ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

REVISED MINUTES

REGULAR MEETING
6:00 p.m.
TUESDAY, January 24, 2012
Phoenicia Elementary 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 McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit
Not Present: Trustee Osmond, Trustee McKeon

2. Executive Session

2.01 The Board will vote to enter Executive Session (proposed 6:05)
Motion: To enter Executive Session to discuss the evaluation of a particular employee and negotiations
Motioned By: Trustee Spencer
Second By: Trustee Kurnit

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit
Not Present: Trustee Osmond, Trustee McKeon

Now Present
Trustee Osmond arrived at approximately 6:15 pm
Trustee McKeon arrived at approximately 6:30 pm

2.02 The Board will vote to exit Executive Session
Motion: To exit Executive Session
Motioned By: Trustee Fletcher
Second By: Trustee Spencer

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

2.03 The Board will vote to re-enter Public Session (proposed 6:30)
Motion: To re-enter Public Session at approximately 6:40
Motioned By: Trustee Fletcher
Second By: Trustee Hickey

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

3. Acceptance of Minutes

3.01 The Board of Education accepts minutes of the 1/10/12 Board meeting (proposed 6:35)

Motion: The Board of Education hereby accepts the minutes of the 1/10/12 Board Meeting
Motioned By: Trustee Spencer
Second By: Trustee Fletcher

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit

4. Board District News

4.01 The Board will announce district news (proposed 6:40)

Trustee Osmond reported:

- The Phoenicia Winter concert was a very successful event
- Colony Café benefit for Teens for Change was arranged by Onteora senior Katie Martucci
    - Sounds of Jazz performed
    - World Famous Musicians performed

Trustee McGillicuddy reported:

- Woodstock Winter concert was wonderful
- Olive Senior Citizens Group District chat with Superintendent Phyllis McGill went very well
- Met with Phoenicia Business Association with Superintendent Phyllis McGill to discuss the models
- Met with Senator Bonacic with Superintendent Phyllis McGill and gave him a list of actions
- Host tax levy cap forum and invite other school districts to attend
    - David Little, New York State School Board Association Governmental Relations is going to come
- Will discuss school board members attending State Issues Conference at next meeting

5. Superintendent District News

5.01 The Superintendent will report on District News (proposed 6:45)

Superintendent Phyllis McGill reported:

- While at Senator Bonacic, dropped off packet of information about Onteora's needs to Assemblyman Cahill's office
- Attended HS Alliance Meeting to discuss models
- Regents exams at HS and Midterms at MS and HS
- Congratulations To DECA students and advisors Jean Douglas and Lolly Adler
    - Jan 5th 31 Onteora students competed in Kingston
    - 12 first place winners
        - Dallas Harder in Principles of Finance
        - James McCutcheon in Principles of Marketing

- Hannah Corwin in Apparel and Accessories Marketing
- Tyler Barringer in Business Finance Services
- Katie Epstein in Food Marketing
- Evan Wolff in Hotel Lodging and Management
- Zachary Doyle in Sports and Entertainment Marketing
- Rachel Castellano and Peter Vesely, Travel & Tourism Team Decision Making
- Taylor Armstrong in Public Speaking Extemporaneous
- Jacob Combe in Sales Demonstration
- Jeremiah Tart in Public Service Broadcast Advertising
- Anastazya Szymkowicz in Visual Advertising

o Second Place winners include:

- Becca Castellano in Principles of Hospitality and Tourism
- Nick Smith in Accounting Applications
- Brandon Harkin in Marketing Management
- Rowan Cruickshank in Restaurant and Food Service Management
- Zac Kelder in BroadCast Advertising
- Ian Jameson in Decision Marketing

o Third Place winners include:

- Caleb Rudge in Automotive Services Marketing
- Mimi Ngo in Human Resource Management
- Hayley Kim in Decision Making Human Resources

- Middle School families celebrating Chinese New Years celebraion on 1/27/12

6. Student Representative Report

6.01 Student Representative Jessica Moss will report to the Board (proposed 6:50)

Student Representative Jessica Moss was not present to give her report

7. Welcome

7.01 Principal Linda Sella will give the welcome address (proposed 6:55 duration 10 min)
6:55
Principal Linda Sella reported:

- In the school lobby are demonstrations of Project Based Learning
  - o School wide science experiment called Up, Up and Away
    - David Laks and committee set up video camera attached to helium balloons
    - All students received a science problem to solve based on this experiment

