

**WILLIAMSVILLE CENTRAL SCHOOLS
BOARD OF EDUCATION
DISTRICT OFFICES BOARDROOM
105 CASEY ROAD, EAST AMHERST, NY 14051
ORGANIZATIONAL MEETING AGENDA
MONDAY, JULY 2, 2018 at 7:00 PM**

ORGANIZATIONAL MEETING 7:00 PM

Video recordings of the meetings are also available online at the District web site www.williamsvillek12.org

		TIME ITEM BEGINS
I.	PUBLIC SESSION CALL TO ORDER	6:00 PM
II.	EXECUTIVE SESSION (Employment Matters relating to Particular Person(s), Collective & Negotiations & Current Litigation)	6:01 PM
III.	CALL TO ORDER A. ROLL CALL B. EMERGENCY FIRE ANNOUNCEMENT C. AGENDA REVIEW	7:00 PM
IV.	INSTALLATION OF NEWLY ELECTED BOARD MEMBERS A. OATH OF OFFICE-DISTRICT CLERK 1. Mr. Eric Borenstein 2. Mr. Shawn P. Lemay 3. Mr. Mark Mecca	
V.	PUBLIC SESSION A. SECOND ROLL CALL B. PLEDGE TO THE FLAG C. RECOGNITION	
VI.	PUBLIC EXPRESSION (THREE MINUTE LIMIT PER PERSON)	
VII.	ADOPTION OF ELECTION PROCESS & THE ELECTION OF OFFICERS A. ADOPTION OF AN ELECTION PROCESS - (ATTACHMENT A) B. ELECTION OF PRESIDENT C. ELECTION OF VICE PRESIDENT	ACTION
VIII.	OATH OF OFFICE A. BOARD OFFICERS 1. PRESIDENT 2. VICE PRESIDENT B. SUPERINTENDENT - DR. SCOTT G. MARTZLOFF	
IX.	ANNUAL APPOINTMENTS President will appoint a Parliamentarian - A. DISTRICT CLERK - LYNN CAREY B. DISTRICT TREASURER - TRACEY SULLIVAN C. DEPUTY DISTRICT TREASURER - ZULFIQAR JAFFRI D. TAX COLLECTORS - (TOWN OF AMHERST, TOWN OF CLARENCE AND TOWN OF CHEEKTOWAGA) E. APPOINTING OFFICER FOR CIVIL SERVICE APPOINTMENTS - DR. JOHN MCKENNA F. EXTRA CLASSROOM ACTIVITIES TREASURERS - (ATTACHMENT B) G. SCHOOL DISTRICT ATTORNEYS - (ATTACHMENT C) H. PURCHASING AGENT - RONALD BOWSER I. DEPUTY PURCHASING AGENT - THOMAS MATURSKI J. ATTENDANCE OFFICER - DR. ANNA CIERI K. SCHOOL DISTRICT AUDITORS - (ATTACHMENT D) CLAIMS AUDITOR EXTERNAL AUDITOR INTERNAL AUDITOR L. CENSUS ENUMERATOR - PAULA COLBURN	ACTION

	M. RECORDS ACCESS OFFICER - LAURIE COCCIONITTI N. RECORDS MANAGEMENT OFFICER - LYNN CAREY O. SCHOOL PHYSICIANS (SEE ATTACHMENT E) P. SCHOOL MEDICAL DIRECTOR - CHRISTINE HARDING, NP Q. MEDICAID COMPLIANCE OFFICERS - THOMAS MATURSKI AND DR. ANNA CIERI R. EAP SPECIALIST - EMPLOYEE RESOURCES, INC. S. OCCUPATIONAL HEALTH SERVICES - HEALTHWORKS T. ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) DESIGNEE - KEITH LANGLOTZ U. INTEGRATED PEST MANAGEMENT DESIGNEE - KEITH LANGLOTZ V. CHEMICAL HYGIENE OFFICER - THOMAS MATURSKI W. REVIEWING OFFICIAL, HEARING OFFICIAL AND VERIFICATION OFFICIAL FOR PARTICIPATION IN THE FEDERAL CHILD NUTRITION PROGRAM - THOMAS MATURSKI X. EDUCATION OFFICIAL DESIGNATED TO RECEIVE COURT NOTIFICATION REGARDING A STUDENT'S SENTENCE/ADJUDICATION IN CERTAIN CRIMINAL CASES AND JUVENILE DELINQUENCY PROCEEDINGS - DR. ANNA CIERI Y. TITLE IX/SECTION 504/ADA COMPLIANCE OFFICER - STUDENTS: DR. ANNA CIERI; STAFF: DR. JOHN MCKENNA Z. LIAISON FOR HOMELESS CHILDREN AND YOUTH - DR. ROSA D'ABATE AA. DISTRICT'S SECURITY MONITORING SERVICE - AMHERST SECURITY PROFESSIONALS, INC. BB. DISTRICT'S ATHLETIC TRAINER - EXCELSIOR CC. CHIEF EMERGENCY OFFICER - DR. ANNA CIERI	
X.	ANNUAL DESIGNATIONS A. OFFICIAL NEWSPAPER(S) 1. <i>AMHERST BEE</i> 2. <i>BUFFALO NEWS</i> B. CERTIFIER OF PAYROLLS - DR. JOHN MCKENNA C. BANK SIGNATORIES - TRACEY SULLIVAN, THOMAS MATURSKI & ZULFIQAR JAFFRI D. BANK DEPOSITORIES - (ATTACHMENT F)	ACTION
XI.	ANNUAL AUTHORIZATION/OTHER ACTIONS A. ADOPT POLICY MANUAL B. AUTHORIZATION FOR THE INVESTMENT OF FUNDS BY THE TREASURER (ATTACHMENT G) C. AUTHORIZATION FOR ASSISTANT SUPERINTENDENT FOR FINANCE & MANAGEMENT SERVICES TO MAKE CREDIT APPLICATIONS (ATTACHMENT G) D. AUTHORIZATION FOR THE APPROVAL OF EMPLOYEE TRAVEL BY THE SUPERINTENDENT AND THE APPROVAL OF TRAVEL BY THE SUPERINTENDENT BY THE BOARD PRESIDENT OR DESIGNEE WITH 2018-2019 BUDGET GUIDELINES (ATTACHMENT G) E. AUTHORITY DURING ABSENCE OF THE SUPERINTENDENT - (ATTACHMENT H) F. MILEAGE REIMBURSEMENT RATE - IRS RATE \$.545 PER MILE G. CELL PHONE ANNUAL RATE - 50% BASED ON PRIOR YEAR CALCULATION H. FACILITY USAGE FEE PER POLICY (ATTACHMENT I) I. RESOLUTION PERMITTING PARTIAL PAYMENT OF SCHOOL TAXES - (ATTACHMENT J) J. AUTHORITY TO ACT IN ABSENCE OF DISTRICT CLERK - THOMAS MATURSKI K. AUTHORITY TO ACT IN ABSENCE OF RECORDS OFFICER - LYNN CAREY L. AUTHORIZATION FOR THE SUPERINTENDENT OR HIS DESIGNEE TO SIGN CONTRACTS (ATTACHMENT K) M. ANNUAL AUDIT COMMITTEE CHARTER (ATTACHMENT L) N. COOPERATIVE BID AGREEMENT WITH AMHERST AND SWEET HOME SCHOOLS AND TO PARTICIPATE IN STATE, LOCAL AND FEDERAL BIDS (ATTACHMENT M)	ACTION
XII.	BOARD OF EDUCATION APPOINTMENTS – (ATTACHMENT N) A. ERIE COUNTY ASSOCIATION OF SCHOOL BOARDS (ECASB) DELEGATE ASSEMBLY 1. BOARD DELEGATE 2. BOARD ALTERNATE B. ECASB LEGISLATIVE TEAM 1. BOARD REPRESENTATIVE 2. BOARD ALTERNATE C. ECASB BUDGET & FINANCE TEAM 1. BOARD REPRESENTATIVE 2. BOARD ALTERNATE D. VOTING DELEGATE TO NEW YORK SCHOOL BOARDS ASSOCIATION ANNUAL CONFERENCE 1. BOARD DELEGATE 2. BOARD ALTERNATE DELEGATE	ACTION

