ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

MINUTES

WORKSHOP MEETING
4:30 p.m.
TUESDAY, FEBRUARY 2, 2016
BENNETT SCHOOL

1. Opening Items

1.01 Call to Order 4:30 pm
1.02 Tobacco Policy Statement
1.03 Pledge of Allegiance
1.04 Roll Call
Present: Trustee Schnell, Trustee Kurnit, Trustee Storey, Trustee Salem
Not Present: Trustee Osmond

2. Executive Session

2.01 Enter executive session (proposed 4:30 duration 2 hours 30 min)
Recommended Action: Motion to enter into executive session to discuss the appointment of particular people, the sale of real property and OTA negotiations
Motioned: Trustee Schnell
Seconded: Trustee Salem
Result: Unanimous
Present: Trustee Schnell, Trustee Kurnit, Trustee Storey, Trustee Salem
Not Present: Trustee Osmond

Now Present

Trustee Osmond arrived at 4:45

2.02 Exit Executive Session and Return to Public Session (proposed 7:00 pm)
Recommended Action: Motion to exit executive session and return to public session at 7:10
Motioned: Trustee Storey
Seconded: Trustee Salem
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

3. Acceptance of Minutes

3.01 Acceptance of Minutes
Recommended Action: The Board of Education hereby accepts the minutes of the 1/19/16
Motioned: Trustee Storey
Seconded: Trustee Osmond
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

4. Welcome

4.01 Bennett Principal, Gabriel Buono will welcome the Board. The Bennett orchestra will perform for the Board (proposed 7:05 duration 10 min)

7:10

- 2/4/16 is Science Fair - kudos to Heather Roberts and the PTA for having the maximum participants yet – half of the school is participating
- Carnival – moved to winter - 2/19/16 6pm
- 2/24/16 Student Government started a tradition a few years ago - Pink Shirt Day – anti-bullying theme
    - Started in a school in the Netherlands- student bullied because he was wearing a pink shirt
- Music Teacher Amelia Wilson presented the 6th grade orchestra to perform 3 songs – students who preformed were Joey Driscoll, Ava Maki, Michael McCutcheon, Sophia Wentland and Layla Sprague

5. Superintendent Search Discussion

5.01 BOCES Superintendent Charles Khoury will bring the results of the public survey on a new superintendent (proposed 7:15 duration 30 min)

7:20

- Update on survey that has been online since early December
- Contained 29 choice questions which covered: desired experiences, skills and personal qualities, open ended questions on strengths of district, challenges facing district, what question would you ask of a candidate, what is the single most important quality of a successful candidate
- 371 responses - majority came from people with children in district (43% of responses)
    - 2nd largest group of responses were residents with no children
    - Almost 30% of responses were staff
    - 50 students responded to survey
- Most wanted in desired experiences - as a classroom teacher, then principal, then superintendent/central office
    - Ranking: Classroom teacher 1st, experience as a superintendent 2nd, experience as a principal 3rd
- Most wanted in skills– establishing a climate of trust and respect, proven leadership, articulating and enacting policies, fostering culture of high expectations and continuous improvement, improving public relations
    - Rank order: culture of trust and respect 1st , leadership of teaching/learning/curriculum 2nd, fostering high expectation 3rd
- Most wanted in personal skills – ability to create positive atmosphere, wisdom, compassion & humor, team builder, demonstrating character of life ling learner
    - Rank order: Positive perspective 1st, exhibiting humor and compassion 2nd, inspirational team builder 3rd
- Repeated words
    - In district strength most repeated words: teachers, students, community and staff most often mentioned
    - In challenges to district most repeated words: school, district, student, learning
    - In a question for the candidate most repeated words: school, district, student, education, leadership, students
- Vacancy Announcement Published in: NY Times, Education Week, NY Council of School Superintendents website, NYS School Board Association

