ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

MINUTES

REGULAR MEETING
6:00 p.m.
TUESDAY, JANUARY 13, 2015
Phoenicia School

1. Opening Items

1.01 Call to Order 6:00
1.02 Tobacco Policy Statement
1.03 Pledge of Allegiance
1.04 Roll Call
Present: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

2. Executive Session

2.01 Enter executive session (proposed 6:00 duration 1 hour)
Recommended Action: Motion to enter into executive session to discuss the contract of the Superintendent, the employment of a particular individual pending litigation with D & S Abatement and OAA negotiations.
Motioned: Trustee McGillicuddy
Seconded: Trustee Moor
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

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 7:30
Motioned: Trustee McGillicuddy
Seconded: Bar
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

3. Acceptance of Minutes

3.01 Acceptance of Minutes
Recommended Action: The Board of Education hereby accepts the minutes of the 12/16/14 BOE meeting
Motioned: Trustee Davis
Seconded: Trustee McGillicuddy
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

4. Welcome

4.01 Phoenicia Principal, Linda Sella will welcome the Board (proposed 7:05 duration 10 min)
In absence of Linda Sella, Middle School Principal Jennifer O'Connor welcomed the

Board

- Welcomed the newest trustee to the Board, Barbara Schnell
- Described a program in the Middle School called Teaching the Hudson Valley (THV)
    - Helps educators share our region's natural, historic, and cultural treasures with students and fosters collaboration among schools, museums, parks, libraries, and other groups
    - 8th grade English teacher, Ms. Maltese received an Explore Award through THV for the 8th grade to travel to Clermont Historic Site
        - The trip connected history and English classes
        - Gave them a hands-on experience that uses primary source documents to extend their understanding of the time period
    - Students wrote narratives in English class and those who chose to write about a place were encouraged to submit their narrative to Teaching the Hudson Valley's contest "Writing About Place."
        - Brian Angevine won the essay contest for grades 6-8 with a piece about a place in the Hudson Valley that is very special to him, Little Tonche Mountain.
    - In the spring, THV will provide for the students in Brian's class to hike Giant Ledge supplying transportation, as well as a field guide from Bard's Environmental and Urban Studies Program

5. Board District News

5.01 The Board will announce District news and report on the UC Board Meeting with Legislators (proposed 7:15 duration 10 min)

7:35

Trustee Fletcher reported:

- Confirm that the Board is now 7 trustees strong - introduced, welcomed and thanked Trustee Schnell for serving
    - One of several candidates interviewed

Trustee McGillicuddy reported on the Ulster County School Board Association Legislative meeting

- Assemblyman Cahill and an aid for Assemblywoman Claudia Tenny Stressed that felt Governor is working to break monopoly that he feels public education has become
- Trustee McGillicuddy will write letter to all legislature of Ulster County about their lack of attendance at the Ulster County Legislative Meeting
- Asked Onteora communications committee to promote petition to eliminate the GEA on Facebook
    - Will send letter to paper asking community for support
- Next Ulster County meeting 2/12/15
- Attended with Trustee Kurnit

Trustee Davis reported:

- Onteora hosted UC Music Educators Jazz concert last week
    - Great to see kids working so hard and doing so well musically

6. Superintendent District News

6.01 The Superintendent will update the Board on the District Comprehensive Planning Team on Later Start Times (proposed 7:25)
The Superintendent was not present to give this update

6.02 The Superintendent announce District news (proposed 7:30)
7:40
In the absence of the Superintendent, Assistant Superintendent for Curriculum & Instruction Marki Clair-O'Rourke reported:

- Expressed appreciation that Trustee Schnell is on the Board
- DCPT on MS/HS Later Start Times first set of approved minutes are on website
  - 2nd meeting was in Dec and once minutes approved at the 1/26/15 meeting will put on website
- Coffee Chat last week – 1 parent attend
  - Next on 2/19/15 at 6pm
- National School Climate Center Survey for Bennett is being administered to all staff and students at Bennett
  - All parents and guardians are being offered to complete survey
  - Try to ensure parental involvement through Building leadership, PTA and Communication Specialist Valerie Havas
    - Will have results later in January
    - Will need to be analyzed and then shared

7. Student Representative Report

7.01 Student Representative Mary Sorich will report to the Board (proposed 7:35)

- Poll on later start times will be given out Monday English Dept.
  - Will be given to all 4 grades
- Meeting Thursday will decide if they will pursue mascot issue and how to do so
  - Possible poll
  - Board is interested in hearing result
- Decide what to put in courtyard in the spring
- Assigning a member on Task Force for Testing Reduction

Discussion:

- Poll should help to quell rumors about sports and after-school activities being cancelled
  - Offers options such as no 9th period
  - Ms. Sorich will email poll to Board
- Board is interested in secondary students getting more sleep, not taking away activities
- Mascot discussion is interesting in this day and age