	<p>E. DISTRICTWIDE LIAISON ASSIGNMENTS AND BOARD LIAISON GUIDELINES (ATTACHMENT O)</p> <p>F. IMPARTIAL HEARING BOARD MEMBER AND ALTERNATE TO APPROVE THE ASSIGNMENT OF SPECIFIC IMPARTIAL HEARING OFFICERS FROM THE BOARD APPROVED LIST</p> <p>G. AUDIT COMMITTEE</p> <ol style="list-style-type: none"> 1. APPOINT (MINIMUM OF THREE) BOARD MEMBERS 2. APPOINT CHAIRPERSON <p>H. SHARED SERVICES COMMITTEE</p> <ol style="list-style-type: none"> 1. APPOINTEE BOARD MEMBERS 	
XIII.	<p>BOARD OF EDUCATION OPERATIONS</p> <p>A. ADOPT <u>WORK OF THE BOARD</u> (JOINT CODE OF CONDUCT, OPERATING PRINCIPLES, GUIDELINES, PLAN FOR SELF EVALUATION) - (ATTACHMENT P)</p> <p>B. ADOPT PRINCIPLES FOR ORDER FOR CONTROVERSIAL MEETINGS - (ATTACHMENT Q)</p> <p>C. ADOPT GUIDELINES FOR AND ESTABLISH SCHOOL VISITATIONS FOR 2018-2019 - (ATTACHMENT R)</p> <p>D. BOARD OF EDUCATION MEETING CALENDAR 2018-2019 - (ATTACHMENT S)</p> <p>E. SET BOARD RETREAT DATE(S)</p> <p>F. RESOLVE TO SCHEDULE AND SET DATES FOR BOARD COMMUNITY FORUMS FOR 2018-2019</p>	ACTION
XIV.	<p>OTHER MATTERS</p> <p>A. CONSENT AGENDA (Correlated File CF.XIV.A.18-19-1)</p> <ol style="list-style-type: none"> 1. PERSONNEL <ol style="list-style-type: none"> a. CERTIFIED STAFF b. CLASSIFIED-SUPPORT STAFF 2. BUSINESS ITEMS <ol style="list-style-type: none"> a. BIDS b. DONATIONS/GRANTS c. MONTHLY CASH REPORT - MAY d. CLAIMS AUDITOR REPORTS - MAY e. GENERAL FUND ANALYSIS - MAY f. CHILD NUTRITION REPORT – MAY g. EXTRA CLASSROOM ACTIVITY REPORT – MAY 3. SPECIAL NEEDS & STUDENT ACTIVITIES <ol style="list-style-type: none"> a. COMMITTEE ON SPECIAL EDUCATION b. COMMITTEE ON PRE-SCHOOL EDUCATION 	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p> <p>ACTION</p> <p>INFORMATION</p> <p>INFORMATION</p> <p>INFORMATION</p> <p>INFORMATION</p> <p>ACTION</p> <p>ACTION</p>
	<p>B. APPROVAL OF MINUTES</p> <ol style="list-style-type: none"> 1. JUNE 12, 2018 REGULAR BOARD MEETING 	ACTION
	C. BOARD ACKNOWLEDGEMENTS	INFORMATION
	<p>D. PRESIDENT'S REPORT (Correlated File CF.XIV.D.18-19-1)</p> <ol style="list-style-type: none"> 1. NYSBBA <ol style="list-style-type: none"> a. 99TH ANNUAL CONVENTION & EDUCATIONAL TRADE SHOW OCTOBER 25-27, NEW YORK, NY, APPROVE ATTENDEES b. BOARD OFFICERS ACADEMY SEPTEMBER 28, 2018, ROCHESTER, APPROVE ATTENDEES c. SUMMER LAW CONFERENCE JULY 19, 2018 ROCHESTER, APPROVE ATTENDEES 2. ECASB <ol style="list-style-type: none"> a. APPROVE 2018-2019 MEMBERSHIP & AUTHORIZE PAYMENT OF DUES b. 40th ANNUAL WNY EDUCATION LAW CONFERENCE WEDNESDAY, AUGUST 1, 2018, MILLENNIUM HOTEL, CHEEKTOWAGA, APPROVE ATTENDEES 	<p>ACTION</p> <p>ACTION</p> <p>ACTION</p> <p>ACTION</p> <p>ACTION</p>
	<p>E. SUPERINTENDENT'S REPORT (Correlated File CF.XIV.E.18-19-1)</p> <ol style="list-style-type: none"> 1. COMMUNITY UPDATE 2. POLICY REVISIONS <ul style="list-style-type: none"> #5660 MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING #7242 MILITARY RECRUITERS' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS #7512 STUDENT PHYSICALS #7513 ADMINISTRATION OF MEDICATION 	INFORMATION SECOND READINGS & ADOPTION
	<p>F. FINANCE (Correlated File CF.XIV.F.18-19-1)</p> <ol style="list-style-type: none"> 1. YEAR-END DONATION REPORT 2. APPROVE PROPERTY TAX SETTLEMENT 	INFORMATION ACTION
	G. LEGISLATION	
	H. CURRICULUM (Correlated File CF.XIV.H.18-19-1)	
	I. PERSONNEL (Correlated File CF.XIV.I.18-19-1)	

	J. DISTRICT FACILITIES & SUPPORT SERVICES (XIV.J.18-19-1) 1. APPROVE CHANGE ORDER	ACTION
	K. SPECIAL NEEDS AND STUDENT ACTIVITIES (XIV.K.18-19-1) 1. APPROVE COMMITTEE ON SPECIAL EDUCATION AND COMMITTEE ON PRESCHOOL SPECIAL EDUCATION MEMBERSHIP 2. APPROVE APPOINTMENT OF IMPARTIAL HEARING OFFICERS 3. STATE PERFORMANCE PLAN INDICATOR 8 RESULTS 4. DISTRICT SPECIAL EDUCATION PLAN	ACTION ACTION INFORMATION ACTION
	L. COMMITTEE OF THE WHOLE	
	M. CORRESPONDENCE	INFORMATION
XV.	EXECUTIVE SESSION	ACTION
XVI.	PUBLIC SESSION	ACTION
XVII.	ADJOURNMENT	ACTION

NEXT BOARD MEETING:

Tuesday, August 7, 2018 7:00 PM Regular Board Meeting-Goal Setting Workshop-District Safety Plan Public Hearing

Spectrum (formerly Time Warner Cable):

****NEW**** LCTV Channel 1302 will televise the July 2, 2018 Board of Education meeting on Saturday, July 14th at 7:00 PM and Sunday, July 15th at 1:00 PM. The remaining Board of Education meetings will be televised on LCTV Channel 1302 on the Saturday, at 7:00 PM and Sunday, at 1:00 PM, following the Tuesday night meeting.

