ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

REGULAR MEETING
MINUTES 6:00 p.m.
THURSDAY, FEBRUARY 20, 2014
(Rescheduled from February 18, 2014
Bennett School

1. Opening Items

1.01 Call to Order 6:00 (6:07)
1.02 Tobacco Policy Statement
1.03 Pledge of Allegiance
1.04 Roll Call:
Present: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

2. Executive Session

2.01 Enter executive session (proposed 6:00 duration 45 min) (6:12)
Recommended Action: Motion to enter into executive session to discuss the negotiations for OAA and ONTEA
Motioned: Trustee Hickey
Seconded: Trustee Fletcher
Result: Unanimous
Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

2.02 Exit Executive Session and Return to Public Session (proposed 6:45pm) (7:02)
Recommended Action: Motion to exit executive session and return to public session
Motioned: Trustee Kurnit
Seconded: Trustee Hickey
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

3. Public Hearing (7:03)

3.01 The Board President will open the Public Hearing on the Resolution below (proposed 7:00 duration 10 minutes or more)

WHEREAS, Section 458-a of the Real Property Tax Law has been amended by Chapter 518 of the Laws of the State of New York to permit school districts the authority to grant partial real property tax exemptions to eligible veterans ("Alternative Veterans' Exemption"); and

WHEREAS, after publication of legal notice, the Board of Education has held a public hearing for the purpose of considering the Alternative Veterans' Exemption pursuant to Section 458-a of the New York Real Property Tax Law;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Onteora Central School District does hereby establish and grant the Alternative Veterans' Exemption from real property taxes for qualifying residential real property owned by veterans, their spouses, and the un-remarried surviving spouses of veterans as follows:

(1) an exemption equal to fifteen percent (15%) of the assessed value of such property, provided, however, that such exemption may not exceed the lesser of: (a) twelve thousand dollars ($12,000.00) or (b) the product of twelve thousand dollars ($12,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated;

(2) in the event the veteran served in a combat theatre or combat zone of operations, an additional exemption equal to ten percent (10%) of the assessed value of such property, provided however that such additional exemption may not exceed the lesser of: (a) eight thousand dollars ($8,000.00) or (b) the product of eight thousand dollars ($8,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated;

(3) in the event the veteran received a compensation rating from the United States veteran's administration or from the United States department of defense because of a service connected disability, an additional exemption equal to the product of the assessed value of such property multiplied by fifty percent (50%) of the veteran's disability rating, provided, however, that such exemption shall not exceed the lesser of: (a) forty thousand dollars ($40,000.00) or (b) the product of forty thousand dollars ($40,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated; and

BE IT FURTHER RESOLVED that this resolution shall be effective as of March 1, 2014, and shall apply to all real property taxes levied by the Onteora Central School District based on assessment rolls prepared after such date; and

BE IT FURTHER RESOLVED, that a copy of this resolution shall be submitted to each assessor responsible for preparing the assessment roll listing all real property situated within the Onteora Central School District.

The following people testified in favor:
Steve Massey
Roy Cutino
Joe Stein
Anthony Alhmia
Purdy Halstead
Vin Bernstein
Kevin Ryan

3.02 The Board President will close the Public Hearing (7:20)

4. Acceptance of Minutes

4.01 Acceptance of Minutes (proposed 7:10) (7:20)

Recommended Action: The Board of Education hereby accepts the minutes of the 2/4/14 BOE meeting
Motioned: Trustee Osmond
Seconded: Trustee Kurnit
Result: Unanimous
Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

5. Welcome

Principal is not available to welcome the Board

6. Board District News

6.01 The Board will announce District news (proposed 7:15)

Trustee McGillicuddy reported that she, Trustee Kurnit and Trustee Osmond are attending The Capital Conference in March

- Meet with Legislators to let them know what we want them to do for public schools
- Will report back to Board

Trustee Osmond reported receiving several inquiries from parents about how the snow days will effect Spring Break