8. Public/Student Comment

8.01 The public and students may comment on any agenda or non agenda item. NOTE: Speakers will be limited to 3 minutes (proposed 7:00 duration 40 min)
7:05
Sante E. Moesle – History and data
Wendy Wolfenson – Bookend plan is not worth the price tag, incorrect data given
Rebecca Balzac - Bookend plan is not best choice

Tom Fraser – Don't close Phoenicia
Rory Smith – Best financial decision is to close a school
Sierra Smith – bussing 4th graders with HS children is not a good plan, disappointed that Board and Superintendent did not intercede in last meeting's Public Be Heard
Cybele Nielsen – Princeton Plan will not work here because we are too large
Dave Hebb – If you close a school, it won't be able to use it again, but we will have another closed school
Robert Warren – Trusts the Board to make the right decision for the whole district
Jennifer Stellavato – "Community" schools are exclusionary – call it school community
Salina Reynolds – Leave three schools open, respect that Bennett has the right to opt for the plan they like best
Dave Pollard – Keep school open
Jack Jordan - Been through closing of schools, very difficult on everyone

9. Discussion

9.01 Ongoing Discussion about planning for the future of the district (proposed 7:40 duration 1 hour)

7:50

Board Discussion:

- We see trend of parents taking students out of schools around 5th and 6th Grades, because we don't apply enough to kids who are bright and want to be pushed. we hold them back and the parents take those kids out. We lose some of the brightest.
- 3) Finances between three different plans not drastically different.
- 4) Grade clustering allows us to maintain programs such as music, science, computer equipment.
- 5) Can we apply more to foreign language in an intermediate school?
- 6) Teachers would be together at intermediate grades. Disparity of class sizes right now is a problem.
- 7) Very little data on effectiveness of any configurations. There is a recent study on ineffectiveness of Grade 6 being in Middle School.
- 8) Close to Onteora, New Paltz and Red Hook have Princeton Plan. Rondout is looking at something very similar.
- 9) Early start time is very difficult for parents, this is a major drawback in grade clustering plans.
- Likes having all classes per grade in one place
    - Curriculum, professional development, friendly competition with more students
- No plan solves financial problems – we have a lot of work to do
    - Closing a school may be more expensive up front, but may save more later on
- According to Gallup/Phi Delta Kappa study, the things the Board is hearing from the public is very typical of these discussion,– "Something needs to be improved at Onteora, but not at my school"
- 2 - K-6 schools offers no educational enhancement and closes a school
- All school districts in NYS are different, very difficult to get hard data about

Princeton Plan pertaining to Onteora

- See trend in NYS toward grade clustering
- Grade clustering will help the culture of district
- The Board takes this decision very seriously
- Continue striving to improve the educational plan
    - We not doing well by the younger students and need to focus on primary grades
- Graduation rate of 80% needs to improve.

How many district in NYS are using the Princeton Plan?

- See benefits of 4-6 school
    - not just educationally, but as a cohesive district
    - benefit music program
    - collaboration and aligning curriculum

If move to 2 K-6 buildings, how would we have room for growth?

- Recognize hard work of administration, Board and parents
- Need to look at every aspect of closing a school– businesses, children, staff, etc.
- Middle school level has been having educational problems, maybe need to look at grades leading up to there
- 4-6 offers:
    - The opportunity for project based learning - is very exciting
    - enhanced music program
    - integrating the arts in curriculum.
- 1 K-3, 1 4-6 has too many students in one building.
- Right now we bus children K-12 to private school and there are no problems
- None of the models seem to be self-sustaining.
- Not sure where we will be in a few years. Future is unclear because the state is in flux

If we decided to close a school what kind of considerations have we made to this facility so it does not end up like West Hurley?

- In K-2 we need to do a better job preparing our children for transitions

What is the best configuration for the youngest of our student, regardless of finances?

- It is not financially not viable to close a school
    - Typically does not realize the amount of savings anticipated
- We are one district. Whatever happens at the west end district will be pushed to the other end.
- Communities who close schools lose economically

How are the school days different for the students, in a k-2 school from k-6 building?
What are the changes that are going to benefit and how?
Of all the pictures – what are the rosy pictures of what we can get to?
Can we qualitatively say the difficulties in the middle school mean we have deficiencies in younger grades – what improvements will we see?
Can we extrapolate out by focusing more on early grades that we can lower the special education rate? What impact will that have for us?