website and in On Board Newsletter, Onteora website
    - Announcement sent to 36 college placement offices – some place it online as well, to graduates of the NYSCOSS Aspiring Superintendents Cohorts, all district superintendents in NYS (37) to identify candidates, superintendents in contiguous counties
- Also at the NYSCOSS Winter Convening there is a 3 hour session for consultants looking for perspective candidates to give out applications
- 9 applicants now, hope to get to 20-30
- Looking at securing a date to meet with constituents group leadership teams: administration, teacher, non-teacher, PTA
    - Will report to Board
- Screening checks and applications will be delivered- those passed and not passed screening
- Deliver all by 3/1/16 and applications from NYSCOSS open house on 3/7/16 in mid-March
- Need to discuss the process of interviews
    - Typically 1st interview with the Board, then constituent groups
- Happy to come to another Board meeting to discuss interview techniques, etc. in executive session

Discussion:
- No longer take applications mid-March, unless a great candidate comes in
    - NYSBSA printed 1 time in paper
- 120 pending resumes on NYSCOSS website; will reach out to them if viable candidates
- Come to Board and go over resumes
    - 1st batch around 3/1/16, they will be ranked
    - Then second batch few weeks later, which will be ranked afterwards
- Might be good amount of candidates from NYSCOSS website
    - Show Board all qualified applications

6. Board District News

6.01 The Board will announce District news (proposed 7:45)
7:50
Trustee Storey reported that she went with Interim Superintendent Victoria McLaren to Bennett to see the beginner orchestra and band concert, they were excellent

Trustee Kurnit reported:
- Ulster County School Board Legislative Action Committee- every Ulster County district has a representative to help reach out to Albany to tell them our issues
    - Decision made to go to legislators to say that the state aid numbers don't work with a 0% CPI
    - On Lobby Day they will go to see as many of the legislators as possible
        - 8 legislators for Ulster County

- Trying to remind them of the District need to change the proposal from the Governor's budget so that independent of levy limit, burdens should not fall on taxpayers

7. Superintendent District News

7.01 The Superintendent announce District news (proposed 7:50)

7:55

- Attended the concert at Bennett on Friday and it was amazing
  - Not only were the kids wonderful musicians, but it was noted that the students that were not playing, waited for their turn to play, were patient and well behaved
- Attended the Varsity Boys Basketball game at which our seniors were recognized
  - Lost to Rhinebeck, but it was a good game and our boys worked hard the entire game

Woodstock

- The first grade went outside today for Groundhog Day to see if "Woodstock Will" saw his shadow- he did
- This Friday a local dental hygienist will visit the kindergarten classrooms to discuss dental health
- There is a Woodstock PTA meeting on 2/9/16 at 6:30.
- Woodstock will be holding the annual Sweetheart Breakfast on 2/10/16

Phoenicia

- Groovin' in the Garden with Laurie McIntosh, is an interactive musical storytelling performance/workshop
  - Offered in partnership with Farm Catskills, through a grant from the Catskill Watershed Corporation
- The Phoenicia Valentine's Day dance will be this Friday

Middle School

- The 8th grade pre-engineering class will be participating in the First Lego League qualifying tournament at LaGrangeville Middle School this Saturday
  - The students have programmed a robot to complete a variety of challenges on the First Lego League playing field

High School

- The Algebra 2/Trigonometry Regents was administered and all 49 students passed this Regents
  - Of the 49 students, 40 students scored a Level 4 (a score of an 85 or better), 1 obtained a perfect score [100]), 22 students scored a 90 or greater, and 18 scored between 85-89
  - Congratulations to the students and their teachers Ms. Robertson and Mrs. Burkhardt.
- Last Friday marked the end of the second quarter/first semester
- On Thursday, there will be grade level assemblies addressing Cyberbullying and Responsible Online Behavior with the assistance of the Saugerties Police Department's School Resource Officers and the Ulster County Sheriff's Department

- Preliminary student course scheduling for the 2016-17 school year has begun
    - New electives include: Adventure PE, Strength Training, Dance Fitness, Writing Poetry, The Short Story, and Dialogue for Debate
    - Additional AP course offerings are: AP Language & Composition, AP Environmental Sciences, AP Psychology and AP Computer Principles A
- Congratulations to Kalo Talley and Jack Warren who represented Onteora High School at the Regional Poetry Out Loud competition at Oneonta State College last night
    - Both Kalo and Jack made it to the "final five" competitors and Jack won
    - Jack will compete at the State Level Poetry Out Loud competition this March in Syracuse
- Next Wednesday, all high school students will attend an assembly about drug abuse, which is being presented in conjunction with the Ulster Prevention Council