- Could be communicated more broadly – put on front page of website and Facebook

7. Superintendent District News

7.01 The Superintendent will announce District news (proposed 7:30) 7:25

Assistant Superintendent for Curriculum & Instruction Marki Clair-O'Rourke reported on the first Primary School Planning Committee meeting:

- Larger committee than anticipated – 29 members
  - 19 attended meeting
- Kicked off with getting to know one another, setting context of work exploring a cloud based bookmarking site
  - MS/HS Media Specialist Amy Weiss led everyone through the site
    - had populated the site with research
    - Everyone felt comfortable using the tool
- Started conversation about priority discussions for school year
  - Next meeting will finalize priority items for this school year

7.02 Discuss Preliminary 2014-2015 Budget (proposed 7:35 duration 15 min)

Current Draft Budget Status

- BOCES:
  - Initial Service Request is completed for next year
  - The 2013-2014 budget for BOCES is $3,102,658
  - The 2014-2015 budget is currently $3,235,518
    - still subject to change through annual reviews
- Health Insurance
  - Rates are not yet been finalized
    - Increase of 3% has been projected
    - Final rates should be received by the end of February
- State Aid Status
  - Reduction in State Aid for Onteora of (-$35,613)
  - Final will be determined with the adoption of the NYS Budget.
- Additional 0.6 FTE ESL teacher in budget
  - Eliminated in the BOCES Initial Service Request
- Current 14-15 Draft Budget is $52,425,056
  - Initial budget Increase of $815,617 or 1.58%
  - Will continue to change
  - Still cutting non-instructional
- Current Draft Levy Increase $846,535
  - Allowable levy increase limit 1.7%
  - With carryover from 13-14 will be 3.30%
  - With capital exclusions = 3.77%
- The Facilities Committee will be recommending a capital project be presented to the voters in May
  - will utilize the full amount currently in the Capital Reserve which is already voter approved

Discussion

- Co-ser is a shared service by more than 1 District
  - Cost is shared and aid-able
- Primary committee may not be able to come forward with recommendations in

time for planning the 14-15 budget
    - encouraged Board members to bring forward expectations/suggestions for staffing
    - Look at places over-staffed or under-staffed
- Try to avoid second guessing budget
    - Leeway in budget now, so try to address any issues early
- Information requested regarding the librarian that travels between the two K-3 schools and how the program runs
    - Maybe have someone on a part time basis
    - How are libraries being run primary schools vs. intermediate/secondary schools?
        - Are there things going on in the secondary library that should be covered during the primary years?
- How are aspects of reconfiguration working out?
    - Music, library and art staff, assumption is that there are no changes recommended
- How will the ESL hiring impact the District?
    - Drop BOCES service that is shared with 1 other District
    - Not sure what that will mean for staffing
    - Should request Board consensus to hire an ESL teacher that is fluent in Spanish should be a Board consensus
        - needs to communicate not only with children, but with families
        - Want to encourage parents to be more a part of the school community
- Receiving $35,000 less in State Aid, which shifts more burden on the tax payers
- Any levy District puts forth that is 3.77% or lower needs 51% of vote

8. Student Representative Report

8.01 Student Representative, Sarah Melvin, will report to the Board (proposed 7:50)

Student Representative is not present to give a report

9. Acknowledge Public Be Heard Comments

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

Trustee McGillicuddy acknowledged the letter from the Commander of the Legion

10. Public/Student Comment 8:00

10.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes (proposed 7:55 duration 10 min or more)

No students or public spoke

11. Policies Under Consideration (20 min)

11.01 First Reading of Policy 7240 Student Records: Access and Challenge (proposed 8:05)

8:02

- This policy came from the District attorney
- How does this policy address in-Bloom
    - Can't make a policy for in-Bloom because it will be mandatory
        - Is a moratorium on in-Bloom right now

2014~~2012~~ 7240 Students
SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records
The School District shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under its provisions, "parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all educational records maintained by the School District."

