

ORCHARD PARK CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION

REGULAR MEETING

April 4, 2017

DISTRICT OFFICE

2240 Southwestern Blvd, West Seneca NY

Board of Education

Members Present:

Mr. Dwight Eagan
Dr. Christine Gray-Tinnesz, Vice President
Mrs. Karen Kane
Mr. Robert Mahany
Mr. Dwight Mateer
Mr. David Nielsen, President

Members Excused:

Mrs. Elizabeth Quinlan

Others Present:

Mr. Matthew McGarrity, Superintendent of Schools
Dr. Lisa Krueger, Assistant Superintendent – Curriculum
Mr. Jeffrey Petrus, Assistant Superintendent – Business
Mr. David Lilleck, Executive Director of Personnel & Pupil Services
Mrs. Cheryl A. Connors, District Clerk

Estimated Audience: 45

Mr. Nielsen called the meeting back to order at 6:59 p.m. and led all in attendance in the Pledge of Allegiance.

SUGGESTIONS FOR CHANGE

Suggestions for Change to the Agenda

- Mrs. Connors requested to change item 3.4.12 under Consensus Special Education to reflect 7 Preschool Initial Educational Placement (change to 7 from 6).

ANNOUNCEMENTS

Announcements

- Mrs. Connors announced that Mr. Eagan has successfully completed the required NYS Mandated School Board Fiscal Oversight and School Board Governance Training.
- Mr. Nielsen announced that he executed the bond anticipation note documents relative to work remaining on the capital project. The District Clerk also executed these documents. The bid was awarded to Jefferies LLC. The net interest rate is 1.22%. As in past years, there were several aggressive bidders. The District's bond counsel reports that the district continues to be a sound and positive choice for investment because of responsible fiscal management practices, budgeting practices and cautious use of fund balance and reserves.
- Mr. McGarrity made the following announcements:
 - The high school business department held their first annual Career Fair on March 31st at Brant and Stratton College for career and financial management students. Approximately 90 career and financial management students had the opportunity to meet and talk with 35 employers from Western New York. Bryant & Stratton held several workshops for the students including: Social Media Dos and Don'ts, a LinkedIn Workshop, and a Personal Branding Workshop.

- Congratulated Michael D’Amato, Jake Graves, Billy Major, Alyssa & Amber Piniewski and Zach Blodgett for signing letters of intent to play their sports at the collegiate level in the fall.
- Students at the Orchard Park Middle School performed three showings of Shrek the Musical Junior the first weekend in April. Mr. McGarrity stated the musical was excellent and well attended. He congratulated the students and staff.
- Mr. McGarrity stated that he was saddened to announce the unexpected passing of a former Orchard Park Central School District Board of Education member, Donald Pritchard. Don was a member of the Board from 1987-93 & 1999-02 and president of the Board from 1999-2002. He served in the US Army, was an alumni of the University of Buffalo becoming a pharmacist who owned his own pharmacy in Buffalo. After retiring in 1994 he then spent almost 20 years at Anthony Brown Pharmacy. Don served on numerous community organizations and committees of the Board. When he first ran for the Board in 1987 he had a 1st grader at Elliott and 18 month old twins at home – but still he found the time between work and parenthood to volunteer and serve his community. Mr. McGarrity stated that we know our community and our school district are better places because of Don Pritchard. There was a moment of silence in honor of Mr. Pritchard.

Recognition

RECOGNITION

- The Board recognized the 11 Orchard Park High School students who will be competing at the National level for DECA and 2 of those eleven who have been elected to serve as New York State DECA officers. Thirty-two Orchard Park High School DECA students attended the New York DECA State Career Conference in Rochester in March. The students competed in various business-related contests, including marketing, finance, entrepreneurship, accounting, hospitality and human resources. Eleven of the students qualified to participate in the National Competition in Anaheim California. The Board also recognize two of the DECA students who were elected to serve as New York DECA State Officers for the upcoming school year. Karlin Klass was elected Executive Vice-President, and Jordan O’Brien was elected Vice-President of Communications. Karlin and Jordan will officially take office at the end of this school year, but will serve on the National DECA nominations committee as representatives from New York DECA. They will also attend leadership training and compete while at DECA Nationals.