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM: CF.VII.18-19-1

TOPIC: ADOPTION OF ELECTION PROCESS & THE ELECTION OF OFFICERS

VII. ADOPTION OF ELECTION PROCESS & THE ELECTION OF OFFICERS

- A. ADOPTION OF AN ELECTION PROCESS – (ATTACHMENT A)**
- B. ELECTION OF PRESIDENT**
- C. ELECTION OF VICE PRESIDENT**

ATTACHMENT A

ORGANIZATIONAL MEETING JULY 2, 2018

VII.A. ADOPTION OF AN ELECTION PROCESS

MOVED () SECONDED () to adopt the following election process for the election of officers for the Board of Education.

1. The district Clerk will state, "Nominations are now in order for the office of President of the Board of Education." Ed. Law. Sec. 1701
(Nominations **do not require a SECOND** – Per Robert's Rules of Order-Newly Revised. No one is able to nominate more than one person for a given office at one time.)
2. A nominee must accept or decline the nomination.
3. The District Clerk will declare the nominations closed when no further nominations are brought forth.
4. Each of the nominated candidates will be allowed to give a brief statement-a **three-minute limit will be strictly enforced.**
5. Endorsements or comments by **fellow board members ONLY** will follow-a **three-minute limit will be strictly enforced.**
6. In compliance with the Open Meetings Law, a **PUBLIC** Vote will be taken on each candidate in the order in which they were nominated.
7. If no candidate receives **FIVE** votes, the nominee receiving the least number of votes will be asked if they wish to withdraw and another vote will be taken with the process repeated until a nominee receives the required **FIVE** votes.
8. A motion can be **MOVED** and **SECONDED** to **reopen nominations**. This requires a majority vote-**FIVE** votes. In the alternative, the District Clerk may declare the nominations reopened.
9. Procedures 2-8 will follow.
10. Following the election of the President, The District Clerk will state, "Nominations are now in order for the office of Vice President of the Board of Education."
11. Procedures 2-8 will follow.
12. The District Clerk will administer the oath of office to the newly elected officers.
13. The elected President will be presented with the gavel and will take control of the meeting and continue with the Organizational Meeting Agenda.

SUBJECT: NOMINATION AND ELECTION OF BOARD OFFICERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT

Officers of the Board of Education shall be nominated and elected by the simple majority of the Board at its Annual Organizational Meeting for a term of one (1) year. They will take their oath as officers at this meeting along with newly elected members.

The elected officers of the Board of Education are:

- a) President;
- b) Vice President.

Duties of the President of the Board of Education

The President's duties include the following:

- a) Presides at all meetings of the Board;
- b) Acts as Chief Fiscal Officer of the Board;
- c) Appoints the Parliamentarian;
- d) Calls special meetings as necessary or on request;
- e) Appoints members to all committees of the Board;
- f) Serves ex-officio as a member of all committees;
- g) Executes documents on behalf of the Board;
- h) Serves as official spokesperson for the Board only as related to official Board of Education decisions;
- i) Performs the usual and ordinary duties of the office.

Duties of the Vice President of the Board of Education

The Board of Education may, in its discretion, elect one (1) of its members Vice President who shall have the power to exercise the duties of the President in case of the absence or disability of the President. In case of vacancy in the office of the President, the Vice President shall act as President until a President is elected.

Education Law Sections 1701, 2105(6) and 2502

Adopted: 7/7/09

POLICY

2009

1110

By-Laws

SUBJECT: SCHOOL DISTRICT AND BOARD OF EDUCATION LEGAL STATUS AND AUTHORITY

The Constitution of New York State, as amended in 1894, instructs the Legislature to provide for a system of free common schools wherein all children of the State may be educated.

The State Legislature has implemented this constitutional mandate through the creation of school districts of various types. The Williamsville Central School District is governed by the laws set forth for Central School Districts in Education Law Article 37, and by laws relating to, or affecting, Union Free School Districts as set forth in Education Law Article 35 and Common School Districts as set forth in Education Law Article 33.

The District constitutes a corporate entity that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

The Constitution of the State of New York places the responsibility for public education on the State Legislature, and directs the establishment of a State Department of Education for general supervision over the schools and headed by a Commissioner of Education. The New York State Constitution further provides that local public schools under the general supervision of the State Education Department shall be maintained, developed and operated by locally elected boards. Legally, local boards are instruments of the New York State Constitution, the New York Statutes and the regulations of the State Education Department and its Commissioner.

Board of Education Authority

As a body created under the Education Law of New York State, the Board of Education of the Williamsville Central School District has full authority, within the limitations of federal and state laws and the Regulations of the Commissioner of Education and interpretations of them, to carry out the will of the people of its District in matters of education.

In all cases where laws or regulations of the State Commissioner of Education do not provide, permit, or prohibit, the Board shall consider itself the agent responsible for establishing and appraising educational matters and activities.

Board members have no authority over school affairs as individuals. They have authority only when acting as a body duly called in session.

Education Law Sections 1604, 1701, 1709, 1804, 1805, 2502, 2503 and Articles 33, 35, 37, 51 and 53
New York State Constitution

Adopted: 7/7/09

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.VIII.18-19-1
TOPIC: OATH OF OFFICE

VIII. OATH OF OFFICE

A. BOARD OFFICERS

1. PRESIDENT

2. VICE PRESIDENT

B. SUPERINTENDENT - DR. SCOTT G. MARTZLOFF

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.IX.18-19-1
TOPIC: ANNUAL APPOINTMENTS

IX. ANNUAL APPOINTMENTS

- A. DISTRICT CLERK - LYNN CAREY
- B. DISTRICT TREASURER - TRACEY SULLIVAN
- C. DEPUTY DISTRICT TREASURER - ZULFIQAR JAFFRI
- D. TAX COLLECTORS - (TOWN OF AMHERST, TOWN OF CLARENCE AND TOWN OF CHEEKTOWAGA)
- E. APPOINTING OFFICER FOR CIVIL SERVICE APPOINTMENTS - DR. JOHN MCKENNA
- F. EXTRA CLASSROOM ACTIVITIES TREASURERS - (ATTACHMENT B)
- G. SCHOOL DISTRICT ATTORNEYS - (ATTACHMENT C)
- H. PURCHASING AGENT - RONALD BOWSER
- I. DEPUTY PURCHASING AGENT - THOMAS MATURSKI
- J. ATTENDANCE OFFICER - DR. ANNA CIERI
- K. SCHOOL DISTRICT AUDITORS - (ATTACHMENT D)
 - CLAIMS AUDITOR
 - EXTERNAL AUDITOR
 - INTERNAL AUDITOR
- L. CENSUS ENUMERATOR - PAULA COLBURN
- M. RECORDS ACCESS OFFICER - LAURIE COCCIONITTI
- N. RECORDS MANAGEMENT OFFICER - LYNN CAREY
- O. SCHOOL PHYSICIANS (SEE ATTACHMENT E)
- P. SCHOOL MEDICAL DIRECTOR - CHRISTINE HARDING, NP
- Q. MEDICAID COMPLIANCE OFFICERS - THOMAS MATURSKI AND DR. ANNA CIERI
- R. EAP SPECIALIST - EMPLOYEE RESOURCES, INC.
- S. OCCUPATIONAL HEALTH SERVICES - HEALTHWORKS
- T. ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) DESIGNEE - KEITH LANGLOTZ
- U. INTEGRATED PEST MANAGEMENT DESIGNEE - KEITH LANGLOTZ
- V. CHEMICAL HYGIENE OFFICER - THOMAS MATURSKI
- W. REVIEWING OFFICIAL, HEARING OFFICIAL AND VERIFICATION OFFICIAL FOR PARTICIPATION IN THE FEDERAL CHILD NUTRITION PROGRAM - THOMAS MATURSKI
- X. EDUCATION OFFICIAL DESIGNATED TO RECEIVE COURT NOTIFICATION REGARDING A STUDENT'S SENTENCE/ADJUDICATION IN CERTAIN CRIMINAL CASES AND JUVENILE DELINQUENCY PROCEEDINGS - DR. ANNA CIERI
- Y. TITLE IX/SECTION 504/ADA COMPLIANCE OFFICER - STUDENTS: DR. ANNA CIERI; STAFF: DR. JOHN MCKENNA
- Z. LIAISON FOR HOMELESS CHILDREN AND YOUTH - DR. ROSA D'ABATE
- AA. DISTRICT'S SECURITY MONITORING SERVICE - AMHERST SECURITY PROFESSIONALS, INC.
- BB. DISTRICT'S ATHLETIC TRAINER - EXCELSIOR
- CC. CHIEF EMERGENCY OFFICER - DR. ANNA CIERI