- Focus on where we will be in 5 -10 years. A lot of fiscal responsibility on us. Our cost per student is too high and the tax issue will chase us.

- We need to make good decisions about our resources and becoming more efficient
- Look at the impact on families
- We need to put ourselves in the best possible position 5 years out
- We have already closed a school, other districts are doing this now
- Massive disparity in class sizes among the schools
- Not true that the Board has decided to close Phoenicia in 2-3 years
- West Hurley:
    - Needs vote to be given away
    - Must be sold for fair market value

How do we keep the school district sustainable?

- Negotiations with OAA and OTA– will strive to achieve something reasonable
    - ERS, TRS and other things out of our control

What % of our budget is mandated?

- Lobbying elected representative is important
- What can be done with Health care cost? Would hope every district employee approaches this with sense of community
- All districts can be changed in 6 years by the Governor consolidating districts
- Look at big ticket items in our budget– salary, benefits

Do we have or get an idea of what regional high school will look like?

- Consolidating administrators – looking at BOCES business office

Litigable list in closing school – anybody who has legal standing
Transportation - is there a list of criteria used to do runs?
Assumptions that were used in the transportation runs for models.
Is there a way to phase this in?
Aware of any problems on the Woodstock Day School bus?

- Bus referrals this year
    - 60 Elementary
    - 16 HS
    - 2 MS
- 1) Comparing enrollment from 2004-05 (when West Hurley closed), and allowing for variances, Bennett is at 69% enrollment, Woodstock at 77%, Phoenicia at 107%. Phoenicia only school holding steady or growing in enrollment.
- 2) Feb 2011 report from National Education Policy Center, “Consolidation of Schools and Districts,” finds that "claims about the financial and educational benefits of widespread consolidation are not supported by contemporary research and are usually based on “dangerous oversimplifications.”"
- Also, that "Students and families in schools that are closed are more likely to experience harm than are students and families in schools that receive students in consolidated schools."
- 3) Cornell study in 2005, found that “when small schools close in rural communities to consolidate with large schools, the local community is a big loser. On almost every indicator economic and social well-being, rural communities with their own schools fare significantly better than rural communities that no longer have schools…'

- 4) The difficulty in projecting long-term budgets in a changing economy. FIve years ago, before economic collapse, and when State funding was increasing every year, long-term budget projections would have looked very different than they do now.

10. ** 10 Minute Break

10.01 The Board will take a 10 minute break at approximately 8:40
9:25

No Longer Present
Trustee Osmond at approximately 9:30

11. Reports

11.01 Presentation by Architect Nicholas Waer and Scott Swenson from Engineer Solutions Electrical Engineer work on the Building Condition Survey (proposed 8:50 duration 30 min)
9:40
Mosasic Associates chosen by district in 2010 to complete Building Condition Study
The company does work all over state – mostly for K-12 school districts
Looked at last Building Condition Survey to compare what still needs to be done

The Facility Committee visited each school. Some main concerns are:
Phoenicia

- Brick condition at Phoenicia and across all the buildings
- Boiler is at the end of its useful life
    - Suggest 2 boiler solution for more efficiency and back up

Woodstock

- Windows need to be replaced
- Parking lot and curb need to be repaired

Bennett

- In Kindergarten section existing electric heat is at the end of its useful life

High School

- Boiler uses the original steam heating system
    - highly inefficient system
- Transformer line goes underneath the building
    - Is very unusual
    - Area of main concern, is an original component of district

MS

- Steps and curbs

Explained items in the 5 Year Building Condition Study for each building

Board is asking for the Building Condition Study to be done by priority regardless of building

11.02 Report by Richard Kohrs on the Energy Performance Contract (proposed 9:20 duration 30 min)

10:15

Energy Performance Contract is paid by the savings on electricity and fuel oil from the energy efficient upgrades

The items included would be from the Building Condition Survey and other changes that will improve the energy efficiency of the district - $2.7 million project

Financial:

- Paid for over 18 years (by State Law)
- Will get State Aid
- Next step is for the Board to approve a comprehensive energy audit
  - define project the way the District wants it to be
- Submit to State Ed for approval
- Lease purchase financing – do not start repayment until project is completed
  - But start accruing savings
- Savings is monitored by the analysis of utility bills
  - By District and Amaresco
- Once project is complete and accepted by the District
  - After 1 year there would be a report to district showing where energy savings came from
    - If shortfall from project, Ameresco would have to make up the difference
    - If there are changes in room usage there would be a mutually agree upon baseline

