2016 8281 Instruction **SUBJECT: ACADEMIC INTERVENTION SERVICES**

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance.

Eligibility for academic intervention services will be determined based on a student's performance on state assessment exams and/or in accordance with the uniformly applied district-developed district-adopted procedures, which are attached to this policy. Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

The district shall post on its website and distribute to district parents in writing a description of the district-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Notification on Commencement of Services. The Building Principal will notify the parents of a student determined to be in need of academic intervention services, in writing, upon the commencement of such services. Such notification will include:

A summary of the academic intervention services to be provided; The reason the student needs such services; and Consequences of not achieving expected performance levels. The criteria for ending services; and The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

The district-wide procedures used to determine the need for academic intervention services, which are attached to this policy; the academic intervention instructional and/or support services to be provided; whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Beginning July 1, 2017 and every two years thereafter, the Superintendent shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board for approval.

13.03 First Reading of Policy 7132 Education of Homeless Children and Youth

2009 2016 7132 Students SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH

~~The parent/person in parental relation to a homeless child; or the homeless child, together with the homeless liaison designated by the School District in the case of an unaccompanied youth; or the director of a residential program for runaway and homeless youth established pursuant to Executive Law Article 19-H, in consultation with the homeless child, where such homeless child is living in such program, may designate either the school district of current location, the school district of origin, or a school district participating in a regional placement plan as the district the homeless child shall attend.~~

~~Pursuant to Commissioner's Regulations, a "homeless child" means a child or youth who lacks a fixed, regular, and adequate nighttime residence, including a child who is:~~

~~—— a) Sharing the housing of other persons due to a loss of housing, economic hardship or a similar reason;~~

~~—— b) Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;~~

~~—— c) Abandoned in hospitals;~~

~~—— d) Awaiting foster care placement; or~~

~~—— e) A migratory child who qualifies as homeless in accordance with Commissioner's Regulations. As defined in the No Child Left Behind Act of 2001, the term "migratory child" includes a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who has moved from one school district to another in the preceding 36 months, in order to obtain, or accompanies such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work.~~

~~—— f) A child or youth who has a primary nighttime location that is:~~

~~1. A supervised, publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established pursuant to Executive Law Article 19-H; or~~

~~2. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.~~

~~—— g) Considered an "unaccompanied youth":~~

~~1. An unaccompanied youth is a homeless child (for whom no parent or person in parental relation is available) or youth not in the physical custody of a parent or legal guardian.~~

~~2. An unaccompanied youth shall not include a child or youth who is residing with someone other than a parent or legal guardian for the sole reason of taking advantage of the schools of the district.~~

~~The term "homeless child" shall not include a child in foster care or receiving educational services pursuant to Education Law Sections 3202(4), (5), (6), (6a) or (7) or pursuant to Articles 81, 85, 87 or 88. For example, a child in a family home at board, a school for the mentally retarded, a hospital or other institution for the care, custody and treatment of children; youths under the direction of the Division for Youth incarcerated in county correctional facilities or youth shelters; or children residing in child care institutions or schools for the deaf or blind would not be considered "homeless."~~

~~Enrollment, Retention and Participation in the Educational Program~~

~~Enrollment of homeless children shall not be delayed and their ability to continue or participate in the educational program shall not be restricted due to issues such as:~~

~~Transportation;~~

~~Immunization requirements;~~

~~Residency requirements;~~

~~Birth certificates, medical records, individualized education programs (IEPs), school records and other documentation;~~

~~Guardianship issues;~~

~~Comprehensive assessment and advocacy referral processes;~~

~~Resolution of disputes regarding school selection;~~

~~Proof of social security numbers;~~

~~Attendance requirements;~~

~~Sports participation rules;~~

~~Inability to pay fees associated with extracurricular activities such as club dues and sports uniforms; or~~

~~Other enrollment issues.~~

~~Educational Programs and Services~~

~~The School District shall provide homeless children and youth with access to all of its programs, activities and services to the same extent that they are provided to resident students.~~

~~Homeless children and youth shall be educated as part of the school's regular academic program. Services must be provided to homeless children and youth through programs and mechanisms that integrate homeless children and youth with~~

their non-homeless counterparts, including programs for special education, vocational and technical education, gifted and talented students, before and after school, English language learners/limited English proficiency, Head Start, Even Start, and school nutrition. Services provided with McKinney-Vento funds must expand upon or improve services provided as part of the regular school program. Consequently, the School District shall ensure that homeless children and youth are not segregated in a separate school, or in a separate program within the school, based on their status as homeless; and to the extent feasible consistent with the requirements of Commissioner's Regulations, keep a homeless child or youth in the school of origin except when doing so is contrary to the wishes of the child's or youth's parent or guardian. Further, the School District shall review and revise policies and practices, including transportation guidelines, that may act as barriers to the enrollment, attendance, school success, and retention of homeless children and youth in the School District.