Extra Classroom Activity Treasurers

It is recommended that the following be appointed as Student Activity Treasurers for 2018-19:

South High School Carol Jackson
North High School Marina Biniszkiewicz
East High School..... David Mellerski
Mill Middle School Norma Jean Jacobs
Heim Middle School Chuck Miller
Casey Middle School Harry O'Malley & Mary Scalzi
Transit Middle School..... Joseph Gennaro

Attachment C

School District Attorneys

The School District Attorneys appointments will be reviewed at a later date.

School District Auditors

It is recommended that the following be appointed as school district auditors for 2018-19:

Claims Auditor:

EFPR Group LLC

6390 Main Street

Williamsville, NY

\$31,250 estimated for 100% claims audit process*

External Auditor:

Drescher & Malecki, LLP

3083 William Street, Suite 5

Cheektowaga, NY

\$20,025 estimated*

Internal Auditor:

Freed Maxick

One Evans Street

Batavia, NY

\$8,000 estimated*

*Fee changes may occur pending audit field work or special auditing requests made by the District.

Attachment E

School Physicians

It is recommended that the Board of Education extend the current School Physicians effective July 1, 2018 through June 30, 2019:

Dr. Jason Matuszak: District Physician, Advisory to the Committee on Special Education, and General Consultant.

Per contract for consultant services

Dr. Stuart Dorfman: General Consultant, Fitness for Duty Exams, Section 913 Evaluations.

Per contract for consultant services

Dr. RP Singh: General Consultant, Section 913 Evaluations.

Per contract for consultant services

And approve Dr. Jason Matuszak as School Physician for the Committee on Special Education/Committee on Preschool Special Education Membership

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.X.18-19-1
TOPIC: ANNUAL DESIGNATIONS

X. ANNUAL DESIGNATIONS

A. OFFICIAL NEWSPAPER(S)

- 1. *AMHERST BEE***
- 2. *BUFFALO NEWS***

B. CERTIFIER OF PAYROLLS - DR. JOHN MCKENNA

C. BANK SIGNATORIES - TRACEY SULLIVAN, THOMAS MATURSKI & ZULFIQAR JAFFRI

D. BANK DEPOSITORIES - (ATTACHMENT F)

Designation of Depositories

It is recommended that the following depositories be designated for 2018-19 for District and Student Funds:

District Funds

M&T Bank

Worker's Comp Checking	9863705357
IHA Claims Health Insurance Checking	9863705365
Payroll Checking	9863705373
Nova HCP Checking	9863705381
Capital Project Checking	9863705399
Child Nutrition Checking	9863705415
Federal Fund Checking	9863705423
General Fund Checking	9863705431
Flex Plan Checking	9865361340
Tax Cert Savings	15004229767396
Scholarship Fund Savings	15004229767403
General Fund Savings	15004229767411
Debt Service Savings	15004229767429
Child Nutrition Savings	15004229767445
Capital Project Savings	15004229767453

Student Funds

Citizen's Bank

South Senior Student Activities	
Checking	400325-466-9
Savings	400325-458-8

KeyBank

Heim Middle Student Activities	
Checking	716843340
Mill Middle Student Activities	
Checking	7900060570

M&T Bank

Casey Middle Student Activities
Checking 9867270796

Transit Middle Student Activities
Checking 9838167824

North Senior Student Activities
Checking 571851

East Senior Student Activities
Checking 17387051
Savings 15004219802897

Community Education Funds

M&T Bank

Community Education
Checking 9863705407
Savings 15004229767437

Banks to be contacted for Certificate of Deposit Bids

M&T Bank

JPMorgan Chase

Bank of America

Citizens Bank

Key Bank

NYLAF (New York Liquid Asset Fund)

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.XI.18-19-1
TOPIC: ANNUAL AUTHORIZATION/OTHER ACTIONS

XI. ANNUAL AUTHORIZATION/OTHER ACTIONS

- A. ADOPT POLICY MANUAL**
- B. AUTHORIZATION FOR THE INVESTMENT OF FUNDS BY THE TREASURER (ATTACHMENT G)**
- C. AUTHORIZATION FOR ASSISTANT SUPERINTENDENT FOR FINANCE & MANAGEMENT SERVICES TO MAKE CREDIT APPLICATIONS (ATTACHMENT G)**
- D. AUTHORIZATION FOR THE APPROVAL OF EMPLOYEE TRAVEL BY THE SUPERINTENDENT AND THE APPROVAL OF TRAVEL BY THE SUPERINTENDENT BY THE BOARD PRESIDENT OR DESIGNEE WITH 2018-2019 BUDGET GUIDELINES (ATTACHMENT G)**
- E. AUTHORITY DURING ABSENCE OF THE SUPERINTENDENT - (ATTACHMENT H)**
- F. MILEAGE REIMBURSEMENT RATE - IRS RATE \$.545 PER MILE**
- G. CELL PHONE ANNUAL RATE - 50% BASED ON PRIOR YEAR CALCULATION**
- H. FACILITY USAGE FEE PER POLICY (ATTACHMENT I)**
- I. RESOLUTION PERMITTING PARTIAL PAYMENT OF SCHOOL TAXES - (ATTACHMENT J)**
- J. AUTHORITY TO ACT IN ABSENCE OF DISTRICT CLERK - THOMAS MATURSKI**
- K. AUTHORITY TO ACT IN ABSENCE OF RECORDS OFFICER - LYNN CAREY**
- L. AUTHORIZATION FOR THE SUPERINTENDENT OR HIS DESIGNEE TO SIGN CONTRACTS (ATTACHMENT K)**
- M. ANNUAL AUDIT COMMITTEE CHARTER (ATTACHMENT L)**
- N. COOPERATIVE BID AGREEMENT WITH AMHERST AND SWEET HOME SCHOOLS AND TO PARTICIPATE IN STATE, LOCAL AND FEDERAL BIDS (ATTACHMENT M)**

Investment of Funds

It is recommended that the Board of Education authorize the School Business Official to invest temporarily idle funds of the District in accordance with Board Policy #5220.

Authorization to Make Credit Applications

It is recommended that the Board of Education authorize the Assistant Superintendent for Finance and Management Services to sign credit applications as necessary.

Travel Authorization

It is recommended that the Board of Education authorize the Board President or his/her designee to approve the Superintendent of Schools travel requests within the limits of the approved budget for 2018-19.

Travel reimbursement for 2018-19:

Maximum lodging expense cannot exceed the 2018-19 GSA per diem rates.

Maximum meal expense cannot exceed the 2018-19 GSA per diem rates.

Within the maximum daily rate, reimbursement will only be provided up to the GSA's breakfast, lunch, and dinner amounts. The underspending of one category does not allow for an increased reimbursement in another category.