Access to Student Records
The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students and former students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to insure the confidentiality of such records with respect to third parties.

Under FERPA, unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:
a) Identifies and authenticates a particular person as the source of the electronic consent; and
b) Indicates such person's approval of the information contained in the electronic consent.

Health and Safety Emergency Exception
School districts must balance the need to protect students' personally identifiable information with the need to address issues of school safety and emergency preparedness. Under FERPA, if an educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records, without consent, to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals during the period of the health or safety emergency.

School districts may release information from records to appropriate parties including, but not limited to, parents, law enforcement officials and medical personnel. A school district's determination that there is an articulable and significant threat to the health or safety of a student or other individuals shall be based upon a totality of the circumstances, including the information available, at the time the determination is made. The school district must record the articulable and significant threat that formed the basis for the disclosure and maintain this record for as long as the student's education records are maintained.

Disclosures to Parents of Eligible Students
Even after a student has become an "eligible student" under FERPA (which is defined as a student who is eighteen [18] years of age or older or who is attending an institution of post-secondary education) an educational agency or institution may disclosure education records to an eligible student's parents without the student's consent:

a) If the student is claimed as a dependent for Federal income tax purposes by either parent;
b) In connection with a health or safety emergency;
c) If the disclosure falls within any other exception to the consent requirements under FERPA or its Regulations, such as the disclosure of directory information or in compliance with a court order or lawfully issued subpoena.

Challenge to Student Records
Parents/guardians of a student under the age of eighteen (18), or **an eligible student,** ~~a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education~~, shall have an opportunity for a hearing to challenge the content of the school records, **which they believe to be**~~, to ensure that the records are not~~ inaccurate, misleading, or otherwise in violation of the privacy or other rights of students**.** ~~,~~ **However, parents/guardians or an eligible student do not have the right to correct, delete or expunge grades, an individual's opinion or other substantive decisions of the District that appear in a student's record.**

After the hearing, the District shall determine whether ~~and to provide an opportunity for the~~ correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data **is necessary** ~~contained therein~~.

Education Records
The term "education records" is defined as all records, files, documents and other materials containing information directly related to a student; and maintained by the education agency or institution, or by a person acting for such agency or institution (34 Code of Federal Regulations (CFR) Section 99.3). This includes all records regardless of

medium, including, but not limited to, handwriting, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche.

In addition, for students who attend a public school district, all records pertaining to services provide under the Individuals with Disabilities Education Act (IDEA) are considered "education records" under FERPA. As such, they are subject to the confidentiality provisions of both Acts.

Personal notes made by teachers or other staff, on the other hand, are not considered education records if they are:
a) Kept in the sole possession of the maker;
b) Not accessible or revealed to any other person except a temporary substitute; and
c) Use only as a memory aid.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Release of Information
Among other exemptions in accordance with law and regulation, the District may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of IDEA, to another school or postsecondary institution at which the student seeks or intends to enroll. Parental consent is not required for transferring education records; however, the student's annual FERPA notification indicates that such disclosures have been made, unless expressly prohibited by law or regulation. In the absence of information about disclosures in the annual FERPA notification, school officials must make a reasonable attempt to notify the parent about the disclosure, unless the parent initiated the disclosure. Additionally, upon request, schools must provide a copy of the information disclosed and an opportunity for a hearing.

The District may also disclose any and all educational records to other school officials within the district who have been determined to have legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person who has a legitimate education interest in a student record who is employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a member of the Board of Education; a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official performing his or her tasks.

Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) Section 1232(g)
34 Code of Federal Regulations (CFR) Part 99
NOTE: Refer also to Policy #7643 -- Transfer Students with Disabilities

11.02 First Reading of Policy 1310 Powers and Duties of the Board

8:05

- Policy language needed to be updated
- Policy deals with touring the buildings, next policy on this agenda conflicts with this one
    - might be good to have committee tour the building since it is difficult to schedule
    - also a committee might be able to tour the building while school is in session
    - Chair of the Facilities Committee feels that is a reasonable responsibility
        - Would need to ask the committee
    - Try to make the language indicate that it can be either the full Board or can be delegated to a committee
        - need to ensure that it is a Board committee
    - Send back to policy committee to review and change

~~2011~~2014 1310 By-Laws

SUBJECT: POWERS AND DUTIES OF THE BOARD

The Board of Education shall have powers and duties as set forth in New York State Education Law, principally Articles 35 and 37, and other applicable Federal and State laws and regulations. In general, the Board shall have in all respects the superintendence, management and control of the educational affairs of the District and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of New York State and the Commissioner of Education.

Duties and responsibilities of the Board of Education include, but are not limited to, the following:

a) Perform all duties and exercise all powers granted to it by the rules of the Board of Regents and the regulations of the Commissioner of Education.

b) Prescribe regulations and by-laws necessary to the effective conduct of all proceedings which include general management, operation, control and discipline of the schools, and all other educational, social or recreational activities and other interests under its charge or direction.

c) Establish and maintain such free schools for children and adults as such board shall deem necessary to meet the demands of the ~~city~~District.

d) May maintain public libraries, and shall establish and equip such playgrounds and recreation centers as they deem proper.

e) Authorize the general courses of study which shall be given in the schools and shall approve the content of such courses before they become operative.

f) Determine where each pupil will attend, determine textbooks to be used, and regulate the admission and grade placement of pupils.

g) Create, maintain or abolish such positions and divisions as in its judgment may be necessary for the proper and efficient administration and management of its schools.

h) Prescribe rules and regulations for the care, control and safekeeping of all school property.

i) Provide all equipment, books, furniture, and supplies for the proper and efficient management of all schools.

j) In its discretion, conduct, authorize and maintain such extra classroom activities, including the operation of cafeterias for pupils and teachers, as the Board from time to time shall deem proper. Prescribe rules and regulations to govern moneys received or derived from carrying on extra classroom activities.

k) Provide transportation, home teaching or special classes for students with disabilities and delinquent children in accordance with law and regulation, irrespective of the school they legally attend.

l) Call special elections of the qualified voters of the District when deemed necessary and shall give notice of special or annual elections to such voter.

m) Appoint a School District Clerk who shall also be clerk of the Board of Education, and a School District Treasurer. ~~No city officer shall be appointed to any such office, unless the common council of the city shall give its consent in writing.~~

~~n) Have the power to contract with the city~~local muncipalities~~, subject to the approval of the Commissioner of Education, in all cases where such contract might affect the educational program, in the use of agencies, employees and facilities of the city~~District~~. However, no agreement shall be made for a period of longer than five (5) years.~~

~~O~~ n) Visit the physical plant once a year and report at the next regular meeting of the Board of Education on the conditions thereof.

~~p~~o) Visit each school in session and report at the next regular meeting of the Board of Education on the educational program.

Education Law Sections 1604, 1709 and 1804
NOTE:Refer also to Policy #6540 Defense and Indemnification of Board Members and

11.03 For Board Discussion - 2210 Committees of the Board 8:13

~~2011~~ 2014 2210 Internal Operations

SUBJECT: COMMITTEES OF THE BOARD

The Board may at its discretion establish committees for the purpose of undertaking a specific task in connection with Board activity. These committees, however, cannot make legal decisions for the entire Board.

At the request of the Board, the President shall appoint temporary committees consisting of less than a quorum of the full membership for special purposes. These committees shall be discharged on the completion of their assignment. The President of the Board shall be an ex-officio member of such committees.

The Board of Education recognizes that it may be necessary from time to time to authorize advisory committees for the purpose of enlisting opinions and counsel of the general public. Such committees shall be appointed by the Board of Education. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

Visitation Committees

The Board of Education shall appoint one (1) or more committees to visit every school or department at least once annually and report on their conditions at the next regular meeting of the Board.