8. Acknowledge Public Be Heard Comments

8.01 The Board will acknowledge the public be heard comments from the last meeting
No Comments were made

9. Public/Student Comment

9.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes (proposed 7:40 duration 10 min or more)
No comments were made

10. Budget Update

10.01 2015-2016 Budget Presentation and Discussion Proposed 7:50 duration 20 min) 7:50

Current Draft Budget is a first draft will continue to change

- $52 million – increase of 341,000 (less than 1 %)
- Retirement system rates are decreasing
- Health insurance smallest increase in years
- Majority of budget is instruction- mostly salaries
    - 29% is employee benefits
- Transportation is large due to the large district
    - Stay similar year to year
- $1.1 million in salary increases from last year
- $900,000 reduction in Inter-fund Transfer because have completed facility projects

Items not final in budget

- Staffing
    - Continue to be reviewed
    - Special Education annual reviews changes staffing
    - Initial BOCES Service same as last year
- Transportation
    - Increase assumed as 2% as this is the highest allowable increase as per our contract
        - Will find out in spring what CPI is, which may lower increase
- Retirement Rates
    - Both ERS and TRS have projected a reduction in District contribution rates
- Health Insurance
    - Rates are not yet finalized for 2015-2016
    - Projected an increase of 8% as a placeholder
- State Aid
    - We do not currently have State aid projections
        - Important in levy discussions

Largest revenue source is the tax base

- 80% of revenue is through tax payers
- State Aid is significant, must more dependent on tax collection

Proposed Staffing Changes

- Addition of 2.0 FTE ESL teachers in the draft budget
    - Due to changes in regulations modifying mandated service levels and ways services are delivered
- Addition of 1.0 FTE Library Media Specialist to assist with technology integration at elementary level
- Addition of 1.0 FTE Director of Technology
- Reduction of 0.60 FTE ESL from BOCES
- Reduction of 1.0 FTE Teaching Assistant

- Reduction of 1.0 FTE Elementary Education
    - Reduction of one class section, potentially through attrition
    - Depends on enrollment

Reserves Reduced to complete building repairs needed in District

- Employee Retirement System – reduce by $1.5 million
- Capital $0 from $5 million
- Repairs reduced $966,000

Next Steps

- Continue to meet with Supervisors/Principals to review building/department budgets
- Continue to review staffing proposals
- Incorporate the Governor's State Aid projections into the revenue budget
- Calculate tax levy limit, and determine tax levy
- Begin to develop the fund balance projection for June 2015 to determine available unappropriated fund balance

Discussion:

- Compare percentage of instruction and employee benefits with Districts of comparable enrollment
    - Onteora has a slightly higher percentage of budget for transportation
- Teacher attrition has to be done with new regulation on Class Size
    - Have cut and needed to replace/rehire so be careful before cutting
- Discussions in Albany currently about how aid has decreased over years
- Inter-fund transfers: School Lunch program, transportation for summer programs and money for emergency projects – not funding facility projects this year
- Since we have had no increase in levy in a few years, can use carry-over in levy limit calculation
- Reserves that can be used if District needed the funds:
    - Unemployment, retirement, tax certiorari, employee benefit reserve
        - Reserve for debt is solely to offset debt
        - Reserve for repairs can't be used without voter approval
- Discussion of Director of Technology and technology stipends needs to take place
    - Director of Technology has been discussed preliminarily with the administrators
        - Need job description, expectations and priorities
- English Language Learners needs and number of students changes- need to be flexible
    - ESL teachers can now serve students of multiple grades, next year only 2 grades at a time
- Debt service is the bond- have approximately another 5 years on loan
- Teachers have a 4% increase in salaries – step plus yearly increase
- Health insurance is approximately 8% increase at this time, CPI is approximately 1.6%
    - Health insurance raising so much more than inflation is difficult
    - Money that can be used in the classroom

- Next presentation have pie chart divide benefits - employee and retirees
- Many recommendations in Tech audit need costs
    - Slated to get $860,000 from Smart School Bonds
        - Not sure how the money will be available
        - Good way to make technology purchases
- GEA is $1.37 million for Onteora
    - Would take burden off taxpayers
- All very preliminary – may still have to cut
- Technology Audit process included inquiring with a number of companies and BOCES
- Check with other Districts for the cost of Director of Technology

11. Discussion

11.01 The Board will discuss the allocation of money for the playgrounds at Phoenicia and Woodstock (proposed 8:10 duration 15 min)

8:25

Facilities Committee wanted to make a recommendation to Board as to what would be a good use of funds for 2 schools