Discussion:

- Trustee Osmond will not be able to attend drug forum
- How is Saugerties CSD SRO is funded
    - School district and Police Dept have a close working relationship
    - Interim Superintendent Victoria McLaren to find out how they pay for the SRO

8. Student Representative Report

8.01 Student Representative, Raegan Loheide will report to the Board (proposed 7:55) 8:00

- Mr. Edelman asked Student Government to do a technology survey to ask if students want Chromebooks or I-Pads
    - Questions: What grade are you in? What device do you use? Do you find the device useful and why?
    - 128 responses
    - Overwhelmingly students want Chromebooks rather than I-Pads
    - Comments about I-Pads were disbursed amongst grades
        - Easier to carry and type on
- Spoke to Student Government about homework log/discussion
    - Didn’t see a way to have a comprehensive policy about homework because of unique classrooms and teachers
    - Would impair what some teachers would have to do, i.e. AP has more work
    - Homework log would not show any solution because of each person’s schedule
    - Homework is stressful, sometimes rushed through, but perhaps not have to study for 3 or 4 tests and have 3-4 hours of homework in the same night and then have nothing the next day – ask teachers to communicate with each other
    - Homework over the breaks is very stressful perhaps ask for no assignments over a long school break

Discussion:

- Teacher response about many midterms in one day was that it was an administrative decision

9. Discussion

9.01 The Bennett PTA will discuss a new playground with the Board (proposed 8:00 duration 20 min)

8:10

Principal Gabriel Buono and PTA Representative Heather Roberts presented:

- Have been discussing the playground with PTA and student government
  - Concerns amongst parents for students not going out
- Surveyed students specifically about the playground
  - Want to play sports, play with each other and want more shade
- Asking for a pavilion for students to hang out and a climbing structure
- Spoke to district insurance company and will be in touch with Parkitechs (company that did Woodstock and Phoenicia playgrounds)
- Solar panels on pavilion – spoke to Solar Generation $13,000 for 12 panels – use as an educational tool- will work with school on donating some panels

Discussion:

- To move the current structure (Superstation) would add to budget
  - Looking at adding a pavilion and maybe 2 climbing structure
- Area in back is a sink hole, and another part is a hill
  - Ideally – level the entire playground and start again
- Initial ideas should not be limited – don't know how much money will be available for a new playground
- Facilities Committee is discussing solar, maybe combine with other efforts
- Project will go through the Facilities Committee

10. Acknowledge Public Be Heard

10.01 The Board will acknowledge the public be heard comments from the last meeting
Weston Blelock, Steve Finlay, Steve Romine

11. Public/Student Comment

11.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes (proposed 8:20 duration 10 min or more)

Corey Cavallaro – History Teacher – in last 25 years gone through 10 superintendents – reflect on process used in last 10 years on selecting superintendents – very different now than years before. Be sure process builds respect and trust, as indicated by the superintendent survey

12. Policies

12.01 First Reading of Policy 7140 Student Assignment to Schools and Classes (proposed 8:30)

8:30

- Lengthy policy
- Streamlines policies and makes them cleaner

2002~~2016~~ 7140~~ & 7141~~ Students **S~~UBJECT:~~STUDENT ASSIGNMENT TO SCHOOLS AND CLASSES**

7~~140 INVOLUNTARY TRANSFER OF STUDENTS~~

~~Involuntary transfer of a student from regular classroom instruction to an appropriate educational setting in another school shall be in accordance with the following procedure:~~

~~a) The Principal of the building that the student attends shall send written notice of his intent to consider transfer recommendations to the student and to the student's parent or person in parental relation. The notice shall set the time and place for an informal conference, and advise both the student and person in parental relation of their right to be accompanied by counsel or an individual of their choice.~~