Education Law Section 1708

12.01 Mid Year Update of Board Goals (proposed 8:25 duration 30 min) 8:14
Postponed until next meeting

Board Goals for 2013-2014 School Year

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

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

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

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

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

Action Items
1. Identify stakeholders to improve relations with and engagement in our local public schools (including, but not limited to: school-based parent groups, families where English is a second language, town boards, senior citizens, media, businesses).
2. Foster a climate for all district professionals to promote a positive environment for staff and for the educational experience of our Students.

3. Explore multiple uses of our facilities for our Community (for example, reference the national Community Schools movement).
4. Promote health and wellness in our school district.
5. Reduce bullying in all its forms through education and example.
6. Advocate for later start time opportunities for secondary students through Ulster BOCES.
7. Advocate through the UCSBA Legislative Action Committee and NYSSBA

IV. Budget & Finance

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

Action Items

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

V. Board Development

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

Action Items

1. Encourage attendance at district, county, region, state and national meetings, conferences and webinars, such as New York State School Boards Association annual convention, and the annual Rural Schools Conference. Endeavor to ensure that each Trustee attends at least one conference per year.

Update and refresh Trustee and residents' education on Board process and District governance through "short courses" or FAQs to be offered during workshop meetings (e.g. The Board's role in the educational process or District management and administration, Robert's Rules of Order, or the ins and outs of the District's budgeting process).
3. Host annual Board of Education retreats with Superintendent and an approved facilitator as needed.
4. All new Trustees to be appointed a Mentor Trustee, to receive information packet and to attend an orientation meeting with Superintendent, Board President and Mentor Trustee.
5. The Board will explore and/or implement a means by which the Board can improve its practices and processes.

12.02 Facilities Committee and Capital Projects (proposed 8:55 duration 15 min)

8:15

- Governor wants to help fund bio-mass projects with $800 million, but it is unclear as to when that will be structured
  - Most expensive project is the MS/HS conversion from steam to hot water
    - Piping is rotting away and leaking
    - All ventilators need to be replaced
  - Unfortunate timing - need to do these projects quickly
- Due to State aid can do $7 million worth of work for $5 million
- Main item in the EPC is a building management system to reduce energy usage
- At The Capital Conference in March, we will be able to ask legislators about bio-mass

- District is in a good place for a pilot program, since we have done all the research and are ready to move forward
- Maybe the Governor would fast track our project
- Send letters to the Governor, Assemblyman, Senator and request that we be a Pilot school

- Thank you to Trustee Kurnit, Director of Facilities Jared Mance, Assistant Superintendent for Business Victoria McLaren and Facilities committee
- Clarify that work designated as a high priority is work that can be brought to the Board at any time as money is in the budget
  - Any capital project needs to be approved by the voters, whether is the proposed budget or using the Capital Reserve
- Vote can take place at another time if we are not ready by April

12.03 Discuss a resolution in support of full elimination of the GEA to send to the State Legislature (proposed 9:10 duration 10 min)

8:43

Trustee McGillicuddy asked for feedback from Board members to send a resolution about the GEA

- Rural Schools Association asked school districts to pass this resolution
- We are at the 2008 level, and State has not changed our amount
  - Lost 37.5% of funding
  - Passed onto tax payers

13. **5 Minute Break

13.01 The Board will break for 5 minutes (proposed 9:20)

The Board did not take a break

14. Discussion and Possible Action (20 min)

14.01 Second Reading and Adoption of Policy 7613 The Role of the Board of Education in Implementing a Student's Individualized Education Program (proposed 9:25)

Recommended Action: ~~The Board of Education hereby adopts Policy 7613 as written.~~

Motion to postpone all second readings to next agenda
Motioned: Trustee Kurnit
Seconded: Trustee Hickey
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

2~~008~~2014 7613 Students **SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM**

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

Committee on Special Education

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

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

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

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

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

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

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

Committee on Preschool Special Education

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

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

Subcommittee on Special Education

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

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

a) When a student is considered for initial placement in a special class; or

b) When a student is considered for initial placement in a special class outside of the student's school of attendance; or

c) When a student is considered for placements in a school primarily serving students with disabilities or a school outside the District.