- $350,000 total with $30,000 held back for site work and issues that could arise
- Recommend money split of $165,000 for Woodstock, $155,000 for Phoenicia
    - Phoenicia has pre-school playground that is fairly new and will be maintained worth $10,000

Discussion:

- Woodstock has 50% greater enrollment and is a larger community, thereby expected greater use than Phoenicia
    - May not be enough money to properly fill the playground at Phoenicia
    - In summer, Woodstock School playground is the only playground in town
- After the Board makes the decision, vendor will meet with PTAs to form playground committees
- Need rational for division of funds based on need and usage
    - Be sure enough money for both uses
- Square footage of 2 playgrounds
    - Mulched area in Phoenicia, not including preschool playground is 60’ x 60’
    - Woodstock is 100’ x 90’
- Per industry standards, cannot design playground for 5-9 year olds, age range for playground equipment is 5-12 year olds
    - Bennett PTA is discussing that some of their equipment is designed for younger students
        - Much older playground
    - Nothing from the primary school playgrounds are salvageable to go to Bennett
    - Today’s designs create areas of playgrounds for different age groups
- Size of children is as important as age appropriate
    - In new playground, heights can be adjusted on equipment simply and securely

- Committee discussed building capacity as well as community and current enrollment
- Need to be flexible:
    - Mindful of community since their tax dollars fund playgrounds
    - Grade configurations can change again in the future
    - Population could increase in western end of district if pending construction project happens
- Need to come to conclusion as soon as possible
    - Consensus at next meeting

13. Break

13.01 The Board will break for 5 minutes (proposed 8:55)
The Board took a break at approximately 8:50

Discussion Cont'd

11.02 Follow-up Discussion on Project Based Learning (proposed 8:25 duration 15 min)
8:55

- District has not had any training or commitment to Project Based Learning
- Rolled out 3 years ago with 2 hired consultants and no other support for teachers and administrator
    - Teachers needs to learn how to use PBL with CCLS
- Assistant Superintendent for Curriculum & Instruction Marki Clair-O'Rourke to find out what do teachers and administrators need to move PBL forward
    - Commend for work into it, put aside and get into the real work of PBL
        - May not understand fully what PBL is
- Articles on Board Docs give good education of PBL
    - Difference between projects and PBL
- How are projects the same every year when in PBL the teacher just provides the guide and the projects come from students
- History of PBL compiled because it was such an important part of reconfiguration
    - Bringing 4-6th grades together was supposed to improve education and to improve excitement of students
        - As reported by Bennett Principal, Gabriel Buono instruction has improved at Bennett
- Projects each year are more themes but not PBL but Bennett can find a way to set up driving question in the start of the year and work on it all year
    - Sense that there was not enough time to do large projects for each subject
        - Edutopia article gives resources of how CCLS aligns with PBL with specific guidance in Math and ELA
    - Need to find a way to set up projects with a proper essential question and find a way to bring collaborative learning and meet CCLS
        - Apple VP John Couch presentation at NYSSBA clarified that students want to be challenged and collaborate
        - Gap between where we are and where we could be
- History shows timeline of what we hoped to be doing
    - Requested quarterly reports to show progress in grade configuration

especially PBL and see PBL in action was Board goal for 2 years
    - Board will be visiting schools
- Teachers need additional guidance and confidence to design lessons in the context of CCLS
    - They are more concerned about delivering content on time so they and the school looks good
    - PBL is about making lessons meaningful by giving students agency and voice in coming up with problems that get to the essential skills of CCLS
        - Letting go of that control when need to be ready for the assessments
    - Real question is how to bring PBL to daily learning and students have voice to use critical skills
- Synopsis of minutes since 2011 shows where we are succeeding and where we have yet to achieve goals
    - Superintendent report in 2011:
        - Looking to create this 1 ½ hours everyday
        - Create curriculum that integrate arts and core curriculum
        - Teachers will collaborate with teachers of the arts
    - Need to review goals to see what has and has not been accomplished
- Can't give tools with limited Professional Development Days
    - Professional Learning Communities is one of the Superintendent goals this year and it allows for more PD time
        - Teachers working together, sharing resources, gives greater confidence and support for PBL
- Work toward getting PBL working especially in Bennett
- Board should take focus off CCLS, testing and APPR to reduce stress in teachers and students
    - PBL could change things for students
    - Focus on getting proper PD for teachers that also comes from principals
- Projects happening at Bennett are wonderful
    - Recognize the enormous amount of work that teachers and administrators put in to give the students the best experience they can
- The Board's concern is that this was a major part of reconfiguration in its' 3rd year
    - Possible to use PBL within CCLS
    - Assistant Superintendent for Curriculum & Instruction Marki Clair-O'Rourke to look into this for next year
        - Report back to the Board in the future

12. Policies

12.01 First Reading of Policy 1410 - Policy (proposed 8:40)

9:25

Policy Committee Co-Chair Gideon Moor explained:

- Discussed the creation of policies – proposed changes address the Board's desire to keep policies up to date
    - Superintendent role in bringing policies to committee that are out of date
    - Communication of policy was added

- Meeting is tomorrow

Discussion:

- Policy does not say that manual is on the website
- Put Policy manual on App
- Physical Policy books should be updated at each building

CHANGE: The Superintendent shall PRIOMPTLY inform the Board ~~IN~~ ~~A TIMELY FASHION~~ of all ~~is given the continuing commission of calling to the Board's attention all~~ policies that are out-of-date due to changes in the law or for other reasons appear to need revision.