~~b) Following the conference, if the Principal concludes that the student would benefit from a transfer or would receive an adequate or appropriate education in another school program or facility, he shall issue a recommendation of transfer to the Superintendent of Schools, and send copies to both the student and parent/person in parental relation.~~

~~The recommendation shall include:~~

~~1. A description of the behavior and/or academic problem indicative of the need for transfer.~~
~~2. A description of the alternatives explored.~~
~~3. The prior action taken to resolve the problem.~~

~~c) If the Superintendent of Schools decides to consider the transfer recommendation, he shall, in writing:~~

~~1. So notify the student and the parent of his decision.~~
~~2. Advise them of their right to a request, within ten (10) days, of a fair hearing in accordance with law.~~
~~3. Advise them that the transfer will not take effect until ten (10) days, or until after formal decision following a hearing if one is requested.~~
~~4. Provide them with lists of community agencies and others that may furnish free legal assistance.~~

~~d) A parent/person in parental relation may consent to an earlier transfer, but still have the right to a hearing.~~

E~~ducation Law Sections 1709(3) and 3214(3) and (5)~~

7~~141 INTER-SCHOOL TRANSFERS/("VARIANCES")~~

~~This policy governs the transfer of students from one school to another to meet the needs of parents and students. Transfers may be requested to meet the educational or other special needs of students and their families. The school district shall be responsible for determining the location and extent of available space in its schools for the purpose of inter-school transfers. Priority for available space must go first to the neighborhood schools students and mandated programs. The Superintendent or his/her designee must approve all inter-school transfers.~~ (last sentence moved to end of policy)

~~Transfers will need to be renewed and will be reviewed annually. Transfers will occur during the summer of the school year and are otherwise at the discretion of building and district administration. Transfers require Board of Education approval.~~ (moved to end of policy)

NYSSBA POLICY:

~~T~~he Board of Education directs that assignment of students to schools and classes be consistent with the best interests of students and the best use of the resources of the district. ~~The Board also recognizes that diversity in school environments has been shown to have a positive impact on student achievement. Such diversity can be on the basis of race, ethnicity, sex and/or gender, religion or religious practice, disability, socioeconomic status, language, neighborhood, academic achievement, and/or academic potential. In addition, schools must prepare students for a future in which they interact with people from all backgrounds. While some aspects of student diversity are outside the scope of the Board's control, the Board aspires to prevent student isolation where possible. This does not, however, prevent the district from placing students into classes based on academic ability when it's in the best interest of those students.~~

Generally, students shall attend the school dictated by their attendance zone which has been ~~Assignment of students to schools and classes may be~~ based on current district population patterns, enrollment projections, building capacity, educational programs, students' educational needs, transportation requirements~~,~~ and demographic factors~~. such as those listed in the paragraph above and the presence of diversity where possible.~~ Where necessary, students' educational needs or access to specific educational programs will be considered.

A~~ssignment to Schools~~

~~*NOTE: This section of the policy will depend on the method used by your district for student assignment to schools. For example, districts could have a lottery system, or open enrollment, or attendance zones, or individual placement, or a combination approach. Obviously, districts with only one school, or one class per grade span, would not need to address this in policy.*~~

~~*Instead of providing template language, we encourage the district to develop policy language, which could be based on the following sample text, to summarize the district's process:*~~

1. ~~*"Students shall attend the school dictated by their attendance zone. Exceptions [will/will not] be considered."*~~
2. ~~*"Students shall enter a lottery to determine school placement."*~~
3. ~~*"Students may apply to attend the school of their choice. The district will attempt to honor students' top choices, but placement is ultimately up to the administration."*~~

~~Periodically~~When necessary, the Board will review the status of enrollment in the district's schools to ensure that the goals of this policy are being met. ~~If the **goals** are not being met, the Board will solicit input from stakeholders, including but not limited to administrators, teachers, staff, parents and students, to assist in determining changes that could be made to the school assignment process that better aligns with this policy.~~

Assignment to Classes/Teachers

~~*NOTE: NYSSBA recommends that the Board set the broad parameters, but not get into detail. The specifics of assignments to classes are generally an administrative responsibility. If the Board wishes to be more specific about the criteria or process, the subject is best addressed in an accompanying regulation.*~~

In assigning students to classes/teachers, the following criteria shall be considered: age, social and emotional maturity~~, demographic characteristics~~ and academic achievement in relation to individual ability, in order to assure appropriate assignments. It is the goal of administration to create classes that can productively learn together.