Consensus Items

CONSENSUS

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) to approve the following consensus items as presented:

Financial Matters (attachment #1)

FINANCIALS

- Treasurer’s Report – February 2017
- Revenue Budget Detail – February 2017
- Appropriation Status Report – March 2017
- Warrant Report – March 2017
- Health & Welfare Service Rates for 2016-17

PERSONNEL**Personnel Considerations**

RESOLVED THAT, upon the recommendation of the Superintendent, the Board of Education approves the following Personnel actions:

Personnel Considerations - Teachers and Administrators**Appointments – Probation and Regular Substitute**

Name	Title	Cert Area / Status	Tenure Area	Initial Location	Type / Effective Date	Annual Salary
Lisa Schuler	Math Teacher	Mathematics 7-12 / Permanent	Math	HS2	Part Year Reg Sub 04/03/17 - 06/02/17 (LOA - S. Babbles)	1 M (30) (pro-rated)
Autumn Corcoran	Special Ed Teacher	Special Ed / Permanent	Spec Ed	HS1	(0.5) Part Time 04/03/17 - 05/05/17	14 M (65) (pro-rated)
Benjamin Mullin	Special Ed Teacher	Stud w/Dis 7-12 , Generalist / Initial	Spec Ed	HS1	(0.5) Part Time 04/03/17 - 05/05/17 (amended)	1 B (pro-rated)

Appointments – Per Diem Substitutes (Teachers and Others)

Name	Title / Activity	Effective Dates	Certification
Michelle Gable	Substitute Teacher/Home Instructor	03/20/17	Childhood Education Gr. 1-6 Students with Disabilities Gr. 1-6
Mary Kate Dempsey-Newell	Substitute Teacher/Home Instructor	03/23/17	Childhood Education Birth - Grade 6 Family and Consumer Sciences
Benoit Ngolo	Substitute Teacher	03/29/17	Uncertified
Marie Mealer	Substitute Teacher/Home Instructor	03/24/17	Music
Lisa Schuler	Substitute Teacher/Home Instructor	03/23/17	Mathematics 7-12

Appointments – Leave of Absence (Teachers and Others)

Name	Position	Effective Dates	Comment
Autumn Corcoran	Special Ed Teacher	04/03/17 - 05/05/17	Section 4.1

Appointments – Retirements and Resignations (Teachers and Administrators)

Name	Position	Effective Date	Comment
John Hitchings	Science Teacher	07/01/17	Retirement - 20 years

Personnel Considerations – Support Staff**Appointments (Support Staff)**

Name	Position (Initial Location)	Type of Appointment	Effective Date	Compensation (Initial Schedule)
Holly Winters	Part-time 10 month Teacher Aide	Temporary	04/05/2017 - 06/20/2017	\$15.69 hour Salary E Schedule (6.25 hrs/day)

Leaves of Absence (Support Staff)

Name	Title Activity	Effective Dates	Comment
Tammy Pease	Full-time 12/month Laborer	03/23/17 - 04/07/17	Unpaid LOA - medical

Appointments – Mentors (Support Staff)

Name	Title / Activity	Effective Dates	Employee Group	Salary / Stipend
Cynthia Barry	Mentor to Suzanne Schutt Temporary Teacher Aide	03/13/17 - 06/20/17	OPSRPA	\$60.00
Mary Krasowski	Mentor to Mary Zoldos Temporary Teacher Aide	03/13/17 - 06/20/17	OPSRPA	\$60.00
Judith Kozoduj	Mentor to Susan Bodkin Clerk Typist	12/08/16 - 04/04/17 (amended)	OPSRPA	\$100 (pro-rated)
Linda Norsen	Mentor to Holly Winters Temporary Teacher Aide	04/05/17 - 06/20/17	OPSRPA	\$60.00

Resignations and Retirements (Support Staff)

Name	Position	Effective Dates	Comment
Charles Arrigo	School Monitor Part-time / 10 month (MS)	03/24/17	Resignation
Susan Bodkin	Clerk Typist Part-time / 10 month (EL)	04/04/17	Termination - probationary period

Special Education (attachment #2)