— All homeless children and youth are automatically eligible for Title I Part A services whether or not they meet the academic standards or live in a Title I school attendance area. Homeless students may receive Title I educational or support services from schoolwide and targeted assistance school programs.

Transportation

— If the local social service district or the Office of Children and Family Services is not required to provide transportation, the designated district is responsible for the provision and the cost of the student's transportation. Where a homeless student designates the school district of current location as the district the student will attend, then that district shall provide transportation to the student on the same basis as a resident student. Where the homeless student designates the school district of origin or a school district participating in a regional placement plan, then that district must provide transportation to and from the homeless child's temporary housing and school.

Transportation responsibilities apply to all school districts regardless of whether or not they receive McKinney-Vento funds. Transportation must be provided during the pendency of enrollment disputes. If the designated district provides transportation for non-homeless preschool children, it must also provide comparable transportation services for homeless preschool children.

School District Liaison for Homeless Children and Youth

— The School District shall designate an appropriate staff person, who may also be a coordinator for other federal programs, as the local educational agency liaison for homeless children and youth to carry out the duties as enumerated in law, Commissioner's Regulations and applicable guidance issued by the U.S. and New York State Education Departments. The District will inform school personnel, local service providers and advocates of the office and duties of the local homeless liaison.

Training

— The District will train all school enrollment staff, secretaries, school counselors, school social workers, and Principals on the legal requirements for enrollment. School nutrition staff, school registered professional nurses, teachers, and bus drivers will receive training on homelessness that is specific to their field.

Outreach

— The District will make every effort to inform the parents or guardians of homeless children and youth of the education, transportation and related opportunities available to their children including transportation to the school of origin. The parent(s)/guardian(s) will be assisted in accessing transportation to the school they select, and will be provided with meaningful opportunities to participate in the education of their children. Public notice of educational rights of homeless children and youth will be disseminated by the District in places where families and youth are likely to be present (e.g., schools, shelters, soup kitchens), and in comprehensible formats (e.g., geared for low-literacy or other community needs).

Dispute Resolution

— The District shall establish procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth and provide a written explanation, including a statement regarding the right to appeal to the parent or guardian if the School District sends the student to a school other than the school of origin or the school requested by the parent or guardian. These disputes shall include, but are not limited to, disputes regarding transportation and/or a child's or youth's status as a homeless child or unaccompanied youth.

— If there is a factual dispute over whether a student is homeless, the District will immediately enroll the student and then provide the parent/guardian the opportunity to submit verification of homelessness. The student will remain enrolled until a final determination is made by the District and for a minimum of thirty (30) days after the final determination to allow the parent/guardian opportunity to appeal to the Commissioner of Education. If the student files an appeal that contains a request for a stay within thirty (30) days of such final determination, the District must continue to enroll the student until the Commissioner rules on the stay request.

Record and Reporting Requirements

— If the District, as the school district of origin, receives a request to forward student records to a receiving district, the records must be forwarded within five (5) days.

The School District shall maintain documentation regarding all aspects of the District's contact with and services provided to homeless students and youth for possible on-site monitoring by the State Education Department.

The District shall collect and transmit to the Commissioner of Education, at such time and in the manner as the Commissioner may require, a report containing such information as the Commissioner determines is necessary to assess the educational needs of homeless children and youths within the state.

McKinney-Vento Homeless Education Assistance Act, as reauthorized by the No Child Left Behind Act

— of 2001, 42 United States Code (USC) Section 11431 et seq.