Parent/Guardian Requests

~~*NOTE: The Board has discretion here. The Board can decide to permit parents/guardians to make requests, and can decide to give those requests weight in the decision-making process, or the Board can decide that parent requests will not be considered. However, NYSSBA Policy Services recommends that in either case, the district retain the right to make the final determination.*~~

~~The Board recognizes that parents/guardians may wish to make requests as to school, and/or class/teacher assignments. ***[Choose either***: (a) Although the Board respects parents'/guardians' perspective, the district is not able to accommodate requests. Or (b) Parents may write a letter to the building principal describing the ideal learning environment for their child and the attributes that a teacher would have that would most benefit their student's educational growth. This information will be considered as part of the placement process.~~

F~~inal decisions regarding assignment of students to schools and classes/teachers rests with the district.~~ Transfers may be requested to meet the educational or other special needs of students and their families. The school district shall be responsible for determining the location and extent of available space in its schools for the purpose of inter-school transfers. Priority for available space must go first to the neighborhood schools students and mandated programs.

T~~he Superintendent or his/her designee must approve all inter-school transfers.~~

Transfers will need to be ~~renewed and~~ requested annually and upon request, will be reviewed ~~annually~~. Transfers will occur during the summer of the school year and are otherwise at the discretion of building and district administration.

The Superintendent or his/her designee must approve all inter-school transfers. Transfers require Board of Education approval.

Cross-ref: 4750, Promotion and Retention, 5110, Attendance Areas, Regulation 7141

Ref: Education Law §§1709(3); 2503(4); *Fisher v. University of Texas at Austin*, 570 U.S. __, 133 S. Ct. 2411 (2013); *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007); *Grutter v. Bollinger*, 539 U.S. 306 (2003); *Gratz v. Bollinger*, 539 U.S. 244 (2003); *Regents of the University of California v. Bakke*, 438 U.S. 265 (1978); *Matter of Addabbo v. Donovan*, 22 A.D.2d 383 (1965), aff'd, 16 N.Y.2d 619, cert denied, 382 U.S. 905 (1965); *Matter of Older v. Board of Education of the Union Free School District No. 1, Town of Mamaroneck*, 27 N.Y.2d 333 (1971); *Appeal of Jones*, 52 EDR Dec. No. 16,456 (2013); *Appeal of Roy*, 51 EDR Dec. No. 16,279 (2011); *Appeal of Strade*, 48 EDR 73 (2008); *Appeal of Knoer*, 47 EDR 102 (2007)

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools (2011), U.S. Department of Education and Department of Justice (www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html).

Coleman, A., Negron, F., and Lipper, K. *Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts* (2011). The National School Boards Association, The College Board, and Education Counsel, LLC (www.nsba.org/SchoolLaw/Publications/Education-Excellence-for-All.html).

12.02 First Reading of Policy 8280 Programs for English Language Learners (proposed 8:35)
8:35

~~2009~~2016 8280 1~~ of 2~~ Instruction **SUBJECT~~:~~ PROGRAMS FOR ENGLISH LANGUAGE LEARNERS** ~~INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS OR STUDENTS WITH LIMITED ENGLISH PROFICIENCY~~

~~The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency (LEP) or English Language Learners (ELL), are provided with an appropriate program of bilingual transitional education or a free-standing program of English as a Second Language (ESL).~~

~~The District has developed a comprehensive plan to meet the educational needs of students with limited English proficiency. The plan will be kept on file in the District and made available for SED review upon request. The plan includes:~~

~~a) The District's philosophy for the education of ELL/LEP students;~~

~~b) Administrative practices and procedures to:~~

~~1. Diagnostically screen students for limited English proficiency;~~

~~2. Identify students with limited English proficiency;~~

~~3. Annually evaluate each ELL/LEP student including his/her performance in content areas to measure the student's academic progress.~~