It is also recommended that the Board of Education authorize the Superintendent of Schools or his/her designee to approve employee travel requests within the limits of the approved budget for 2018-19, in accordance with board policy.

Attachment H

Authority During Absence of the Superintendent

It is recommended that the Board of Education, in accordance with Board Policy #4220, designate the Assistant Superintendents for Exceptional Education and Student Services to act in place of the Superintendent during his temporary absence from the District. Also, Finance and Management Services, Instruction and Human Resources, in turn, act in place of the Superintendent in the absence of the Assistant Superintendent for Exceptional Education and Student Services.

Attachment I

Excerpt from 2011 Admin Manual: Community Relations (3280R, page 8)

Fees for Use of Building for Each Session (AM, PM or Evening)

General Purpose Classroom \$40

Pool Secondary Building*

\$ 65 < 1.50 hours used

\$125 > 1.50 hours used

Gymnasium*

Elementary Building \$75

Secondary Building \$80

Auditorium*

Elementary Building \$ 75

Secondary Building \$125

Cafeteria*

Elementary Building \$55

Secondary Building \$60

Planetarium - Space Lab \$55

Kitchen \$70

*Plus surcharge per hour for electricity for lighting. (The lighting per hour rate will be calculated semi-annually.)

Fees for Use of Outdoor Facilities **

A separate permit must be written for the use of each type of outdoor facility by each user for each season. This permit is required for organized tournaments and organized team use. The fee charged will be thirty dollars (\$30) per day per permit.

Fees for additional work necessary for the use of baseball, football or soccer fields, or tracks, requested by permit holders will be as follows:

Grass Mowing \$100

Field Marking \$125

Policing (at cost)

Repairs to pitcher's mound (labor and materials)

Use of press box, scoreboard \$65

P.A. system \$65

Use of stadium lights (at cost)

Additional charges for the after-event repair of fields and facilities, and cleaning of building areas or policing of grounds, will be at the rate of thirty dollars (\$30) per hour.

If an organization is affiliated with the Town of Amherst and they are recognized as being included in the Inter-Municipal Agreement, the above fee schedule is superseded by the terms and conditions of the Agreement.

**** Fees for the usage of the artificial athletic fields follow a separate user and fee schedule.**

Williamsville Central School District

Turf Field Usage Fee Schedule

FEE STRUCTURE FOR THE NORTH, EAST AND SOUTH HIGH SCHOOL'S ARTIFICIAL TURF FIELDS

Group	Turf Field Usage Rate w/o light (1)	Turf Field usage Rate with lights (1)	Qualifying Groups (1)
Unorganized/neighborhood use	No charge, availability is based on fields not being in use.	Not Available	Unorganized, local neighborhood event.
Town of Amherst - Inter-Municipal Agreement	Current Agreement	Current Agreement	Current Agreement
School District, Town of Amherst affiliated sport programs	\$200 per hour	Not Available unless there is a special circumstance that justifies the need for the use of lights.	Qualifying Town of Amherst affiliated sport programs will be listed in the Inter-Municipal Agreement.
Organized sport programs that wish to use the field for formal games including the use of officials. This group may require that their athletes be charged registration fees or that they must pay the organizer other fees to participate in the sporting event. It includes sport camps and any athletic organizations not covered by a prior classification.	\$450 per hour	Not Available unless there is a unique circumstance that benefits the Williamsville Central School District and its community.	Approval is contingent on the time, date and use of the field being in compliance with district standards as well as being available for use.
Special use	\$550 per hour	\$800 per hour	Special use may include any infrequent and unusual request from a college, university or other similar group or organization. This may also include tournament requests from any group including those that may be included in another classification that is applicable to normal use.

(1) Lease agreements for field use may supersede the hourly rate schedule.

Resolution Permitting Partial Payment of School Taxes

WHEREAS, The State of New York has authorized the County of Erie to amend the Erie County Property Tax Act to permit partial payment of 2018-19 School Taxes, and

WHEREAS, with passage of such legislation a property owner will be allowed the opportunity to make partial payment of at least 50% of the tax bill, and

WHEREAS, this legislation would assist and benefit property owners experiencing great financial burdens; now therefore be it

RESOLVED: That, the Williamsville Central School Board of Education, hereby authorizes the Receiver of Taxes to accept partial payments as prescribed by Local Law 17 of 1993 amending the Erie County Tax Act and that copies of this resolution be filed with all Town Clerks and Tax Receivers in the Williamsville Central School District.

Authorization for the Superintendent or His Designee to Sign Contracts

Purchasing Agent: Ronald Bowser

Deputy Purchasing Agent: Thomas Matuski

Additional authority to bind the district in service contracts for district business and student activities is extended to Superintendent, Assistant Superintendents and Principals.

Audit Committee Charter

Audit Committee Authority

Pursuant to a resolution enacted originally December 13, 2005, and updated April 3, 2012, the Board of Education of the Williamsville Central School District has established an audit committee to assist the Board of Education in the oversight of both the internal and external audit functions. The requirement to create an audit committee was established by Education Law §2116-c. In accordance with Education Law §2116-c (4), the role of an audit committee shall be advisory and any recommendations it provides to the Board shall not be substituted for any required review and acceptance by the Board of Education.

Mission

The Board of Education of the Williamsville Central School District has established an audit committee to provide independent advice, assistance, and recommendations to the Board in the oversight of the internal and external audit functions of the district.

Composition and Requisite Skills

The Williamsville Central School District Audit Committee is comprised of no less than three members.

The Committee members collectively should possess the knowledge in accounting, auditing, financial reporting and school district finances needed to understand and evaluate the school district's financial statements, the external audit and the district's internal audit activities. Accordingly, the Audit Committee's members, collectively, should:

- Possess the requisite knowledge necessary to understand technical and complex financial reporting issues.
- Have the ability to communicate with auditors, public finance officers and the school board.
- Be knowledgeable about internal controls, financial statement audits and management/operational audits.

Duties and Responsibilities

The duties and responsibilities of the Williamsville Central School District Audit Committee include the following:

- External Audit Focus
 - Provide recommendations regarding the selection of the external auditor to the Board of Education.
 - Meet with the external auditor prior to commencement of the audit to, among other things, review the engagement letter.
 - Review and discuss with the external auditor any risk assessment of the district's fiscal operations developed as part of the auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards, if applicable.

- Receive and review the draft annual audit report and accompanying draft management letter, including the external auditor's assessment of the district's system of internal controls, and, working directly with the external auditor, assist the Board of Education in interpreting such documents.
- Make a recommendation to the Board of Education on accepting the annual audit report.
- Review every corrective action plan developed by the school district and assist the Board of Education in the implementation of such plans.
- Internal Audit Focus
 - Make recommendations to the Board of Education regarding the appointment of the internal auditor.
 - Assist in the oversight of the internal audit function, including reviewing the annual internal audit plan to ensure that high risk areas and key control activities are periodically evaluated and tested, and reviewing the results of internal audit activities.
 - Review significant recommendations and findings of the internal auditor.
 - Monitor implementation of the internal auditor's recommendations by management.
 - Participate in the evaluation of the performance of the internal audit function.
- Administrative Matters
 - Hold regularly scheduled meetings.
 - Review and revise the Audit Committee Charter, as necessary.