Question about using wood

- Costs do not justify the problem with emissions
- Alternative energy is not cost effective
  - Trustee Kurnit stated that the Facility committee has discussed having 1 of the 2 Phoenicia boilers be a pellet boiler

12. Discussion and Possible Action

12.01 Revise the 2011-2012 Calendar (proposed 9:50)

Motion: Be it hereby resolved, that the Conference Day scheduled for April 27, 2012 be moved to Wednesday, May 2, 2012, as per the State Education Department.
Motioned By: Trustee Hickey
Second By: Trustee Hickey

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit, Trustee McKeon
Not Present: Trustee Osmond

12.02 Volunteer Applications (proposed 9:55)

Motion: The Board of Education hereby approved Anita Miller Morley as a volunteer for the Phoenicia School and Orman Leighton as a volunteer for the High School
Motioned By: Trustee Spencer
Second By: Trustee Fletcher

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit, Trustee McKeon
Not Present: Trustee Osmond

12.03 ONTEA Sick Bank (proposed 10:00)

Motion: BE IT HEREBY RESOLVED, by the Board of Education of the Onteora Central School District that the revisions to the Sick Bank Policy for members of the Onteora Non-Teaching Employee Association ("ONTEA") are hereby approved. These revisions are memorialized in a Revised Sick Bank Policy dated January 5, 2012, which shall replace the current Sick Bank Policy and is attached to this Board Resolution.
Motioned By: Trustee Spencer
Second By: Trustee Kurnit

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit, Trustee McKeon
Not Present: Trustee Osmond

12.04 First Reading of Policy 3420 Anti-Harassment in the School District (proposed 10:05)

2012 3420 1 of 4 Community Relations **SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT**

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation. Harassment stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, age, marital, military, veteran status, disability, or use of a recognized guide dog, hearing dog or service dog or any other legally protected category in educational programs and/or activities which the District operates. The Board also prohibits retaliation based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, including those that take place at locations off school premises.

It is intended that this policy apply to students and employees.

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived protected trait which:

a) Has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment; or

b) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;

c)

Any student or employee in the School District who wishes to file a complaint regarding discrimination (including, but not limited to, sexual harassment) or report discriminatory conduct is encouraged to make such a complaint/report in writing on forms available in any of the school offices. Such forms must be forwarded to the District's Title IX Compliance Officers and/or Section 504 Compliance

Officer. However, nothing herein shall prevent an individual from making a verbal complaint/report of discrimination.
:

Such communication should be made as soon as possible after the incident in order to enable the District to effectively investigate and resolve the complaint.

When a student or employee has a complaint of discrimination he/she should refer to and use the Grievance Procedure (found in District Regulation 1400P). However, complaints may be made verbally. In order to assist the investigation, victims should document the discrimination as soon as it occurs and with as much detail as possible including: the nature of the discriminatory behavior, dates, times, places, name of person responsible for the conduct, witnesses, and victim's response to the discriminatory behavior.

In accordance with Regulation 1400P, the District will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. The confidentiality of investigations cannot be guaranteed, but a good faith effort shall be made to maintain confidentiality.

Both the complainant and the accused are entitled to fair treatment in the handling of the complaint.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

Even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Training and Dissemination of Administrative Regulations

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

Complaints to Agencies

The District acknowledges that while it would like employees to raise issues of discrimination pursuant to this Policy so that they can be addressed by it, any student or employee has the legal right to immediately make a complaint to the appropriate governmental entity:

An employee may file a complaint with the following agencies:

Equal Employment Opportunity Commission (EEOC) at the New York District Office, 33 Whitehall Street, 5th Floor, New York, New York 10004; and the New York State Division of Human Rights at 99 Washington Avenue Albany, New York 12210.

A student may file a complaint with the following agencies:

Federal Office for Civil Rights 26 Federal Plaza New York, New York 10278 ; and the New York State Division of Human Rights at 99 Washington Avenue Albany, New York 12210.

Please take notice that the failure to file a complaint with these agencies within the statutory period may result in the loss of your legal rights.

Age Discrimination in Employment Act, 29 United States Code (USC) Section 621

Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.
Prohibits discrimination on the basis of disability.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.
Prohibits discrimination on the basis of disability.

Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.
Prohibits discrimination on the basis of race, color or national origin.

Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000e et seq.
Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
Prohibits discrimination on the basis of sex.

Civil Rights Law Section 40-c

Education Law Section 2801(1)

Executive Law Section 290 et seq.

Military Law Sections 242 and 243

NOTE: Refer also to Policies #6121 -- Sexual Harassment of District Personnel
#6122 -- Complaints and Grievances by Employees
#7550 -- Complaints and Grievances by Students
#7551 -- Sexual Harassment of Students

Adopted:

12.05 First Reading of Policy 7130 Entitlement to Attend - Age and Residency (proposed 10:10)

2012 7130 1 of 3 Students **SUBJECT: ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY**

Ages of Attendance/Compulsory Attendance Age

According to Education Law, a student who becomes six (6) years of age on or before the first of December in any school year shall be required to attend full-time instruction from the first day that the District schools are in session in September of such school year, and a student who becomes six (6) years of age after the first of December in any school year shall be required to attend full-time instruction from the first day of session in the following September. Except as otherwise provided in Education Law Section 3205(3), a student shall be required to remain in attendance until the last day of session in the school year in which the student becomes sixteen (16) years of age.

However, in accordance with Education Law Section 3205(3), the Board of Education has the power to require minors from sixteen (16) to seventeen (17) years of age who are not employed to attend full-time instruction until the end of the school year in which the student turns seventeen (17) years of age.

All persons dwelling within the District who are between the ages of five (5) years and twenty-one (21) years and who have not received a high school diploma shall be entitled to enroll in the District.

Undocumented children, like U.S. citizen children, have the right to attend school full-time as long as they meet the age and residency requirements established by state law.

Proof of Age

The State Education Department does not require districts to collect students' social security numbers for any purpose. While school districts may need to collect certain data pursuant to State and/or federal laws, they should do so **after** a student has enrolled in school so as not to inadvertently give the impression that information related to immigration status will be used in making registration/enrollment determinations.

In accordance with Education Law, where a birth certificate or record of baptism is not available, a passport (including foreign passport) may be used to determine a child's age for purposes of enrollment/registration in school. Should none of these be available, the District may consider certain other documentary or recorded evidence to determine a child's age.

The following are examples of documentation that may be used to establish a student's age. This list is not intended to be exhaustive, nor is it a list of required documentation.

a) School photo ID with date of birth;
b) Hospital or health records;
c) State or other government-issued ID;
d) Military dependent ID card;
e) Native American Tribal document;
f) Record(s) from non-profit international aid agencies and voluntary agencies (VOLAGs);
g) Consulate identification card; and
h) Official driver's license.

Determination of Student Residency

The residence of children dwelling within the District boundaries shall be established in a manner consistent with State Law and the Regulations of the Commissioner. The Board of Education or its designee shall determine whether a child is entitled to attend a District school. Any adverse residency decision by a school official, other than the Board or its designee, shall include written notice to the parent/person in parental relation of the procedures for obtaining review of the decision within the District.

A child's residence is presumed to be that of his/her parents or legal guardians. However, the District may encounter students, particularly from other countries, who reside with persons other than their parents or legal guardians. In order to determine residency in these cases, the District may request information regarding such student's custody to establish residency and to ensure the health, safety and welfare of the child.

Children Living With Noncustodial Parents

A child's residence is usually determined by the residence of the custodial parent. However, a noncustodial parent who resides in the District may enroll his/her child in a District school if he/she shares the day-to-day responsibilities for the child and the custodial parent designates the child's residence with the noncustodial parent.

Homeless Children

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

Children of Activated Reserve Military Personnel

Students temporarily residing outside the boundaries of the District, due to relocation necessitated by the call to active military duty of the student's parent or person in parental relation, will be allowed to attend the public school that they attended prior to the relocation. However, the District is not required to provide transportation between a temporary residence located outside the District and the school the child attends.

Emancipated Minors

A determination of whether a student is to be designated as an emancipated minor in the Onteora School District will be based on evidence that the student is no longer under custody, control and support of his/her parents/persons in parental relation. To establish emancipation, a minor may submit documentation of his/her means of support, proof of residency and an explanation of the circumstances surrounding the student's emancipation, including a description of the student's relationship with his/her parents/persons in parental relation.

These statements are renewable each school year. If at any time the above information is changed without prompt notification or proven to be false, the parent/person in parental relation and/or student may be subject to legal action.