- Recommendation by the Committee on Special Education for **Annual Reviews of One Hundred Eighty-Three (183)** Resident Children
- Recommendation by the Committee on Special Education for **Annual Reviews of Sixty-Seven (67)** Resident Children
- Recommendation by the Committee on Special Education for the **Program Review of Two (2)** Resident Children
- Recommendation by the Committee on Special Education for **Re-Evaluation of One (1)** Resident Child
- Recommendation by the Committee on Special Education for the **Initial Educational Placement of Three (3)** Resident Children
- Recommendation by the Committee on Special Education for **Amendments of Four (4)** Resident Children
- Recommendation by the Committee on Special Education for **Declassification of Three (3)** Resident Children
- Recommendation by the 504 Committee for the **Accommodation Plan of Two (2)** Resident Children
- Recommendation by the Committee on Preschool Special Education for the **Preschool Annual Review of Five (5)** Resident Children
- Recommendation by the Committee on Preschool Special Education for the **Preschool Program Review of One (1)** Resident Child
- Recommendation by the Committee on Preschool Special Education for the **Preschool Initial Educational Placement of Seven (7)** Resident Children

Board/Committee Reports

- **Policy Committee** – Dr. Krueger stated the committee continued their work on the audit of the policy manual.

**SPECIAL
EDUCATION****REPORTS**

Discussion

- **UPK – Recommendations 2017-18** – Dr. Krueger stated each of the preschools have complete an extensive proposal application which includes a curriculum scope and sequence aligned with the NYS Common Core Pre-Kindergarten Standards. She stated that Mr. Pietrantone has completed visitations and teacher observations for each site and feels confident that these preschools will continue to provide a sound educational program for our students. We anticipate receiving a grant in the amount of \$270,000 (this is the maximum state funding allocated to our district) from the state to provide 100 slots for community-based preschool learning
- **Final Read on Policies 8260 - Title I Parent and Family Engagement and 7131 - Education of Homeless Children and Youth** – Dr. Krueger stated the policy revisions are being presented as a second read and anticipated adoption at tonight’s meeting. Policy 7131 – Education of Homeless Children and Youth revisions reflects a change in the definition of “homeless child” and “unaccompanied youth” as outlined in the Commissioner’s Regulations. Further, the policy revision adds clarity to the transportation requirements for homeless children, dispute resolution, and student privacy. Policy 8260 – Title I Parent and Family Engagement is being amended to support family engagement and parent education, so family members can better support their children in school.
- **Quaker Athletic Booster Club Donation** – Mr. Petrus stated the Quaker Athletic Booster Club would like to make several donations to pay for athletic program expenses. \$350 for an R4 Instructional Materials Program Renewal for offensive football positions. \$120 for the purchase of a Breakmaster device used to chart greens with degrees of slope and how to calculate the break for the golf team. \$3,839.92 to purchase a pole vault poles and trainer equipment for the boys & girls varsity track and field program.
- **Middle School PTO Donations** – Mr. Petrus stated the Middle School PTO would like to make donation to the middle school of \$2,511.43. The donation will pay for the expenses associated with bus transportation for a 7th grade field trip to Regal Cinemas to see the movie Hidden Figures, the expenses associated with bus transportation for a 8th grade field trip for the base Quantum to go to the Buffalo City Court House and the expenses associated with bus transportation for a 8th grade field trip for the base Eclipse to see a play at the Theater of Youth.
- **South Davis PTO Donations** – Mr. Petrus stated the South Davis Elementary PTO would like to donate up to \$3,000 for field trips and in-school programming and \$2,476 for equipment & beautification initiatives for the playground.
- **Ellicott PTO Donation** – Mr. Petrus stated the Ellicott Elementary PTO would like to donate up to \$25,000 for the purchase and installation of an outdoor digital marquee sign board. Mr. Mateer queried why this could not wait for a future capital project and receive state aid to help stretch the PTO’s money. Mr. Petrus stated that they could wait and if the project passes receive state aid, however the PTO wishes to move forward because they do not want to wait 3-5 years for the sign. The PTO would prefer to pay for the sign now with the money they have fundraised.
- **2017-18 School Calendar** – Mr. McGarrity stated the 2017-18 calendar is aligned with the E2CC BOCES calendar. The recommended calendar abides by the contract language in bargaining unit agreements, follows the NYSED Commissioners Regulations and the recommended calendar provides 3 emergency closing day.
- **ECASB** – The Board discussed the possible advantages of joining the Erie County Association of School Boards. The Board decided they still have several questions and asked the District Clerk to reach out to ECASB for a meeting with representatives from ECASB.