Membership

The membership duties of the Williamsville Central School District Audit Committee include the following:

- Good Faith – Members of the Committee shall perform their duties in good faith, in a manner they reasonably believe to be in the best interests of the Committee and the District with such care as a generally prudent person in a similar position would use under similar circumstances.
- Independence – An individual, other than members of the Board of Education, may not serve on an audit committee constituted as an advisory committee if he or she:
 - Is employed by the district.
 - Currently provides, or within the prior two years, has provided, goods or services to the district.
 - Is an immediate family member (spouse, spouse equivalent or dependent [whether or not related]) or close family member (parent, sibling or nondependent child) of an individual who is an employee, officer or contractor providing services to the district.

- Is the owner of or has a direct and material interest in a company providing goods or services to the district.
- Confidentiality – During the exercise of duties and responsibilities, the Committee members may have access to confidential information. The Committee shall have an obligation to the district to maintain the confidentiality of such information.

Meetings and Notification

The Williamsville Central School District Audit Committee shall meet a minimum of two times each year. An agenda of each meeting should be clearly determined in advance and the Audit Committee should receive supporting documents in advance, for reasonable review and consideration. Any member of the Board of Education, who is not a member of the Audit Committee, may attend audit committee meetings if authorized by a resolution of the Board.

The Audit Committee shall give notice and prepare minutes of each meeting. At a minimum, the minutes will include the following:

- The meeting agenda
- Date, attendance and location of the meeting
- Except as otherwise provided by law in connection with executive sessions, summaries of the topics discussed, and all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon, including recommendations agreed to by the committee.
- As appropriate, copies of materials discussed or presented at the meeting.

Decision-Making Process

All decisions shall be reached by vote of a simple majority of the total membership of the committee. A quorum constitutes a simple majority of the total membership and meetings will not be conducted unless a quorum is present.

Reporting Requirements

The Williamsville Central School District Audit Committee has the duty and responsibility to report its activities to the Board of Education as needed, but not less than annually. Periodic written reports of Audit Committee activities are an important communication link between the Audit Committee and the Board on key decisions and responsibilities. The Audit Committee's reporting requirements are to:

- Report on the scope and breadth of committee activities so that the Board of Education is kept informed of its work.
- Provide minutes or a summary of minutes of meetings which clearly record the actions and recommendations of the Committee.
- Report on their review of the District's draft annual audit report and accompanying management letter and their review of significant findings.

- Report on suspected fraud, waste or abuse, or significant internal control findings and activities of the internal control function.
- Report on indications of material or significant non-compliances with laws or District policies and regulations.
- Report on any other matters that the committee believes should be disclosed to the Board of Education.

Review of the Charter

The Williamsville Central School District Audit Committee shall assess and report to the Board of Education on the adequacy of this Charter no less than an annual basis or as necessary. Charter modifications, as recommended by the Audit Committee, should be presented to the Board of Education in writing for their review and action. The Audit committee Charter will be adopted by the Board of Education annually at its Reorganization meeting.

RESOLUTION

WHEREAS, the Williamsville Central School District wishes to enter a joint purchase agreement with the following municipal entities and

WHEREAS, it is in the best interests of the District from a cost and convenience aspect to do the same, it is therefore

RESOLVED that pursuant to the General Municipal Law of the State of New York a joint purchasing agreement between Sweet Home Central School District, Amherst Central School District and Williamsville Central School District be approved and placed into effect for the District's use in the next school year as convenience and cost determine and it is

RESOLVED that the Assistant Superintendent of Finance is hereby authorized to make such purchases covered by this Agreement.

RESOLUTION

WHEREAS, the Williamsville Central School District wished to participate in cooperative purchasing/bidding processes with a program administered by Erie 1 BOCES. Additionally, the District wishes to participate in bids authorized by General Municipal Law, Section 199-0 and §103, which may include but not be limited to Erie County bids, New York State Office of General Services and other State, Local and Federal bids.

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.XII.18-19-1
TOPIC: BOARD OF EDUCATION APPOINTMENTS

XII. BOARD OF EDUCATION APPOINTMENTS – (ATTACHMENT N)

- A. ERIE COUNTY ASSOCIATION OF SCHOOL BOARDS (ECASB) DELEGATE ASSEMBLY**
 - 1. BOARD DELEGATE**
 - 2. BOARD ALTERNATE**
- B. ECASB LEGISLATIVE TEAM**
 - 1. BOARD REPRESENTATIVE**
 - 2. BOARD ALTERNATE**
- C. ECASB BUDGET & FINANCE TEAM**
 - 1. BOARD REPRESENTATIVE**
 - 2. BOARD ALTERNATE**
- D. VOTING DELEGATE TO NEW YORK SCHOOL BOARDS ASSOCIATION ANNUAL CONFERENCE**
 - 1. BOARD DELEGATE**
 - 2. BOARD ALTERNATE DELEGATE**
- E. DISTRICTWIDE LIAISON ASSIGNMENTS AND BOARD LIAISON GUIDELINES (ATTACHMENT O)**
- F. IMPARTIAL HEARING BOARD MEMBER AND ALTERNATE TO APPROVE THE ASSIGNMENT OF SPECIFIC IMPARTIAL HEARING OFFICERS FROM THE BOARD APPROVED LIST**
- G. AUDIT COMMITTEE**
 - 1. APPOINT (MINIMUM OF THREE) BOARD MEMBERS**
 - 2. APPOINT CHAIRPERSON**
- H. SHARED SERVICES COMMITTEE**
 - 1. APPOINT BOARD MEMBERS**

ATTACHMENT N

XII. BOARD OF EDUCATION APPOINTMENTS

A. ERIE COUNTY ASSOCIATION OF SCHOOL BOARDS (ECASB) DELEGATE ASSEMBLY

The Delegate Assembly is the "policy making body of the Association." Each member district appoints a school board member, alternate to serve.

Delegates play a key role in advancing ECASB's Goals & Mission.

**BOARD DELEGATE
BOARD ALTERNATE**

**DR. SUSAN D. MCCLARY
MR. SHAWN P. LEMAY**

B. ECASB LEGISLATIVE TEAM

The Legislative Team links ECASB to lawmakers and the NYS Board of Regents. They lobby and sponsor activities that support the need for school boards to anticipate trends and present recommendations before legislative issues escape local influence.

Team Members educate ECASB member boards and their constituents about pending issues of concern to public education. Some members serve on NYSSBA State Legislative & National School Boards Federal Relations Networks.

**BOARD REPRESENTATIVE
BOARD ALTERNATE**

**MR. MARK MECCA
DR. KURT R. VENATOR**

C. ECASB BUDGET & FINANCE TEAM REPRESENTATIVE

The Budget & Finance Team assists with budget development, conducts a regular review of the membership dues structure and seeks alternate revenue sources.

**BOARD REPRESENTATIVE
BOARD ALTERNATE**

**MR. MARK MECCA
MRS. SUZANNE VAN SICE**

D. VOTING DELEGATE TO NEW YORK SCHOOL BOARDS ASSOCIATION ANNUAL CONFERENCE OCTOBER 24-27, 2018 NEW YORK, NEW YORK

**BOARD DELEGATE
BOARD ALTERNATE**

MR. SHAWN LEMAY

E. DISTRICTWIDE LIAISON GUIDELINES (ATTACHMENT O) AND ASSIGNMENTS

ATTACHMENT O BOARD LIAISON GUIDELINES

1. Regularly attend meetings, send a substitute board member, or contact the Board President and the Group's President if unable to attend.
2. Report on BOE procedures, actions, and upcoming issues.
(The use of your *School Board Notes* may be helpful).
3. Seek answers to any questions raised by the Group and report back in a timely manner.
4. Represent views of the BOE, not individual opinions.
5. Complete your PTA Liaison Report form and share with the Board concerns raised at the meeting.
6. Limit contents to five minutes, unless additional time is requested by the Group's President.
7. Use a disclaimer when speaking as an individual.
8. All Board Members are encouraged to join the unit for which they are liaisons.