~~c) A description of the nature and scope of the bilingual and/or English as a second language instructional program and services available to ELL/LEP students;~~

~~d) A description of the criteria used by the District to place ELL/LEP students in appropriate bilingual or free-standing English as a second language programs;~~

~~e) A description by building of the curricular and extracurricular services provided to ELL/LEP students;~~

~~f) A description of the District and school level procedures for the management of the program, including staffing, site selection, parental notification, coordination of funds, training and program planning.~~

~~The instructional programs and services available to limited English proficient pupils to help them acquire English proficiency may include, pursuant to Commissioner's Regulations, bilingual education programs, free-standing English as a second language programs, appropriate support services, transitional services, in-service training and parental notification.~~

~~The parent/guardian of a student identified as an English language learner or as limited English proficient shall be informed in his/her native language, if necessary, of the student's identification for and/or participation in an English language learner instructional program as well as other school related information.~~

~~The Superintendent shall ensure that all data required by the Commissioner's Regulations is submitted to the State Education Department in a timely manner.~~

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency (referred to here as "English Language Learners" or ELLs), will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The district will therefore take steps to identify ELL students and provide ELL students with an appropriate program of either Bilingual Education or English as a New Language.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that students are:

1. screened to determine if the student is an ELL, in accordance with Parts 117 and 154 of the Commissioner's Regulations, a process that will include interviews and assessments and will assign each ELL student to the appropriate subpopulation (newcomer, developing, long term, former or inconsistent/interrupted formal education);

2. identified, as appropriate, as an ELL student with a disability and if so identified shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student and shall also be eligible for services available to an ELL/LEP student.~~;~~ Such a student will be counted as an ELL student as well as a student with a disability for purposes of calculating State aid.

3. annually evaluated to determine continued ELL eligibility. Included in the evaluation shall be each student's performance in English language proficiency and academic progress in content areas;

4. assured of access to appropriate instructional and support services, including guidance programs within the timeframes provided by Commissioner's Regulations; and

5. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students.

~~A student who, as a result of a disability, scores below the State designated level on the Language Assessment Battery-Revised (LAB-R) or the NYS English as a Second Language Achievement Test (NYSESLAT) shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student and shall also be eligible for services available to an ELL/LEP student when those services are recommended in the IEP. Such a student will be counted as an ELL/LEP student as well as a student with a disability for purposes of calculating State aid.~~

The Superintendent shall be responsible for ensuring that the Commissioner of Education is provided with a comprehensive plan that describes the district's ELL program and includes all information specified in the Commissioner's Regulations, before the start of each school year. The district will also provide assurances that the

district is providing appropriate school-related information to the parents (or persons in parental relation) of ELL students in English and the language they best understand.

The district will provide an orientation program annually for parents of newly enrolled ELL students. In addition, the district will meet individually with ELL parents at least once a year to discuss the goals of the ELL program, and their child's language development (in both their native language and English), in addition to regular parent/teacher meetings.

In addition, the Superintendent shall ensure that all teachers employed in any Bilingual and/or English as a New Language program are properly certified in accordance with the Commissioner's Regulations, and that all staff receive appropriate professional development on ELL students.

Cross-ref: 4321, Programs for Students with Disabilities; 9700, Professional Development

Ref: Education Law §3204; English Acquisition, Language Enhancement, and Academic Achievement Act, 20 USC §§6801 et seq; Equal Educational Opportunities Act of 1974, §§201 et seq., 20 U.S.C. §§1701 et seq. 8 NYCRR §§80-2.9; 80-2.10; 117; Part 154; *Lau v. Nichols*, 414 U.S. 563 (1974); *Rios v. Read*, 480 F. Supp. 14 (1978); *Cintron v. Brentwood UFSD*, 455 F. Supp 57 (1978); *Aspira of New York v. Board of Educ. (City of New York)*, 394 F. Supp. 1161 (1975)

13. **Break**

13.01 The Board will take a 5 minute break at 8:40
8:35

14. Independent Contract Retainer

14.01 Approve all Independent Contract Retainers
8:40
Recommended Action: The Board of Education hereby approves Independent Contract Retainers in items 14.02-14.03
Motioned: Trustee Storey
Seconded: Trustee Salem
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

14.02 ICR- American Made Monster (proposed 8:45)
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 American Made Monster Studios for the period beginning January 25, 2016 to June 1, 2016 at a rate of $250.00, to a maximum of $250.00, as a mentor in prop making and authorizes the Superintendent to sign such an agreement.