- **RFP Transportation** – Mr. Petrus stated the district has sent out the Request for Proposals (RFP) for the contract portion of our transportation services. He will report out to the Board in May regarding the results.
- **2017-18 Budget** – Mr. McGarrity and Mr. Petrus presented the final draft budget. The budget includes funding to cover the anticipated loss of Title 2A Federal Funds of approximately \$100,000. The budget supports adding a special education teacher and an aide at the elementary level. The budget also includes support for security coverage in the buildings on Saturdays and in the summer months. They stated that without a state budget and having no information other than the governor’s proposal we have moved forward with the governors estimated aid proposal. The recommended budget stays within the tax levy cap.

ACTION

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby accepts the proposals for Universal Pre-K from Doodle Bugs (18 students), EduKids (32 students), ChildTime (16 students), Wee Can Pre-School (20 students), and the YMCA (14 students), each of which is a community-based organization, for the provision of Universal Pre-Kindergarten services, subject to the execution of one-year contracts for the provision of same for the number of students indicated. The District, subject to the availability of State funding of District’s Universal Pre-Kindergarten program, will provide each said organization \$2,600 per student in exchange for said services.

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby adopts 8260 – Title I Parent and Family Engagement and 7131 – Education of Homeless Children and Youth as follows:

8260 – Title I Parent and Family Engagement

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs including Kindergarten Blast-Off, Parent Enrichment and Parent Education programs.
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:

**ACTION
APPROVAL
OF
UPK
PROPOSALS**

**ADOPTION
OF
POLICIES
8260
&
7131**

1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;

2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and

3. Strategies to support successful school and family interactions such as Kindergarten Orientation, Kindergarten Blast-Off, Parent Enrichment and Education programs.

e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;

f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy. Parent surveys or other avenues will be used to involve parental input.

g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities. The building level Shared Decision-Making (SDM) committee, which includes parent representatives, the Parent Teacher Organization (PTO) and parent surveys will be used to gain input from parents and family members.

School-Level Parent and Family Member Engagement

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;

b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;

c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;

d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and

e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.

f) Have a compact that:

1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;

2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and

3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:

(a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;

(b) Frequent reports to parents or family members on the child's progress;

(c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities. Parent workshops and classes will be offered, and communications will be shared via school newsletter, website, and social media.

- (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children through Parent Education offerings.
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement.
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school.
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children. Kindergarten Orientation and Kindergarten Blast-Off are two such programs.
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language they understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

Comparability of Services

The District will ensure equivalence among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs. Annually, the District will analyze staffing in a comparability report.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student

Succeeds Act of 2015

20 USC §§ 6318 and 6321

34 CFR Parts 74-86, 97-99, and 200

7131 – Education of Homeless Children and Youth

The Board recognizes the unique challenges that face homeless students and will provide these students with access to the same free, appropriate public education, including public preschool education, as other children and youth and access to educational and other services necessary to be successful in school, and will ensure that they are not separated from the mainstream school environment. The Board is also committed to eliminating barriers to the identification, enrollment, attendance, or success of homeless students.

As defined in Commissioner's regulations, a "homeless child" means a child or youth who lacks a fixed, regular, and adequate nighttime residence, including a child who is:

- a) Sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason;
- b) Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- c) Abandoned in hospitals; or
- d) A migratory child who qualifies as homeless in accordance with Commissioner's regulations. The term "migratory child" includes a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who has moved from one school district to another in the preceding 36 months, in order to obtain, or accompanies his or her parent or spouse in order to obtain, temporary, or seasonal employment in agricultural or fishing work; or
- e) A child or youth who has a primary nighttime location that is:
 1. A supervised, publicly, or privately operated shelter designed to provide temporary living accommodations, including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established in accordance with Executive Law Article 19-H; or
 2. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.

An "unaccompanied youth" means a homeless child not in the physical custody of a parent or legal guardian. This term does not include a child or youth who is residing with someone other than a parent or legal guardian for the sole reason of taking advantage of the schools of the District.

A designator will decide which school district a homeless child or unaccompanied youth will attend. A designator is:

- a) The parent or person in parental relation to a homeless child; or
- b) The homeless child, together with the homeless liaison designated by the District, in the case of an unaccompanied youth; or
- c) The director of a residential program for runaway and homeless youth, in consultation with the homeless child, where the homeless child is living in that program.

The designator may select 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 will attend. However, the designated school district must determine whether the designation made by the parent, guardian, or youth, in the case of an unaccompanied youth, is consistent with the best interest of the child by considering certain student-centered factors, including factors related to the impact on education and the health and safety of the child or youth.