201402 1410 By-Laws **SUBJECT: POLICY**

The Board of Education shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. The Superintendent shall act as an advisor to the Board in the adoption and approval of written Board policies. The Board shall seek input from the staff and community where appropriate. These guides for discretionary action shall constitute the policies governing the operation of the School System.

The formulation and adoption of these written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the School System. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board of Education shall exercise its control over the operation of the School System.

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two (2) separate meetings of the Board of Education (i.e., the "first reading" and the "second reading"). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the "second reading" and complete the adoption of the proposed policy at its "first reading."

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the District and shall be binding upon the members of the educational community in the District.

It shall be the Board's responsibility to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.

The Superintendent shall PRIOMPTLY inform the Board ~~IN~~ ~~A TIMELY FASHION~~ of all ~~is given the continuing commission of calling to the Board's attention all~~ policies that are out-of-date due to changes in the law or for other reasons appear to need revision.

Communication of Policy

The Board of Education Policy Manual is a public document containing decisions and guidelines that are important to the entire District and community. Staff and community members are encouraged to be familiar with the contents of the manual. To this end, copies of the manual will be available in each of the school buildings as well as in the Central Office. Additionally, information on new and updated policies will be sent to staff and to the media for public knowledge.

Updating of Policy

The Board shall evaluate the effect of its policies and the manner in which they have been implemented by the administration on a special basis. In such evaluation, the Board may call upon staff, students and community.

The Board directs the Superintendent to bring to its attention any policy areas in need of revision or new development.

At the last meeting of the Board of Education in July of each year, newly elected Board members will be given an updated policy manual prepared by the District Clerk. Other members of the Board of Education will be given updates from time to time.

Education Law Sections 1604(9) and 1709(1) and (2)

12.02 First Reading of Policy 7619 Use of Time Out Rooms (proposed 8:45) 9:30

Trustee Moor:

- Recommendations after review by attorneys and PPS Director Cindy Bishop

and Superintendent

Questions:

- Time limitations for the use of the time out room says BIP has to be updated after 1 incident - should this be more than one incident?
- Should the policy state that time out rooms are available for regular education students?

20140148 7619 Students SUBJECT: USE OF TIME OUT ROOMS

The Board of Education recognizes that a time out room may be an effective method of behavior intervention for some students. A time out room is an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his/her educational program.

The Board recognizes the use of time out rooms only in conjunction with aa therapeutic bBehavior Intervention management programPlan (BIP). A student who violates the disciplinary code and whose behavior managementprogramplan permits the use of such a room may be assigned time out by appropriate school staff, including but not limited to the school administration, or faculty and/or related service providers, as documented on the ("BIP") andIndividualized Education Program ("IEP").

Faculty and school administrators Staff who may be called upon to implement the use of the time out room will be trained annually on the use of the time out room and related behavior management intervention practices annually.

The amount of time a student will need to be in a time out room will vary with the student's age, individual needs and behavior management plan. To ensure a student's safety, staff will be assigned to monitor the time out room while in use. The monitor shall also record such data the District deems necessary to assess the effectiveness of the time out procedure.

Use of the time out room will be specified as an intervention on the student's BIP and IEP, with specific number of minutes permitted. The student, parents/guardians, and staff will meet to develop the BIP together, and will agree on use of the time out room as an intervention.

Parents or guardians will be informed by the Building Principal prior to the initiation of a behavior intervention program. All parents/guardians will be provided with a copy of the District's policy on time out rooms. Upon request, parents/guardians will be shown the physical space that is used for time out.

Except as provided pursuant to 8 New York Code of Rules and Regulations (NYCRR) Section 200.22(c) as referenced below, the School District shall not employ the use of time out rooms as a means of regulating student behavior.

Pursuant to Commissioner's Regulations, a time out room is defined "as an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his/her education program." If a time out room is to be used, it must be used in conjunction with a behavioral intervention plan (that is designed to teach and reinforce alternative appropriate behaviors) in which a student is removed to a supervised area in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The District has adopted and implemented the following policy and procedures governing school use of time out rooms as part of its behavior management approach consistent with Commissioner's Regulations, including the physical and monitoring requirements, parental rights and individualized education program (IEP) requirements for students with disabilities.