14.03 ICR - Zhao
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 Qianhe Zhao for the period beginning February 3, 2016 to June 30, 2016 at a rate of $100.00 per hour for phone conference/$200 per hour for attendance at meetings, to a maximum of $2000.00, as an interpreter of Mandarin Chinese and authorizes the Superintendent to sign such an agreement.

15. Consent Agenda

15.01 Approve Consent Agenda (proposed 8:50)
Recommended Action: Approve consent agenda item numbers 15.02-15.07
Motioned: Trustee Osmond
Seconded: Trustee Salem
Result: Unanimous

Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

15.02 Personnel Agenda

APPOINTMENTS: INSTRUCTIONAL

BE IT RESOLVED, that Tina Kelder, certified as an Elementary Teacher, is hereby appointed as a Library Media Specialist for the period of February 3, 2016 through June 30, 2016, unless sooner terminated, in accordance with the provisions of the Agreement to Waive Tenure rights, executed by Ms. Kelder on January 28, 2016, at an annual salary of 1MA.

FULL TIME PROBATIONARY APPOINTMENT

NAME	CERTIFICATION	TENURE AREA	PROBATIONARY DATES	SALARY	REMARKS
Allison, Tammy	Childhood Education Grades 1-6	Teaching Assistant	2/8/16-2/7/19	Step 2	Replace A. TenEyck

EXTRA DUTY STIPENDS 2015-16

NAME	POSITION	AMOUNT
Guest, Samuel	Basketball - Modified - Head Coach (Boys) (1/31/16-3/1/16)	$804.67
Swain, Joseph	Basketball - Modified - Head Coach (Boys) (11/18/15-1/30/16) REVISED	$1,647.33

LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
3279	2/25/16-4/7/16*	Medical - Paid
3279	4/8/16-5/1/16*	Parental - Unpaid

* approximate dates

SHORT TERM SUBSTITUTE

NAME	POSITION/SCHOOL	EFFECTIVE DATE	FROM - TO	PAY RATE	REASON
Mayfield, Kathleen	Guidance Counselor/MHS	2/25/16-4/30/16*	1MA	LOA Replacement	
Nerp, Kerry	Teaching Assistant/MHS	2/3/16-5/31/16	Step 1	LOA Replacement	

*approximate dates

SUBSTITUTES

NAME	POSITION	AMOUNT
Lover, Linda	Uncertified Substitute Teacher	$85.00/day
Opalka, Daniel	Certified Substitute Teacher	$110.00/day

APPOINTMENTS: NON INSTRUCTIONAL

PROBATIONARY APPOINTMENT

NAME	POSITION/SCHOOL	PROBATIONARY PERIOD	SALARY/STEP	REMARKS
Benjamin, Scott	School Bus Driver/District	2/3/16-10/2/16	Step 7	Replace R. Chavez

SUBSTITUTES

NAME	POSITION	AMOUNT
Groeters, Michael	Substitute School Monitor	$10.00/hour

LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
3619	5/4/15 & 5/7/15-5/11/15	Medical - Paid
3619	5/5/15-5/6/15 & 5/12/15-4/18/16*	Medical - Unpaid
1629	2/3/15-2/11/15(1/2day	Medical - Paid
1629	2/11/15(1/2 day)-1/31/16*	Medical - Unpaid

*extension of leave

PERMANENT STATUS — SALARY/STEP

The following named NON-INSTRUCTIONAL personnel have served a probationary status period and are recommended to PERMANENT STATUS consistent with the applicable laws and regulations of the State of New York: — Step 4