A homeless child is entitled to attend the school district of origin for the duration of his or her homelessness and also through the remainder of the school year in which he or she locates permanent housing in accordance with his or her best interest.

The term "school district of origin" includes preschool and feeder schools as defined by applicable law.

Enrollment, Retention, and Participation in the Educational Program

The District will immediately enroll children and youth who are homeless even if the child missed any relevant application or enrollment deadlines during any period of homelessness. The ability of a homeless child or youth to continue or participate in the educational program will similarly not be restricted due to issues such as:

- a) Transportation;
- b) Immunization requirements;
- c) Residency requirements;
- d) Birth certificates, medical records, individualized education programs (IEPs), school records and other documentation;
- e) Guardianship issues;
- f) Comprehensive assessment and advocacy referral processes;
- g) Resolution of disputes regarding school selection;
- h) Proof of social security numbers;
- i) Attendance requirements;
- j) Sports participation rules;
- k) Inability to pay fees associated with extracurricular activities such as club dues and sports uniforms; or
- l) Other enrollment issues.

Educational Programs and Services

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

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

Transportation

In order to ensure immediate enrollment, and so as not to create barriers to the attendance, retention, and success of homeless students, transportation must be promptly provided. If the local social service district or the Office of Children and Family Services is not required to provide transportation, the designated district is responsible for the provision and the cost of the student's transportation through the remainder of the school year in which the homeless student becomes permanently housed.

Where a homeless student designates the school district of current location as the district the student will attend, then that district will provide transportation to the student on the same basis as a resident student. Where the homeless student designates the school district of origin or a school district participating in a regional placement plan, then that district must provide transportation to and from the homeless child's temporary housing and school not to exceed 50 miles each way unless the Commissioner certifies that the transportation is in the best interests of the child.

Transportation is required even if the school of origin is located in another local educational agency (LEA) as long as attendance at the school of origin is in the best interest of the child or youth, even if it requires students to cross district lines. If two school districts are involved, the districts must agree on a method to apportion the cost and responsibility of transportation, or they must split it equally.

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

District Liaison for Homeless Children and Youth

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

Training

All school enrollment staff, secretaries, school counselors, school social workers, and principals will be trained on the requirements for enrollment of homeless students. Other staff members including school nutrition staff, school registered professional nurses, teachers, and bus drivers will receive training on homelessness that is specific to their field.

Outreach

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

Dispute Resolution

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

In the event of a dispute regarding eligibility, school selection, or enrollment, the homeless child or youth will be entitled to immediate or continued enrollment and transportation pending final resolution of the dispute, including all available appeals.

Record and Reporting Requirements

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

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

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

Student Privacy

Any information pertaining to the living situation of a homeless student, such as his or her homeless status or temporary address, is considered a student educational record and is not subject to disclosure as directory information under the Family Educational Rights and Privacy Act (FERPA). McKinney-Vento Homeless Education Assistance Act, as reauthorized by the Every Student Succeeds Act

(ESSA), 42 USC § 11431 et seq.
Education Law §§ 902(b) and 3209
Executive Law Article 19-H
8 NYCRR § 100.2(x)

NOTE: Refer also to Policy #7511 -- Immunization of Students

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby accepts the donation of \$4,309.92 from the Quaker Athletic Booster Club to purchase the items as presented:

- R4 Instructional Materials Program Renewal for Offensive Positions - Football Program (\$350)
- Breakmaster Device used to chart greens with degrees of slope and how to calculate the break – Golf Team (\$120)
- Pole Vault Poles & trainer Equipment – Boys & Girls Varsity Track and Field Program (\$3,839.92)

**ACCEPTANCE
OF DONATION
FROM
QAB**

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby accepts the donation of \$2,511.43 from the Middle School PTO to use as presented:

- Expenses associated with bus transportation for a 7th grade field trip to Regal Cinemas to see the movie Hidden Figures (educational movie for students) - \$767.68
- Expenses associated with bus transportation for an 8th grade field trip for the base Quantum to go to the Buffalo City Court House - \$1,125.23
- Expenses associated with bus transportation for an 8th grade field trip for the base Eclipse to go see a Shakespeare play at the Theater of Youth - \$618.52

**ACCEPTANCE
OF
DONATION
FROM
MS PTO**

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby accepts the donation of \$5,476 from the South Davis Elementary PTO to pay for grades K-5 in-school programming a& field trips for the 2016-17 school year (up to \$3,000) and purchase playground equipment and beatification initiatives (\$2,476)

**ACCEPTANCE
OF
DONATION
FROM
SD PTO**

Motion by Dr. Tinnesz, seconded by Mr. Eagan, to approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby accepts the donation of up to \$25,000 from the Ellicott Elementary PTO to pay for the purchase and installation of an Outdoor Digital Marquee Sign Board.