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

Education Law Sections 4402 and 4410 8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(d)(l), 200.4(c), 200.4(d), 200.5 and 200. 16(e)

NOTE: Refer also to Policies #7631 -- Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education Members
#7632 -- Appointment and Training of Committee on Preschool

Special Education (CPSE) Members

14.02 Second Reading and Adoption of Policy 7632 Appointment And Training Of Committee On Preschool Special Education (CPSE) Members

Recommended Action: The Board of Education hereby adopts Policy 7632 as written.

2~~008~~2014 7632 Students

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

Committee on Preschool Special Education (CPSE) Membership

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

a) The parent(s) of the preschool child. To ensure that one (1) or both parents are present at each CPSE meeting, the District and the parent(s) may agree to use alternative means of participation such as video conferences or conference phone calls;

b) Not less than one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);

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

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

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

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

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

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

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

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

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

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

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

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

Training

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

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

Alternative Means of Meeting

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

Individuals with Disabilities Education Act (IDEA) 20 United States Code (USC) Section 1400 et seq.
34 Code of Federal Regulations (CFR) Part 300
Education Law Section 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(3) and 200.3
NOTE: Refer also to Policies #7613 -- The Role of the Board in Implementing a Student's Individualized Education Program
#7614 -- Preschool Special Education Program
#7631 -- Committee on Special Education/Subcommittee on Special Education Members

14.03 Second Reading and Adoption of Policy 7616 Prereferral Intervention Strategies In General Education (Prior To A Referral For Special Education)

Recommended Action: The Board of Education hereby adopts Policy 7616 as written.

2~~0082~~014 7616 Students **SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION (PRIOR TO A REFERRAL FOR SPECIAL EDUCATION)**

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

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

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

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

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

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

However, should a referral be made to the CSE during the course of implementing prereferral/~~intervention instructional support services~~RTI/DS, the CSE is obligated in accordance with law to continue its duties and

functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an individualized education program, if applicable.

~~**Educational Related Support Services**~~

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

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

Section 504 of the Rehabilitation Act of 1973

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

Academic Intervention Services

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

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

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

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

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

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.
Education Law Sections 3602(32), 4401 and 4401-a
8 New York Code of Rules and Regulations (NYCRR) Sections 100.l(g), 100.l(p), 100.1(r), 100.1(s), 100.l(t), 100.2(v), 100.2(dd)(4), 100.2(ee), 200.2(b)(7), 200.4(a)(2), 200.4(a)(9); 200.4(c) and Part 154
NOTE: Refer also to Policy #7618 -- Response to Intervention (RTI) Pr

14.04 Veterans Tax Exemption

Recommended Action: BE IT RESOLVED by the Board of Education of the Onteora Central School District ("District") as follows

WHEREAS, Section 458-a of the Real Property Tax Law has been amended by Chapter 518 of the Laws of the State of New York to permit school districts the authority to grant partial real property tax exemptions to eligible veterans ("Alternative Veterans' Exemption"); and

WHEREAS, after publication of legal notice, the Board of Education has held a public hearing for the purpose of considering the Alternative Veterans' Exemption pursuant to Section 458-a of the New York Real Property Tax Law;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Onteora Central School District does hereby establish and grant the Alternative Veterans' Exemption from real property taxes for qualifying residential real property owned by veterans, their spouses, and the un-remarried surviving spouses of veterans as follows:

(1) an exemption equal to fifteen percent (15%) of the assessed value of such property, provided, however, that such exemption may not exceed the lesser of: (a) twelve thousand dollars ($12,000.00) or (b) the

product of twelve thousand dollars ($12,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated;

(2) in the event the veteran served in a combat theatre or combat zone of operations, an additional exemption equal to ten percent (10%) of the assessed value of such property, provided however that such additional exemption may not exceed the lesser of: (a) eight thousand dollars ($8,000.00) or (b) the product of eight thousand dollars ($8,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated;