Children Living With Persons Not Their Parents -- Guardianship or Custody

In accordance with the Family Court Act and Domestic Relations Law, a person possessing a lawful order of guardianship or custody of a minor child who is not the parent of such child may enroll the child in public school in the school district where he/she and the child reside.

Therefore, upon application for enrollment by the guardian or custodian, the District shall enroll such a child for such time as the child resides with the guardian or custodian in the District upon verification that the guardian or custodian possess a lawful order of guardianship or custody for the child and that the guardian or custodian and the child properly reside in the same household within the District.

McKinney-Vento Homeless Education Assistance Act, Section 722, as reauthorized by the No Child Left Behind Act of 2001
Domestic Relations Law Section 74

Education Law Sections 2045, 3202, 3205, 3209, 3212(4), and 3218(1)(b), 3218(1)(d)
Family Court Act Section 657
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(x) and (y)
NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

Adoption Date

12.06 First Reading of Policy 8370 Animals in the Schools (proposed 10:15)

2012 8370 Instruction **SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)**

Animals and Pets on School Property

It is the policy of the Board of Education for health and safety reasons, to prohibit animals and pets of any kind in school buildings and on school district property (including playing fields, school buses) except:

- For purposes of the instructional program with the prior approver of the building administrator
- Animals under the control of public safety officers with the prior approval of the Superintendent of Schools or designee; and
- Animals trained to assist individuals with disabilities (e.g. service dogs) in compliance with federal and state law.

Study and Care of Live Animals

Observation and experimentation with living organisms and animals gives students unique perspectives of life processes. Animals and animal materials should be used respectfully and for the purpose of meeting course objectives.

Any school which cares for or uses animals for study shall ensure that each animal in the school be afforded the following:

a) Appropriate quarters;
b) Sufficient space for the normal behavior and postural requirements of the species;
c) Proper ventilation, lighting, and temperature control;
d) Adequate food and clean drinking water; and
e) Quarters, which shall be cleaned on a regular basis and located in an area where undue stress and disturbance are minimized.

Only the teacher or those students designated by the teacher are to handle the animals.

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session. If the Building Principal or designee determines that this policy has been violated, he/she is authorized to contact the Superintendent of Schools, the County Health Department, Animal Control and/or the Police Department to request assistance to enforce this policy.

Dissection of Animals

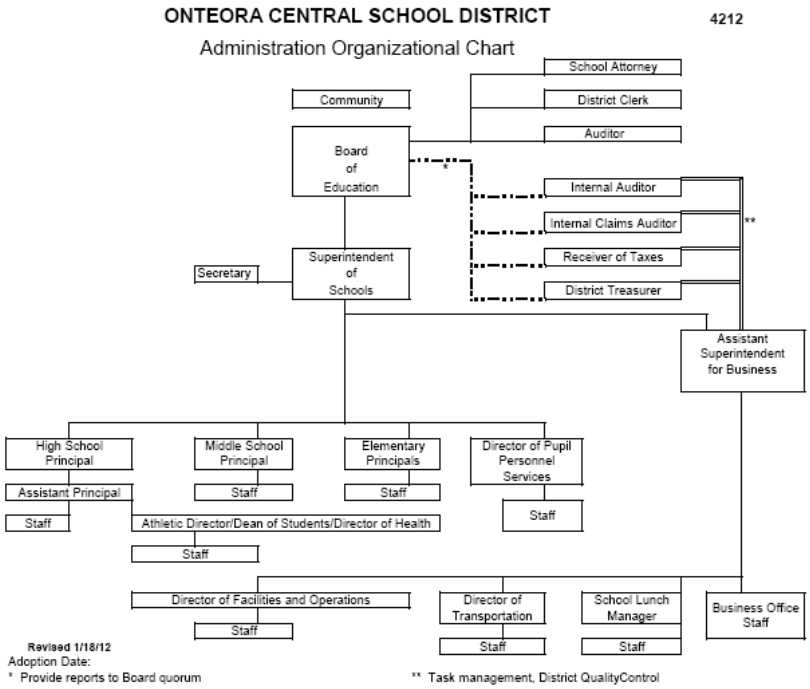
The Board of Education recognizes that animal dissection is an integral part of the study of living things and instruction in the life sciences. The Board also recognizes that some students have a moral or religious objection to dissection or otherwise harming or destroying animals. In accordance with Section 809 of the Education Law, any student who objects to dissecting animals may opt-out of dissection activities, provided that the student performs an alternative project through which he or she can learn and be assessed on material required by the course. An alternative project may include, but is not limited to: computer programs, internet simulations, plastic models, and movies, and is subject to approval by the student's teacher. The student's objection must be substantiated in writing by the student's parent/guardian.