Yes - Yes – Nielsen, Tinnesz, Kane, Mahany& Eagan

No – n/a

Abstained - Mateer

Motion carried 5-0 with 1 abstention

**ACCEPTANCE
OF
DONATION
FROM
EL PTO**

**ADOPTION
OF
2017-18
SCHOOL
CALENDAR**

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) approve the following resolution:

RESOLVED: That the Board of Education of the Orchard Park Central School District, upon the recommendation of the Superintendent, hereby adopts the 2017-18 school calendar as written.

2

AUGUST 2017						
M	T	W	TH	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

30-31 Superintendent Conf. - Day - No Students

15

FEBRUARY 2018						
M	T	W	TH	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

16 Grades K-8 Half Days - Elem (11:30) MS (10:30)
16 HS Early Dismiss (12:45)
19-23 No School - Mid-Winter Break

19

SEPTEMBER 2017						
M	T	W	TH	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 No School - Labor Day
5 First Student Day
25 Grades K-8 Half Days - Elem (11:30) MS (10:30)
25 HS Early Dismiss (12:45)

21

MARCH 2018						
M	T	W	TH	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 Superintendent Conf. - Day - No Students
30 No School - Spring Break

21

OCTOBER 2017						
M	T	W	TH	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 K-12 Early Dismissal Drill - All Buildings Dismiss 15 Minutes Early
9 No School-Columbus Day
27 Superintendent Conf. Day - No Students

16

APRIL 2018						
M	T	W	TH	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 No School - Spring Break
27 HS Early Dismiss (12:45)

18

NOVEMBER 2017						
M	T	W	TH	F	S	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 No School-Veterans Day
15 Elem Half Day (11:30)
15 HS Early Dismissal (12:45)
22-24 No School - Thanksgiving

22

MAY 2018						
M	T	W	TH	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

25 Grades K-8 Half Days - Elem (11:30) MS (10:30)
25 HS Early Dismiss (12:45)
28 No School - Memorial Day

16

DECEMBER 2017						
M	T	W	TH	F	S	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/3	25	26	27	28	29	30

1 HS Early Dismiss - (12:45)
1 & 4 Grades K-8 Half Days - Elem (11:30) MS (10:30)
25-29 No School - Winter Break

12/13/16

JUNE 2018						
M	T	W	TH	F	S	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12-22 HS Regents Exams
13-19 MS Exams
19 Elem Half Day (11:30)
19 Last Elem Student Day
19 Last MS Student Day
22 Last Teacher Day

21

JANUARY 2018						
M	T	W	TH	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 No School - New Years
15 No School - MLK Jr. Day
22-26 HS Regents Exam Week
30 Grades K-8 Half Days - Elem (11:30) MS (10:30)

187 Staff
Days that count toward NYSED "180"
183 Elem
184 MS
187 HS
BOE Adoption: 04/04/17

Motion by Dr. Tinnesz, seconded by Mr. Eagan to approve the following resolution:

RESOLVED: That the Orchard Park Central School District Board of Education, upon the recommendation of the Superintendent of Schools, hereby approves the proposed 2017-18 Operating Budget as presented in the amount of \$98,313,735 and presents it as Proposition No.1 on the Official Ballot of the Annual School District Vote for residents of the Orchard Park Central School District.

Yes – Nielsen, Tinnesz, Mateer, Kane, Mahany & Eagan

No –n/a

Motion carried 6-0

Correspondence (attachment #3)

- E-mail from Resident – Re: Athletics

CORRESPONDENCE

Adjournment

Motion by Dr. Tinnesz, seconded by Mr. Eagan, and unanimously carried (6-0) to adjourn at 7:48 p.m.

ADJOURNMENT

Respectfully submitted,

Cheryl A. Connors
District Clerk

Official Meeting Attachments

1. Financials
2. Special Education
3. Correspondence

Other Meeting Attachments

1. Official Meeting Announcement
2. Meeting Agenda