(3) in the event the veteran received a compensation rating from the United States veteran's administration or from the United States department of defense because of a service connected disability, an additional exemption equal to the product of the assessed value of such property multiplied by fifty percent (50%) of the veteran's disability rating, provided, however, that such exemption shall not exceed the lesser of: (a) forty thousand dollars ($40,000.00) or (b) the product of forty thousand dollars ($40,000.00) multiplied by the latest state equalization rate for the assessing unit where such property is situated; and

BE IT FURTHER RESOLVED that this resolution shall be effective as of March 1, 2014, and shall apply to all real property taxes levied by the Onteora Central School District based on assessment rolls prepared after such date; and

BE IT FURTHER RESOLVED, that a copy of this resolution shall be submitted to each assessor responsible for preparing the assessment roll listing all real property situated within the Onteora Central School District.

Motioned: Trustee Hickey
Seconded: Trustee Kurnit

Discussion:

- Impact is $5 per $100,000 of home value for non-wartime veteran taxpayers
    - .43% on tax rate for taxpayers at the minimum level
        - Veterans receive up to 3 exemptions each
    - Will take approximately $171,000 out of levy to be re-distributed
- Star rebate – District pays through the State, here the taxpayers will pay the difference directly
- Want to help the veterans but the speed of this has caught the District by surprise
    - Frustrating that the Governor is shifting the burden to other tax payers
- Kingston, Highland and Wallkill school districts are not considering it for this year
- Do other taxpayers understand the impact of this?
    - NYSSBA information- Governor and Legislators left decision to school boards
        - Ask community members prior to enacting
        - Adequately publicize hearing, then publish results and do straw poll on ballot, results published in newsletter
        - NYSSBA opposes it – other bills have been brought forth for fire fighters, etc.
            - Veterans are a deserving group, but hardship for others – keep taxes low to attract businesses in NY
            - State should have paid for it

Views of Board Members:

- In our District, it is a tiny percentage
    - Can't enact the maximums, so support this and do it tonight
- Concerning that we are holding our public hearing on an evening when it was publicized on 24 or 48 notice without some Board members and Superintendent
    - Are we really doing due diligence to all of our tax payers by holding a hearing on an unscheduled night without a full Board?
    - Governor has put school boards in a very bad position

- not giving them enough time to comprehend enough information
- feel pressured into making a decision too quickly

- Follow NYSSBA's recommendations and do due diligence
  - follow what the community wants
  - uncomfortable in having to vote on this tonight
  - enormous rush – uncomfortable to do without knowing how community feels
  - Consider the straw poll, speak to neighbors, find out what community wants
  - We want to be very supportive but whatever we do has ramifications and we want to get it right
  - Rather not vote on tonight
- All good points
  - Haven't seen other Boards make a decision on this
  - Want to support our residents that are veterans
  - Is a small percentage but the State is shifting this onto local School Boards
  - Very difficult decision
  - State School Board association does recommend holding one or more hearings in order to hear from our district residents
  - would like to have input from our other two board members who aren't here
- Elected to serve these positions and try to make the best decisions we can depending as volunteers
  - it's not going to go away, the Governor is not going to change his tact
  - we need to move ahead and do what's right

Result: Failed
Roll Call Vote:
Trustee Hickey: yes
Trustee Fletcher: no
Trustee McGillicuddy: yes
Trustee Osmond: abstain
Trustee Kurnit: yes

14.05 Inter School Transfer

Recommended Action: The Board of Education hereby approves the Inter-School Transfer from Woodstock to Phoenicia

Item was skipped

Motioned:
Seconded:
Result:
Yea:
Not Present:

15. Consent Agenda

15.01 Approve Consent Agenda (proposed 9:45)

Recommended Action: Approve consent agenda item numbers 15.02-15.03
Motioned: Trustee Osmond:
Seconded: Trustee Kurnit
Result: Passed
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