At a minimum, the use of time out rooms shall be governed by the following rules and standards:

a) The District prohibits placing a student in a locked room or space or in a room where the student cannot be continuously observed and supervised. The time out room shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out room. The staff must be able to see and hear the student at all times.

Under no circumstances shall a time out room in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

b) Factors which may precipitate the use of the time out room:
Imminent or significant behavior that is unsafe for that student or others.

c) Time limitations for the use of the time out room:

1. Time limitations will be documented on the student's BIP and IEP. Once a student is calm and in control, the student is given an opportunity to leave time out. One (1) incident of two (2) hour~~'s~~ duration in the time out room will result in calling the parent or caregiver and reviewing the options. This will also result in the need for an update to the BIP.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out room for a student with a disability, including the maximum amount of time a student will need to be in a time out room as a behavioral ~~consequence~~ intervention as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out room for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out room for the student. Whether the student requires a debriefing following the use of a time out room shall be left to the ~~taff s~~staff knowledgeable about the individual student and consistent with the student's ~~behavioral intervention plan~~BIP and IEP.~~and consistent with the student's behavioral intervention plan and IEP..~~

d) Staff training on the policies and procedures related to the use of time out rooms shall include, but not be limited to, the following measures:

1. The Director of Pupil Personnel Services in conjunction with the Building Principals shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Commissioner's Regulations relating to the use of time out rooms, including members of the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE).

2. The Therapeutic Crisis Intervention (TCI) training is provided for each staff member and updated once every school year, including procedures related to the use of time out rooms. Training on the Time Ou~~r~~t Policy is included in the TCI training. Debriefing is provided to staff and student after every use of the time out room.

e) Data collection to monitor the effectiveness of the use of time out rooms:

1. District schools shall establish and implement procedures to document the use of time out rooms, including information to monitor the effectiveness of the use of the time out room to decrease specified behaviors. Such data would be subject to review by the State Education Department (SED) upon request.

2. Such data collection should appropriately include, but is not limited to, the following information:

(a) The student's name and date of birth;

(b) A record for each student showing the date and time of each use of the time out room;

(c) A detailed account of the antecedent conditions/specific behavior that led to the use of the time out room;

(d) The amount of time that the student was in the time out room; and

(e) Information to monitor the effectiveness of the use of the time out room to decrease specified behaviors which resulted in the student being placed in the room.

f) Information to be provided to parents.

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out room for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out room and provide the parent with a copy of the school's policy on the use of time out rooms.

Additionally, parents should be notified if their child was placed in a time out room. Minimally, whenever a time out room is used as an emergency intervention pursuant to Commissioner's Regulations Section 200.22(d), the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible.

The parent is a member of the CSE and the use of a time out room must be included on the student's IEP. The parent receives prior notice as to the recommendations on a student's IEP and may request due process in the event the parent does not agree with the CSE recommendations.

Parent reports of alleged inappropriate interventions used in a time out room should be directed to school administrators.

Physical Space Used as a Time Out Room

The physical space used as a time out room must meet certain standards.

a) The room shall provide a means for continuous visual and auditory monitoring of the student.

b) The room shall be of adequate width, length and height to allow the student to move about and recline comfortably.

c) Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
d) The temperature of the room shall be within the normal comfort range and consistent with the rest of the building.
e) The room shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
Education Law Sections 207, 210, 305, 4401, 4402, 4403, and 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 19.5, 200.1, 200.4, 200.7, 200.22, and 201.2

12.03 First Reading of Policy 7644 Responding Strategies Therapeutic Restraint (proposed 8:50)

Trustee Moor:

~~2002~~2014 7644 Students SUBJECT: RESPONDING STRATEGIES: ~~THERAPEUTIC RESTRAINT~~ EMERGENCY INTERVENTIONS

Philosophy Statement

The Onteora Central School District supports a structured learning environment that promotes learning for all members of the school community, including students whose management needs severely impact their ability to learn. This environment is to promote the safety of all members of the school community: these students, their classmates, their teachers and their support personnel. Therefore, staff members share responsibility for the health and safety of all children in the school.

Responsible Personnel

The primary responsibility for providing ~~therapeutic restraint~~ emergency intervention is the child's teacher, supported by ~~aides~~ Teaching Assistants, Behavioral Intervention Assistant, Principal, psychologist, social worker and others who would naturally assist in school emergencies as part of the B~~b~~ehavior Intervention P~~p~~Plan. ~~Training shall be provided from time to time in appropriate intervention strategies and techniques in therapeutic restraint.~~ Only those individuals who are trained in the proper methods of ~~therapeutic restraint~~emergency intervention shall actually ~~perform~~ implement the emergency intervention~~therapeutic restraint~~. This training shall be provided annually by the District.