Effective July 1, 2011, the District will give reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parent(s)/legal guardian(s) about their rights to seek an alternate project to dissection. Such notice shall be made available upon request at the school and distributed to parents and students enrolled in a course that includes dissection at least once at the beginning of the school year.

No Student shall be discriminated against based upon his or her decision to exercise the right to opt-out of animal dissection.**Instruction in the Humane Treatment of Animals**

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty. Such instruction shall be for a period of time as specified by the Board of Regents and may be joined with work in literature, reading, language, nature study, or ethnology.
Americans with Disabilities Act, 42 United States Code (USC) Section 12101 et. seq.
Education Law Section 809
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)(8)

Adopted: 12.07 Policy 4212 Organizational Chart (proposed 10:20)



13. Consent Agenda

13.01 Approve consent agenda item numbers 13.02- 13.05 (proposed 10:25 duration 5 min)

Motion: Approve consent agenda item numbers 13.02-13.05
Motioned By: Trustee Kurnit
Second By: Trustee Spencer

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit, Trustee McKeon
Not Present: Trustee Osmond

13.02 Personnel Agenda

APPOINTMENTS: INSRUCTIONAL

PART TIME APPOINTMENT

NAME	POSITION	EFFECTIVE DATE FROM – TO	SALARY	REASON
Rushford, Michael	0.5 FTE Health Education – MS	01/17/12 – 6/30/12*	1MA	Replaces S. Pelesz

***Starting date revised**

PER DIEM SUBSTITUTES

NAME	POSITION	AMOUNT
Blank, Jeanne	Home Tutor	$36.00/hour
Chipak, Michael	Certified Substitute Teacher	$95.00/day
Chipak, Michael	Home Tutor	$36.00/hour
Hart, Lisa	Uncertified Substitute Teacher	$80.00/day

Knoche, Stephen	Home Tutor	$36.00/hour
Luchmee, Dawn	Certified Substitute Teacher	$95.00/day
Miles, William	Uncertified Substitute Teacher	$80.00/day
Miles, William	Uncertified Substitute Teaching Assistant	$9.00/hour
Peters, Jill	Certified Substitute Teacher	$95.00/day
Rushford, Michael	Certified Substitute Teacher	$95.00/day
Santos, Chandeen	Certified Substitute Teacher	$95.00/day

LEAVE OF ABSENCE: INSTRUCTIONAL

EMPLOYEE NUMBER		EFFECTIVE DATE FROM – TO	REASON
#2857		01/03/12 – 06/30/12*	Parental Leave - Unpaid

***Extension of leave**

LEAVE OF ABSENCE: NON-INSTRUCTIONAL

EMPLOYEE NUMBER	EFFECTIVE DATE FROM – TO	REASON
#1051	11/09/11 – 02/08/12*	Medical – Paid Family Medical Leave
#2482	10/11/11 – 01/20/12*	Medical – Unpaid Family Medical Leave
#2733	01/04/12 – 02/22/12	Medical – Paid Family Medical Leave
#3196	09/16/11 – 02/18/12*	Medical – Paid Family Medical Leave

***Extension of leave**

PERMANENT STATUS: NON-INSTRUCTIONAL

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

NAME	POSITION	PROBATIONARY DATE	PERMANENT DATE	SALARY
Clinton Jr., Raymond	Auto Mechanic - TR	07/01/11	01/01/12	Step 8

TERMINATION: NON- INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
Ryder, Jessica	Food Service Worker – HS	01/24/12	NYS Civil Service Law, Section 71

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

Motion: The Board hereby approves the Instruction - Schedule U-The Committee on Special Education (CSE) and Committee on Pre-Special Education (CPSE) Recommendations, Schedule U, #1/12, Confidential, as reviewed by Trustee Kurnit

13.04 ECA Clubs

Motion: BE IT RESOLVED on the recommendation of the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the following Amended Classroom Club to hold raise and expend money in accordance with the Onteora Central School District's Extraclassroom Accounting Manual. Club Name 11/12 Starting Balance Bennett Council 28,675.86 Phoenicia Council 733.16 Spanish Club 0.00

13.05 Approve Donation

Motion: The Board of Education hereby approves the donation from dale Wolfield of a Pentax FM10 SLR Camera, Lens and an additional zoom lens for use in the High School Photography program.