2018-2019 DISTRICT WIDE LIAISONS ASSIGNMENTS (TENTATIVE)

HIGH SCHOOLS

**EAST
NORTH
SOUTH**

**DR. KURT R. VENATOR
MRS. SUZANNE VAN SICE
MR. PHILIP S. MEYER**

MIDDLE SCHOOLS

**CASEY
HEIM
MILL
TRANSIT**

**MRS. SUZANNE VAN SICE
MRS. TERESA ANNE LEATHERBARROW

MR. ERIC BORENSTEIN**

ELEMENTARY

**COUNTRY PARKWAY
DODGE
FOREST
HEIM
MAPLE EAST
MAPLE WEST**

**DR. SUSAN D. MCCLARY
MRS. TERESA ANNE LEATHERBARROW
MR. PHILIP S. MEYER
MRS. MARY BIEGER
DR. KURT R. VENATOR
MR. MARK S. MECCA**

OTHER

PTSA COUNCIL

SEPTSA

DISTRICT SHARED DECISION MAKING TEAM

EDUCATION FOUNDATION

INTER-HIGH COUNCIL

SUPERINTENDENT'S COMMUNITY COUNCIL

MR. SHAWN P. LEMAY

MRS. SUZANNE VAN SICE

MRS. MARY BIEGER

MR. PHILIP S. MEYER

DR. SUSAN D. MCCLARY

MR. SHAWN P. LEMAY

F. IMPARTIAL HEARING BOARD MEMBER AND ALTERNATE TO APPROVE THE ASSIGNMENT OF SPECIFIC IMPARTIAL HEARING OFFICERS FROM THE BOARD APPROVED LIST

DESIGNEE

MR. SHAWN LEMAY

ALTERNATE

G. AUDIT COMMITTEE

1. APPOINT (MINIMUM OF THREE) BOARD MEMBERS

COMMITTEE MEMBERS

MRS. MARY BIEGER

MR. SHAWN P. LEMAY

MRS. SUZANNE VAN SICE

2. APPOINT CHAIRPERSON

MRS. MARY BIEGER

H. SHARED SERVICES COMMITTEE

1. APPOINT BOARD MEMBERS

COMMITTEE MEMBERS

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.XIII.18-19-1
TOPIC: BOARD OF EDUCATION OPERATIONS

XIII. BOARD OF EDUCATION OPERATIONS

- A. ADOPT WORK OF THE BOARD (JOINT CODE OF CONDUCT, OPERATING PRINCIPLES, GUIDELINES, PLAN FOR SELF EVALUATION) - (ATTACHMENT P)**
- B. ADOPT PRINCIPLES FOR ORDER FOR CONTROVERSIAL MEETINGS - (ATTACHMENT Q)**
- C. ADOPT GUIDELINES FOR AND ESTABLISH SCHOOL VISITATIONS FOR 2018-2019 - (ATTACHMENT R)**
- D. BOARD OF EDUCATION MEETING CALENDAR 2018-2019 - (ATTACHMENT S)**
- E. SET BOARD RETREAT DATE(S)**
- F. RESOLVE TO SCHEDULE AND SET DATES FOR BOARD COMMUNITY FORUMS FOR 2018-2019**

ATTACHMENT P

XIII. BOARD OF EDUCATION OPERATIONS

A. ADOPT WORK OF THE BOARD (JOINT CODE OF CONDUCT, OPERATING PRINCIPLES, GUIDELINES, PLAN FOR SELF EVALUATION)

THE WORK OF THE BOARD 2018-2019

The purpose of the Board of Education is to enable the District to realize its mission, as articulated in the Strategic Plan. The Board, as the elected voice of the community, guides the District by establishing policy and allocating resources consistent with that Mission. In keeping with its purpose and its responsibility to the community, the **Board of Education hereby affirms its commitment to the following Joint Code of Conduct, Operating Principles and Board Guidelines:**

1. Joint Code of Conduct

JOINT CODE OF CONDUCT FOR SCHOOL BOARDS AND SUPERINTENDENTS (From NYSSBA and NYSCOSS)

The success of every school system depends on an effective working relationship between the school board and the superintendent. This code emphasizes the most important goals and obligations of that relationship.

ASSURE the opportunity of high quality education for every student and make the well-being of the students the fundamental principle in all decisions and actions.

HONOR all national, state, and local laws and regulations pertaining to education and public agencies.

REPRESENT the entire community without fear or favor, while not using these positions for personal gain and accepting all responsibilities as a means of unselfish service.

UPHOLD the principles of due process and individual dignity, and protect the civil and human rights of all.

ADHERE to the principle that the board shall confine its role to policymaking, planning, and appraisal while the superintendent shall implement the board's policies.

ACT as part of an educational team with mutual respect, civility, and regard for each other's respective responsibilities and duties, recognizing that the strength of a school board is in acting as a board, not as individuals; and that the strength of the Superintendent is in being the educational leader of the school district.

PRACTICE and **PROMOTE** ethical behavior in the boardroom and in the classroom.

MAINTAIN high standards and the effectiveness of education through research and continuing professional development.

CONSIDER and **DECIDE** all issues fairly and without bias.

INSTILL respect for community, state, and nation.

PROTECT the spirit and letter of all contracts until fulfillment or modification by mutual agreement.

INSPIRE and **NURTURE** the highest level of ethics and integrity.

This Joint Code of Conduct was developed cooperatively by the New York State Council of School Superintendents and the New York State School Boards Association and was adopted by their respective governing bodies in spring 1983 and amended in 1994.

2. Operating Principles

Board Members will:

- a. Work as a team.
- b. Respect the perspectives and contributions of others.
- c. Appreciate the value of diverse opinions and opposing views.
- d. Honor and support the results of the decision-making process.
- e. Welcome humor in personal and team interactions.

3. Board Guidelines

Board Members will:

- a. Observe the latest edition of Robert's Rules of Order.
- b. Come to meetings prepared and willing to contribute.
- c. Seek clarification of Board materials prior to the meeting.
- d. Raise substantive questions at the Table.
- e. Use time wisely; listen carefully, speak clearly and concisely, avoid unnecessary repetition of ideas.
- f. Appoint a Parliamentarian/timekeeper to be responsible to keep the Board on schedule.
- g. Respect the confidentiality of Executive Session discussions.
- h. Create ad hoc committees as needed.

4. Individual Board Member Responsibilities

- a. Notify the District Clerk and President when unable to attend a meeting.
- b. Assume responsibility for gathering information about a meeting not attended.
- c. Honor assignments received and commitments made.
- d. Work to increase understanding of educational issues and to improve leadership skills.
- e. Seek the advice and consent of the Board before participating in public meetings as a representative of the Board.
- f. State clearly when not representing the Board or the District when participating in a public meeting or writing as private citizen.

5. At the organizational meeting each year the Board will:

- a. Elect officers. (See Policy 1320)
- b. The board president will appoint a parliamentarian.
- c. Review and approve:
 - 1.) The structure of the Agenda for regularly scheduled Board meetings.
 - 2.) The format of minutes and audio/video records of meetings.
 - 3.) All appointments, designations and authorizations required by law, regulation and Board policy, Code of Conduct, and Operating Principals.
- d. Affirm its intent to continue the school visitation program.
- e. Assign District-wide liaison responsibilities for the following school year.
- f. Set a date and establish a plan for annual self-evaluation.