15.02 Personnel Agenda

APPOINTMENTS: INSTRUCTIONAL
RESIGNATIONS

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
Laks, David	Music Teacher/Bennett	6/30/2014	Retirement

EXTRA DUTY STIPENDS 2013-14

NAME	POSITION	AMOUNT
Kocher, Michael	Sixth Teaching Assignment (AIS Math, Pro-rated 2/6-6/30/14)	$3,688.91
Burkhardt, Patrick	Track - Spring - Assistant Coach	$3,250.00
	1st Longevity	$155.00
Chartrand, Louis	Track - Spring - Head Coach (Girls)	$4,803.00
	1st Longevity	$155.00
	2nd Longevity	$207.00
	3rd Longevity	$311.00
Fein, Peter	Tennis - Varsity - Head Coach (Boys)	$2,651.00
	1st Longevity	$155.00
	2nd Longevity	$207.00
	3rd Longevity	$311.00
Groeters, Michael	Track - Modified - Head Coach	$2,316.00
Harder, William	Baseball - JV - Head Coach	$2,968.00
Kocher, Michael	Baseball - Varsity - Head Coach	$3,955.00
	1st Longevity	$155.00
Motzkin, Barry	Baseball - Varsity (Unpaid)	$0.00
Petruzzelli, Matthew	Track - Modified - Head Coach	$2,316.00
Rushford, Michael	Track - Spring - Head Coach (Boys)	$4,803.00
Thomas, Doris	Softball - Varsity - Head Coach	$3,955.00
	1st Longevity	$155.00
Wise, Betsy	Track - Spring - Assistant Coach	$3,250.00

APPOINTMENTS: NON INSTRUCTIONAL
LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
1858	11/22/13-1/26/14*	Medical - Paid

*finalization of leave

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

NAME	POSITION	PROBATIONARY DATE	PERMANENT DATE	SALARY/STEP
Davis, Sally	Cook/Bennett	9/3/13	3/3/14	Step 11

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

Recommended Action: The Board hereby approves the Instruction - Schedule U-The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) Recommendations, Schedule U, #2/14, Confidential, as reviewed by Trustee McKeon

**********These items were skipped**********

16. Committee Reports

16.01 Audit Committee - Trustee Spencer to report. Next meeting is 4:30 at Central Administration on 3/3/14 (proposed 9:50)

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

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

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

17. Old Business

17.01 The Board will discuss Old Business (proposed 10:00)

17.02 Discussion on School Resource Officer (proposed 10:05 duration 20 min)

18. New Business

18.01 The Board will discuss New Business (proposed 10:25)

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19. Request For Information

19.01 The Board will request information (proposed 10:30)

How will the snow days effect Spring Break

- Could be communicated more broadly – put on front page of website and Facebook(From Board News)

- Information requested regarding the librarian that travels between the two K-3 schools and how the program runs
    - Maybe have someone on a part time basis
    - How are libraries being run primary schools vs. intermediate/secondary schools?
        - Are there things going on in the secondary library that should be covered during the primary years?
- How are aspects of reconfiguration working out?
    - Music, library and art staff, assumption is that there are no changes recommended (from budget discussion)

Send letters to the Governor, Assemblyman, Senator and request that we be a pilot school for bio-mass projects
(From Capital Project Discussion)

20. Public Comment

20.01 The public will comment on any agenda or non-agenda item. Please limit comments to 3 minutes (proposed 10:35 duration 10 min or more)

This item was skipped

21. Adjournment

21.01 Adjourn Meeting. Next meeting is Tuesday, March 4, 2014 in the Phoenicia School at 6pm (proposed 10:45)

Recommended Action: The meeting is adjourned at 9:30
Motioned: Trustee Kurnit
Seconded: Trustee Hickey
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Kurnit, Trustee Hickey
Not Present: Trustee Spencer, Trustee McKeon

Minutes Recorded By:
Victoria McLaren, District Clerk



Minutes Typed By:
Fern Amster



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