14. Committee Reports -5 min each

14.01 Audit Committee - Trustee Spencer to report on the Internal Auditor position. Next meeting is 4:30 at Central Administration on 3/5/12 (proposed 10:30)

Has not met since last Board Meeting

14.02 Facilities Committee - Trustee Kurnit to report. Next meeting is 3:30 at Central Administration on 2/13/12

Has not met since last Board Meeting

14.03 Green Committee - Trustee Osmond to report. Next meeting at 2:40 in the HS Conference Room on 2/2/12

Trustee Osmond was not present to give a report

14.04 Policy Committee - Trustee McGillicuddy to report. Next meeting is 9:30 at Central Administration on 2/6/12

Committee has not met since last Board Meeting

14.05 Legislative Action committee - Trustee McGillicuddy to report. Next meeting is at 6:30 in the Central Administration Conference room on 2/9/12

Committee has not met since last Board Meeting

14.06 District Committee: Health and Wellness Committee. Next meeting is in Room 120A of the High School at 2:45 on TBD

Trustee Fletcher reported:

- Went over Health and Wellness goals from CDEP
  - Training staff and bullying prevention
  - Character education program (PBIS)
- Participation in community service
- Freezer installation update
- Comprehensive Wellness Plan
  - Committee Chair Nick Millas will take on himself
- Update on PBIS
  - Positive referrals not just negative
  - Meeting on 2/16
  - Welcome more community members – contact Nick Millas

14.07 District Committee: Technology - Superintendent McGill to report. Next meeting is in room 120A of the High School at 4:00 on TBD

Superintendent Phyllis McGill reported

- Decided on revised web site template which is a free upgrade
- Will be switching over to the new template

15. Old Business

15.01 The Board will discuss Old Business (proposed 11:05 duration 10 min)

11:05

NYSSBA Governmental Relations, David Little to come in March or April to discuss Tax Levy Cap

- Invite Town Boards
- Consensus to go forward with plan

Feb 21st as soft deadline for date of decision. Maybe add a meeting after that, if necessary and make March 6 the deadline.

16. New Business

16.01 The Board will discuss New Business (proposed 11:10 duration 10 min)

11:10

Trustee Fletcher

Asked for the District Report Cards and Fiscal reports to be put on web site

Fiscal reports are a year behind

Discussion on survey and decided against it

- Too late to conduct a survey that will give substantial information
- Only pertinent if making the decision on majority opinion

Trustee Spencer asked about the layout of the vote. Exactly how to vote for reconfiguration

17. Request For Information

17.01 The Board will request information (proposed 11:20 duration 10 min)

11:25

Trustee Kurnit asked for at a previous meeting:

- Number of students that are out of district placement
- Also Special Education graduation rate

Trustee Kurnit asked new requests:

- Questions of cuts - more info on them
    - How were these decisions made?
    - What makes these positions excisable?
    - Why aren't our librarians part of a department to create a cohesive curriculum?

Trustee McGillicuddy asked:

- Specific information on Project Based Learning
- Transportation – programs that districts have used to help with behavior on buses

- Program analysis of music programs and how it would be changed
- Financial piece to close a building and future costs
    - see broken down
- What percentage of our budget is mandated?

Trustee Fletcher asked:

- to look at the school start time – if it can be changed
- What does day look like?

Take the bus runs to see if they are realistic

18. Public Comment

18.01 The public will comment on any agenda or non-agenda item Please limit comments to 3 minutes (proposed 11:30 duration 10 min)

11:40
Katie Legnini – Survey the teachers as to what they think is the best plan.
Sante E. Moesle – Energy information
Heather Roberts –Board and parents need to get more involved in Albany. Clustering grades 4-6 will be great for sports.

19. Adjournment

19.01 Adjourn Meeting. Next meeting is Tuesday, February 7, 2012 at the Woodstock Elementary School (proposed 11:40)

Motion: The meeting is adjourned at 11:45
Motioned By: Trustee Fletcher
Second By: Trustee Hickey

Results: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Spencer, Trustee Hickey, Trustee Kurnit, Trustee McKeon
Not Present: Trustee Osmond

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

Minutes Recorded By:
Fern Amster, District Clerk

Fern Amster