NAME	POSITION	PROBATIONARY DATE	PERMANENT DATE
Hanley, John	Building Maintenance Mechanic	8/26/2015	2/26/2016

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, #2/16, Confidential, as reviewed by Trustee Salem

15.04 Abolish Position

Recommended Action: The Board of Education hereby abolished the following vacant position: .5 FTE English as a Second Language

15.05 MOA for Girls' Golf Team Coach

Recommended Action: The Board of Education hereby approves Memorandum of Agreement #02022015 between the Onteora Central School District and the Onteora Teachers' Association about the Girls' Golf Coach

15.06 Surplus Items

Recommended Action: BE IT HEREBY RESOLVED, on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District declare the electronic items with the inventory tag numbers on the attached list as surplus and authorizes the sale or disposal of these items.

15.07 Create Position

Recommended Action: The Board of Education hereby creates the following position: .5-1.0 FTE Monitor (as needed by student)

16. Board Committee Reports

16.01 Audit Committee Trustee Schnell to report. Next Meeting is at Central Administration 4:30 on 2/22/16 (proposed 8:55)

8:45

Committee has not met since the last Board meeting

16.02 Facilities Committee - Trustee Kurnit to report. Next meeting is at Central Administration 3:30 on TBD

Committee has not met since the last Board meeting

16.03 Policy Committee - Trustee Salem to report. Next meeting is at Central Administration 9:00 on 2/25/16

- Discussed Narcan policy – waiting for clarification and more information
- Need more information on homework policy

16.04 Health and Wellness Committee report. Next meeting is 2:45 in the MS/HS Conference Room on 2/18/16

- Don’t have a Board representative on the committee- Trustee Osmond on committee but has been unable to attend
- Letter written to committee – hoping to be part of discussion next time
- Tried to have a later meeting for elementary people to attend, not sure why it did not continue

16.05 Communications Committee - Trustee Osmond to report on 1/21/16 Meeting

- Discussed upcoming drug forum and cyberbullying assemblies
- Broad discussion about communication process
- Committee is on an as needed basis – will meet every other month, unless necessary to meet more

17. Old Business

17.01 The Board will discuss Old Business (proposed 9:05)

8:50

- What is status on District Technology plan?
  - Ties in with Smart Schools Bond Act – almost $900,000 of technology money
  - Draft plan almost completed and Technology Committee is meeting on 2/16/16 to discuss open items

18. New Business

18.01 The Board will discuss New Business (proposed 9:10)

No new business was discussed

19. Request For Information

19.01 The Board will request information (proposed 9:15)

8:50

- Trustee Kurnit asked: How Saugerties CSD funds their SRO (from Superintendent news)

Trustee Salem asked

- Information on the purpose of homework and teachers' goals
- Include in testing policy that there are no multiple tests on 1 day
- Student survey or homework packets should be made available to policy committee to use in revising homework policy – grades, courses, etc.
  - Raegan will talk to student government

Trustee Kurnit – Legitimate Professional Learning Communities set up for cross communication, may be better than what we are doing now

- Reach out to Coxackie Superintendent, who did a NYSSBA presentation on PLCs, as how they scheduled the PLCs

Executive Session

Enter executive session to discuss the appointment of particular people, sale of real property and OTA negotiations at 8:55
Motioned: Trustee Salem
Seconded: Trustee Kurnit
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

Exit Executive session and return to public session at 10:35
Motioned: Trustee Schnell
Seconded: Trustee Salem
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

20. Adjournment

20.01 Adjourn Meeting (proposed 9:20). Next meeting is Tuesday, February 16, 2016, at 6pm at the Phoenicia School

Recommended Action: The meeting is adjourned at 10:35

Motioned: Trustee Storey
Seconded: Trustee Salem
Result: Unanimous
Yea: Trustee Schnell Trustee Kurnit, Trustee Osmond, Trustee Storey, Trustee Salem

Minutes Recorded by Fern Amster,
District Clerk

Fern Amster

Board of Education: Bobbi Schnell, Rob Kurnit, Laurie Osmond, Valerie Storey, Kevin Salem