Education Law Sections 902(b) and 3209

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

The Board of Education recognizes its responsibility to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education which may exist in district practices. The Board will provide homeless children attending the district's schools with access to the same free and appropriate public education and other school programs and activities, including preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless. An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

A homeless child has the right to attend school in either the school of origin (i.e., where he/she resided before becoming homeless, or the school he/she was last enrolled), the school in the district of current location (i.e., where he/she currently resides as a result of his/her homelessness) that he/she is entitled to attend based on attendance zone or general eligibility, or a school in a district participating in a regional placement plan. Such schools include preschools. The homeless child is entitled to attend the designated school on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue to attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building. If a homeless child completes the final grade level in his/her school of origin, the child may also attend the designated receiving school at the next grade level.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. **Admission:** Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records, proof of age or residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals. Homeless children will have the same opportunity as other children to enroll in and succeed in the district's schools. They will not be placed in separate schools or programs based on their status as homeless. The district shall eliminate barriers to identification, enrollment and retention of homeless children, including barriers to enrollment and retention due to outstanding fees, fines or absences.
2. **Transportation:** The district shall provide transportation for homeless students currently residing within the district as required by applicable law, as described in the accompanying regulation.
3. **School Records:** For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. For homeless students attending school in the district, the district shall request the student's records (academic, medical, etc.) from the school the student last attended.
4. **Coordination:** The district shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

Information about a homeless child's living situation shall be treated as a student education record, and shall not be deemed to be directory information under FERPA (see policy 7240).

The Superintendent shall also designate a liaison for homeless children and ensure that this person is aware of his or her responsibilities under the law. The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children are informed of the educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel, through outreach and in coordination with shelters and social service agencies and other appropriate entities, identify homeless children, including homeless preschoolers;
5. homeless children receive educational services, including Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services for homeless children and their families;
6. public notice of the educational rights of homeless children is disseminated in locations frequented by homeless unaccompanied youth and parents/guardians of homeless children, in a manner and form understandable to them;
7. staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless students;
8. homeless unaccompanied youth are informed of their rights, are enrolled in school, and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

In accordance with law and regulation, the district will offer a prompt dispute resolution process (described in more detail in the accompanying administrative regulation).

In accordance with Commissioner's regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Ref: 42 USC §§11431 et seq.

School Enrollment Guidelines on the McKinney-Vento Act, 67 Fed. Reg. 10,697-10,701 (March 8, 2002)

Education Law §§207; 305; 3202; 3205; 3209

Executive Law §§532-b; 532-e

Social Services Law §§17; 62; 397

8 NYCRR §§100.2(x); 175.6

14. Independent Contract Retainers

14.01 Approve all ICRs (proposed 7:55 duration 15 min)

8:15

Recommended Action: The Board of Education hereby approves the Independent Contract Retainers in items 14.02-14.05

Motioned: Trustee Shands

Seconded: Trustee Storey

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands, Trustee Allison, Trustee Ratcliff

Not Present: Trustee Schnell

14.02 ICR Kowalsky

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 Adam Kowalsky as a mentor in Culinary Arts for the period beginning October 30, 2016 through May 26, 2017 at a rate of \$250.00 for 25 hours, to a maximum of \$250.00, and authorizes the Superintendent to sign such an agreement.

14.03 ICR - Mohonk Preserve

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 Mohonk Preserve Inc. for the period beginning November 29, 2016 to December 12, 2016 at a rate of \$275.00 per program, to a maximum of \$275.00, for a pond keeper program at the Phoenicia School and authorizes the Superintendent to sign such an agreement.

14.04 ICR - Tang

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 Gregory Tang, Creative Smarts Inc., as a Professional Development Consultant on March 3, 2017 at a rate of \$8,200.00 inclusive of travel expenses, to a maximum of \$8,200.00, and authorizes the Superintendent to sign such an agreement,

14.05 ICR- Burke Warren

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 Robert Burke Warren as a mentor in Songwriting and Recording for the period beginning December 6, 2016 through May 25, 2017 at a rate of \$250.00 for 25 hours, to a maximum of \$250.00, and authorizes the Superintendent to sign such an agreement.