Students are not permitted to ~~restrain or to assist in the restraint of other students~~assist in emergency interventions.

Legal Foundation

Since many of our classes enroll students whose behavior requires intense monitoring and control, the issue of safety is an important one. As stated in ~~New York State Law~~ the Commissioner's Regulations (8 NYCRR Section~~9.5[c]1~~9.5[a][3]),~~:~~ ~~"~~reasonable physical force may be used in self-defense, to prevent physical injury to others, to prevent damage to property, or to restrain or remove a student whose behavior is disruptive to the orderly performance of the functions of the School District" For this reason, ~~physical~~ emergency intervention ~~or restraint~~ is considered appropriate within these guidelines.

~~All students who are anticipated as needing therapeutic restraint are required to have the development of a comprehensive Behavior Plan to be finalized at the Committee on Special Education or Child Study Team.~~ The Committee on Special Education shall consider the development of a Behavior Intervention Plan for certain students with a disability in accordance with the Commissioner's Regulations. ~~Therapeutic restraint~~ Emergency interventions may be considered as an appropriate intervention in a student's Behavior Intervention Plan, and must be documented on the student's IEP.

Following any incident involving ~~a therapeutic restraint~~an emergency intervention, the District ~~should~~ shall ensure that post-incident evaluation, debriefing and support are available to the student, staff members and others who may have been involved in the incident. Appropriate written documentation ~~should~~ shall be maintained.

~~Steps in Behavior Hierarchy~~ Emergency ~~Restraints~~Interventions

Emergency ~~restraints~~ interventions shall only be used in situations in which alternative methods and procedures not involving the use of physical force cannot be reasonably employed. Emergency ~~restraints~~ interventions shall never be used as a punishment, consequence or for classroom maintenance~~.~~ ~~Physical intervention or restraint~~Emergency interventions should always be the very last resort; it is not a requirement, but merely an option to be considered in extreme circumstances. For example, clearing the room of all other students may be an effective technique to protect other

students. A behavioral approach, that has been well thought out in advance, is always the first option as is a thorough knowledge of how your individual students will react (behavior plan). Clear classroom rules and preventative classroom structure ~~combined with the following interventions are recommended.~~ and procedures should be utilized.Ongoing ~~restraints~~ emergency interventions shall be reviewed by the building RTI committee and/or by the CSE.

~~a) Reinforcement systems such as reward charts, token economies, etc.~~
~~b) Verbal techniques such as frequent praise, reassurance, promoting, humor, distraction, one to one discussions, etc.~~
~~c) Non-verbal techniques such as planned ignoring, eye contact, close physical proximity, touch control, time out, etc.~~
~~**Training shall be provided from time to time in appropriate intervention strategies and techniques in therapeutic restraint.**~~ The District shall maintain the proper documentation of any emergency ~~restraints~~ interventions in accordance with the Commissioner's Regulations, including:

a. Name and date of birth of student;
b. Setting and location of incident;
c. Names of all staff or other persons involved;
d. Description of the incident and emergency intervention used, including duration;
e. A statement as to the status of a current behavior intervention plan; and
f. Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by the building Principal, District administration and, if necessary, by the school nurse or other medical personnel.

The Principal or his/her designee must notify the parent immediately of the use of the emergency ~~restraint~~intervention.

14. Independent Contract Retainers

14.01 Approve ICR for Lysa Ingalsbe Nutrition Program at Phoenicia (proposed 9:00)

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 Lysa Ingalsbe as a Nutritionist in Residence for the period beginning January 12, 2015 to January 23, 2015 at a rate of $75.00 per hour not to exceed $1,500.00 (including materials) at the Phoenicia Elementary School and authorizes the Superintendent to sign such an agreement.
Motioned: Trustee Osmond
Seconded: Trustee Schnell
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

14.02 Approve ICR for Lysa Ingalsbe Nutrition Program at Woodstock (proposed 9:05)

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 Lysa Ingalsbe as a Nutritionist in Residence for the period beginning February 9, 2015 to February 13, 2015 at a rate of $75.00 per hour not to exceed $1,500.00 at the Woodstock Elementary School and authorizes the Superintendent to sign such an agreement.
Motioned: Trustee Osmond
Seconded: Trustee Schnell
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

14.03 Approve ICR for T.O.O.L.S. for TCI Training (proposed 9:10)

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 T.O.O.L.S. Training Associates, LLC as a Therapeutic Crisis Intervention Trainer for the period beginning December 22, 2014 to June 30, 2015 at a rate of $800.00 per day not to exceed $3,200.00 and authorizes the Superintendent to sign such an agreement.
Motioned: Trustee Osmond
Seconded: Trustee Moor

- District does this every year – usually with an in-house staff member

Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

14.04 Approve ICR for Jill Ann Schwartz Dance Program at Woodstock (proposed 9:15)

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 Jill Ann Schwartz as a Teaching Artist (Dance Residency) for the period beginning March 1, 2015 to June 8, 2015 at a rate of $375.00 per day not to exceed $1,500.00 and authorizes the Superintendent to sign such an agreement.
Motioned: Trustee Moor
Seconded: Trustee Schnell

- What is the outcome of this – a dance recital?
- Is there a program similar to this in Phoenicia?

Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

15. Consent Agenda

15.01 Approve Consent Agenda (proposed 9:20)

Recommended Action: Approve consent agenda item numbers 15.02-15.11
9:45
Motioned: Trustee Davis
Seconded: Trustee McGillicuddy

- Removed items for more information 15.07 and 15.08

Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

15.02 Personnel Agenda

SALARY CHANGES: INSTRUCTIONAL The Superintendent of Schools hereby recommends the APPROVAL of the following SALARY CHANGE (INSTRUCTIONAL), as the result of EDUCATIONAL INCREMENT, effective September 1, 2014.

			Current			Additional		Received		
Name	Position	School	Step1	Credits1	Salary1	Credits2	Salary2	Step	Credits3	Salary3
Dominique Fields	ESL	District	1M	0	$61,264	18	$ 2,394.00	1M	18	$63,658.00

APPOINTMENTS: INSTRUCTIONAL
EXTRA DUTY STIPENDS 2014-15

NAME	POSITION	AMOUNT
Burkhardt, Patrick	Assistant Track Coach-Volunteer	Unpaid
Martin, Michelle	Belleayre Bash Advisor (split w/A. Russell)	$956.50
Martin, Michelle	Belleayre Bash Assistant Advisor (split w/A. Russell)	$319.00
Robertson, Jessica	6th Teaching Assignment-Math Reinforcement (Pro-rated 2/2/15-6/25/15)	$3,822.00
Russell, Amy	Belleayre Bash Advisor (split w/M. Martin)	$956.50
Russell, Amy	Belleayre Bash Assistant Advisor (split w/M. Martin)	$319.00

SUBSTITUTES

NAME	POSITION	AMOUNT
Alexander, Brittany	Home Tutor	$37.00/hr
Maisenhelder, Ariel	Certified Substitute Teacher	$95.00/day

LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
2756	12/15/14-01/15/15	Medical - Paid
1046	12/15/14-01/09/15	Medical - 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, #1/15, Confidential, as reviewed by Trustee Osmond

15.04 Accept Financial Report

Recommended Action: The Board of Education has reviewed and hereby accepts the Financial Report of November 2014

15.05 Warrant Schedule 4

Recommended Action: The Board of Education has reviewed and hereby accepts Warrant Schedule 4

15.06 Approve Donation

Recommended Action: The Superintendent recommends acceptance of a grant donation totaling $989.75 CASH, from The Greenway Heritage Conservancy HRV, Inc “Teaching the Hudson Valley” to support the Onteora Middle School Field Trip to Clearmont State Historic Site.

The Superintendent recommends approval to increase the 2014-2015 Budget per the following donations:

Greenway Heritage Conservancy HRV, Inc.

A2110.431.02 Supplemental $989.75

15.07 Approve Volunteer

~~*Recommended Action:* The Board of Education hereby approve the following volunteer for the Woodstock School: David Sorbellini~~

15.08 Settlement of Impartial Hearing

~~*Recommended Action:* WHEREAS, the parents of Student No. 1132015 have requested an impartial due process hearing with regard to Student No. 1132015 special education services; and~~

~~WHEREAS, the parents and the District are desirous of settling all claims;~~

~~NOW, THEREFORE, BE IT RESOLVED, that all claims for tuition, tutoring, services, evaluations, compensatory education, attorney or expert fees, or damages for the 2014-2015 and 2016-2016 school years be resolved by payment in accordance with the terms and conditions of a Stipulation of Settlement to be entered into between the Board and the parent(s), a copy of which will be placed on file with the District Clerk upon execution by the parties; and~~

~~BE IT FURTHER RESOLVED, that the Superintendent of Schools be authorized to execute all documents in furtherance of this resolution.~~

15.09 Surplus Books

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 items on the attached list as surplus and authorizes the sale and/or disposal of these items.

15.10 Surplus Electronics

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 on the attached list as surplus and authorizes the recycling and/or disposal of these items.

15.11 Approve Grant Contract

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the contract between Onteora Central School District and Community Foundations of the Hudson Valley to accept the Field Trip Fund Grant for the Bennett Elementary School in the amount of $2,000.00 for the 2014-2015 school year and authorizes the Superintendent to sign such an agreement.