15. Consent Agenda

15.01 Approve Consent Agenda (proposed 8:05)

Recommended Action: The Board of Education hereby approves consent agenda item numbers 15.02-15.08

8:15

Motioned: Trustee Shands

Seconded: Trustee Osmond

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands, Trustee Allison, Trustee Ratcliff

Not Present: Trustee Schnell

15.02 Personnel Agenda

LEAVE OF ABSENCES: INSTRUCTIONAL

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
2293	12/21/16-02/01/17	Medical Leave - Paid

SUBSTITUTE

NAME	POSITION/SCHOOL	EFFECTIVE DATE FROM - TO	PAY RATE	REASON
Amodeo, Bernadette	Elementary Teacher/Bennett	01/03/17-06/30/17	1MA	Leave Replacement

SUBSTITUTE

NAME	POSITION	AMOUNT
Thompson, Carolyn	Certified Teacher	\$110.00/day
Noecker, Katelyn	Certified Teacher	\$110.00/day Effective 12/2/16

EXTRA DUTY STIPENDS

NAME	POSITION	AMOUNT
Downs, Kelly	Track-Winter-Assistant Coach	Rescind

RESIGNATIONS: NON-INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
Smith, Estelle	Food Service Helper	01/06/2017	

LEAVE OF ABSENCES: NON-INSTRUCTIONAL

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
3310	12/02/16-12/23/16	Medical Leave - Paid
3677	12/9/16 (1/2 day) – 12/20/16	Administrative - Paid

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, #12/16, Confidential, as reviewed by Trustee Shands

15.04 Approve new product from Catskill Hudson Bank

Recommended Action: The Board of Education hereby approves Insured Cash Sweep through Catskill Hudson Bank

15.05 MOA OAA- remove Director of Technology

Recommended Action: The Board of Education hereby approves MOA #12202016 between the Onteora Central School District and the Onteora Administrators Association regarding the removal of the Director of Technology title from the contract.

15.06 MOA ONTSA - add Director of Technology

Recommended Action: The Board of Education hereby approves MOA 12202016A between the Onteora Central School District and the Onteora Non-Teaching Supervisors Association to add the Director of Technology title to the contract

15.07 Approve NYSCOSS Conference for Superintendent

Recommended Action: The Board of Education hereby approves Bruce Watson to attend the NYSCOSS Winter Institute and Lobby Day on March 5-7, 2017 for \$619 plus travel expenses.

15.08 Approve Donation

Recommended Action: The Board of Education hereby approves the donation of prom dresses valued at \$425 for the High School.

16. Committee Reports

16.01 Facilities Committee - Trustee Storey to report. Next meeting is at the Bennett School at 3:00 on 1/18/17 (proposed 8:10)

- Continuing tours - in Woodstock reviewed Building Condition Survey
 - Noticed some areas of upgrades
 - Next tour at Bennett

16.02 Health and Wellness Committee - Trustee Shands to report. Next meeting is 2:45 in the MS/HS Conference Room on 1/19/17

- Meet and Greet in May and will benefit Belleayre Bash each year

16.03 Policy Committee - Trustee Salem to report. Next meeting is at Central Administration 10:00 on 1/19/17

- Will meet again January 19th

17. Old Business

17.01 The Board will discuss Old Business (proposed 8:15)

Communications Committee – reviewed information from NYSSBA, then met with communication BOCES specialists Valerie Havas and Holly Booker – received overview of what BOCES provides, then discussed putting committee together

- Will reach out to diverse group of teachers, administrators, community,

parents, with focus of putting together a goal and strategy orientated communication plan

- Then have items to act on immediately

18. New Business

18.01 The Board will discuss New Business (proposed 8:20)

8:20

Dress code- a lot written lately about dress code and gender

- Discuss at Board table- what are norms and are they equitable?

19. Request For Information

19.01 The Board will request information (proposed 8:25)

8:25

Trustee Shands asked what happens if the budget does not pass

- Will include in in budget presentations

Trustee Storey asked what is thought of the Science Learning standards released?

- Science standards are a “tweek” of Next Generation National standards
- HS staff reviewed changes – main changes are in robotics- regents need to align to standards

On behalf of Board of Education, wish students and faculty, staff and administration a Happy Holiday

20. Adjournment

20.01 Adjourn Meeting. Next meeting is Tuesday, January 10, 2017 at the MS/HS. Happy New Year! (proposed 8:30)

Recommended Action: The meeting is adjourned at 8:30

Motioned: Trustee Shands

Seconded: Trustee Osmond

Result: Unanimous

Yea: Trustee Salem, Trustee Osmond, Trustee Storey, Trustee Shands, Trustee Allison, Trustee Ratcliff

Not Present: Trustee Schnell

Minutes Recorded by Fern Amster,
District Clerk



Board of Education: Bobbi Schnell, Laurie Osmond, Valerie Storey, Kevin Salem, Lindsay Shands, Bennet Ratcliff, Dale Allison