16. Board Committees Report - 5 min each

16.01 Audit Committee Trustee Davis to report. Next Meeting is at Central Administration 4:30 on 2/9/15 (proposed 9:25)

9:50

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 2/2/15

Report covered in discussion on playgrounds Bulk of meeting was playgrounds

16.03 Policy Committee - Trustee Moor to report. Next meeting is at Central Administration 4:30 on 1/14/15

Committee has not met since the last Board meeting

- Will be discussing the policy questions from tonight
- Will address Health and Wellness Policy
    - Health & Wellness Committee reviewed the policy and made some changes and the Sherry Runk from BOCES wanted to use different template to update policy
    - Requirements and regulations change frequently so need to stay up to date

16.04 Health and Wellness Committee Trustee Davis to report. Next meeting is 2:45 in the MS/HS Room 207 on 1/15/15

Committee has not met since the last Board meeting

Trustee Davis will address policy with committee

16.05 Ad Hoc Committee: Primary School. Next meeting is at Woodstock at 5pm on 2/26/15

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

- Committee has not met since the last Board meeting
- Sub-committees are meeting independently in January
- Check if location is Woodstock or Phoenicia
- Trustee Schnell will serve on this committee and Health and Wellness Committees

16.06 Ad Hoc Committee: Communications Trustee Osmond to Report. Next meeting is 8:45 am 1/15/15

Committee has not met since the last Board meeting

16.07 Update of the Task Force on Testing Reduction. Next meeting is at Central Administration at 6:00 on 1/15/15

Trustee McGillicuddy reported:

- Met in December and meeting this Thursday
    - On agenda: attorneys opinions on opting-out
    - Create FAQ for school community
- Next meeting is 2/3/15
- Meetings are scheduled with a plan to come to the 3/10/15 BOE meeting with a recommendation

Trustee Kurnit and Trustee Fletcher to attend 2020 Group Meeting Thursday from 4-5:30 pm

- Next steps after reconvening for regional transportation and later start times
    - Bring Districts together to discuss these issues at county level

17. Old Business

17.01 The Board will discuss Old Business (proposed 9:40)

10:00

Discuss District Core Values at the next meeting

18. New Business

18.01 The Board will discuss New Business (proposed 9:45)

- In Policy 5660 School Food Service Program under "Restriction of sweetened foods " reads, "only whole foods and naturally sweetened food will be served."
  - The District adheres to this policy by making every attempt to serve whole foods without budgetary restraint
- HW committee should discuss the sale of beverages in plastic bottles
- Have an update from the Superintendent on progress of Superintendent goals
- Board to look at own goals at meeting after that

19. Request For Information

19.01 The Board will request information (proposed 9:50)

- Check with other Districts for amount of Director of Technology (From Budget)
- What is the outcome of the Woodstock a dance program (From ICR)
  - Is there a program similar to this in Phoenicia

Trustee McGillicuddy asked:

- How much Project Based Learning professional development occurred and how and many teachers were involved
- At Bennett school what is the amount of time spent on Social Studies and Science in student schedules?

Trustee Kurnit asked:

- Update on how Professional Learning Communities is progressing
  - answer under Superintendent goals progress next meeting
- Update on National School Climate Center
  - Where are we with that and what is being followed through on?

Trustee Fletcher asked:

- Discussion about wind chill – New Paltz has regulation that govern closing of school
  - Do we and should we have any guidance for wind chill regulation?
- Has Superintendent reached out to Paul Jenkins from Glenns Falls to have team come to speak to Onteora about their success with later start times?
- Where are we with getting a sleep specialist in from institution/university?
- Do the grades 5-6 grades have an essential question in their PBL and what is it?
  - Heard about the theme, not the essential/driving program
- Update on Vision 21 program
- How will we address how we allocate funds for school lunch program?
  - Asked to review how District allocates the funds

Trustee Schnell asked:

- What do administrators and teachers feel that they need to be successful for PBL?
- What was the discretionary spending for the arts Phoenicia and Woodstock this year and compare to last school year?

20. Public Comment

20.01 The public will comment on any agenda or non-agenda item. Please limit comments to 3 minutes (proposed 9:55 duration 10 min or more)
10:15
No comment was made

21. Adjournment

21.01 Adjourn Meeting (proposed 10:05). Next meeting is Tuesday, January 27, 2015 at 6pm in the Woodstock School
Recommended Action: The meeting is adjourned at 10:15
Motioned: Trustee Osmond
Seconded: Trustee Kurnit
Result: Unanimous
Yea: Trustee Fletcher, Trustee Kurnit, Trustee Osmond, Trustee McGillicuddy, Trustee Moor, Trustee Davis, Trustee Schnell

Minutes Recorded By:
Fern Amster

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