6. Authority

- a. See Policy 1110-School District and Board Of Education Legal Status and Authority

7. Media Relations

- a. The President of the Board of Education serves as official spokesperson for the Board only as related to official Board of Education decisions. (See Policy 1320)

8. Plan for Self-Evaluation

The Board will formally evaluate its work in work sessions designated for that purpose periodically throughout the year.

ATTACHMENT Q

XIII. BOARD OF EDUCATION OPERATIONS

B. ADOPT PRINCIPLES FOR ORDER FOR CONTROVERSIAL MEETINGS

- 1. Assign a timekeeper for public expression.**
- 2. All speakers must sign their name and address in order to speak to the Board.**
- 3. Speakers will recite their name and address prior to speaking to the Board.**
- 4. Students must recite their name and the name of the school they attend prior to speaking to the Board.**
- 5. The Timekeeper/Parliamentarian will monitor to maintain a three (3) minute limit for each speaker.**
- 6. Extension of public expression must be moved by the Board and agreed upon a majority vote.**
- 7. After two verbal warnings, the President has the ability to order anyone causing a disturbance to leave the boardroom.**
- 8. The President has the ability to order a brief (15 minutes) recess until order is restored. Board members should exit the meeting room immediately for the recess.**
- 9. The President has the ability to adjourn the meeting and reconvene at a time and place selected by a majority vote.**

ATTACHMENT R

XIII. BOARD OF EDUCATION OPERATIONS

C. ADOPT GUIDELINES FOR AND ESTABLISH SCHOOL VISITATIONS FOR 2018-2019

The purpose of the school visitation will be:

1. To fulfill in a sincere and committed manner the legal obligation of the Board of Education to visit the buildings in the school district; and
2. To encourage and maintain open lines of communication between the Board of Education and the staff of each of the district buildings.

The following suggestions relate to the format of the visitation:

1. **Scheduling:** The visitations will normally take place before the school day begins in the elementary and middle schools, and as scheduled in the high schools, generally on Fridays, at regular intervals throughout the year.
2. **Activity:** The primary activity of the visitations will be a time of informal conversation between staff and Board members lasting approximately 30-45 minutes.

In certain circumstances, it may be timely and important to consider a particular concern of program at one of the buildings, through a presentation, small group discussion or tour. Time to do so may be arranged in advance, when mutually agreed upon by the principal and the Board. Whether initiated by the principal or the Board, this time and activity will be considered as an addition to the schedule. This component will follow the time of informal conversation and last no more than an additional 30 minutes.

3. **Invitations:** The Board extends an invitation to the entire staff of each building to attend the visitation scheduled in their building. This invitation will be publicized through the district newsletter, *CONTACT*, and through appropriate communications within each building.
4. **Name tags:** Staff and Board members will be asked to wear nametags indicating both their name and position.
5. **Refreshments:** Refreshments will be provided at the Board's expense, with an appropriate note or sign on display to indicate that they are an expression of the Board's appreciation to the staff. The cost of the refreshments should not exceed one hundred dollars (\$100.00) per school.

Follow up is important in order to maximize the value of the visitations:

1. The Board President, Vice President, or a designated Board member, will submit a written report to the Board and the Superintendent following each school visitation. This report will include (a) any specific concerns raised by staff members and (b) general issues discussed. The report will be included in the Superintendent's Friday Report following the Board meeting and will be listed and acknowledged under the President's Report.
2. Individual concerns or questions will be recorded to the Board of Education Report Forms and given to the Superintendent. The Superintendent shall deal with the information contained in the report in whatever way he deems appropriate.

Expectations of Board of Education Members:

1. Each Board member will be asked to sign up to attend a minimum of three school visitations during the academic year. If unable to attend, the Board Member will ensure that another Board Member will attend in his or her place.
2. A minimum of three Board Members and Superintendent will be present at each school visitation.
3. Board Members are encouraged to use the opportunity of the visitations to greet and talk with as many staff members as possible. Wearing Board nametags is helpful.
4. When specific concerns are raised by staff members during the visitation, Board Members will encourage staff members to pursue their questions(s) through the appropriate administrative channels.

Expectations of School Principals:

1. The school principals are asked to communicate the nature and purpose of the visitations to the staff, with particular emphasis on the Board's desire to maintain open lines of communication.
2. The school principals are asked to work with Mrs. Coccionitti to facilitate scheduling the visitations on a day and time that will be convenient to staff and encourage attendance. Alternative formats may be considered if consistent with the purposes outlined above.
3. The school principals are asked to order the refreshments for the visitation and submit the bill to Mrs. Carey, District Clerk.
4. Principals are asked to provide name tags for staff members.

**BOARD OF EDUCATION
SCHOOL VISITATION SCHEDULE
2018-2019**

DATE	BUILDING	TIME
October 12, 2018	AIM	8:00 AM
November 2, 2018	Maple West Elementary	8:00 AM
November 16, 2018	South High (Cafeteria)	7:00 AM
December 7, 2018	Transit Middle	8:00 AM
December 14, 2018	North High	7:00 AM
January 4, 2019	East High	8:45 AM
January 18, 2019	Forest Elementary	7:30 AM
February 1, 2019	Heim Middle	8:00 AM
February 8, 2019	Mill Middle	8:00 AM
March 8, 2019	Casey Middle	8:00 AM
April 12, 2019	Heim Elementary	7:30 AM
May 3, 2019	Maple East Elementary	7:30 AM
May 10, 2019	Country Parkway Elementary	8:00 AM
May 17, 2019	Dodge Elementary	7:30 AM
June 5, 2019	District Office	8:15 AM

ATTACHMENT S

XIII. BOARD OF EDUCATION OPERATIONS

D. BOARD OF EDUCATION MEETING CALENDAR 2018-2019

BOARD OF EDUCATION CALENDAR 2018-2019

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

105 Casey Road, P.O. Box 5000, E. Amherst, NY 14051-5000

2018-2019 Board of Education Meetings

Meetings are held on Tuesday (unless otherwise noted) beginning at 7:00 PM, in the District Boardroom
Regular meetings may be preceded by an Executive Session beginning at 6:00 PM

July 2, 2018, Organizational Meeting for 2018-19

August 7, 2018, 7:00 PM, Regular Board Meeting – Issue 2017 Property Tax Warrant
7:30 PM, Goal Setting Workshop

September 25, 2018, Regular Board Meeting

October 23, 2018, Regular Board Meeting

October 22-26, 2018 **SCHOOL BOARD RECOGNITION WEEK**

October 25 - 27, 2018, 99th ANNUAL NYSSBA Convention & Education Expo, New York City

November 13, 2018, PTSA Council Board Recognition Reception, 6:00 PM & Regular Board Meeting, 7:00 PM

December 11, 2018, Regular Board Meeting

January 8, 2019, Regular Board Meeting

February 12, 2019, Regular Board Meeting 7:00 PM, Budget Work Session 8:00 PM

March 12, 2019, Regular Board Meeting 7:00 PM; Repair Reserve Hearing 7:45 PM;
Budget Forum 8:00 - 9:00 PM

March 26, 2019, 7:00 PM, Budget Work Session

April 9, 2019, 7:00 PM Regular Board Meeting, Budget Adoption

April 16, 2019, 6:00 PM Special Board Meeting, BOCES Administrative Budget & Board Member Election

May 9, 2018, Thursday, Special Board Meeting & Budget Hearing, 6:00 PM
PTSA Candidates' Night, 7:00 PM

✓ May 21, 2019, Annual District Vote, North High School Gymnasium, 7:00 AM - 9:00 PM

May 28, 2019, Regular Board Meeting

June 18, 2019, Regular Board Meeting

July 1, 2019, Monday, Organizational Meeting for 2019-2020

Note: Additional Board Work Sessions and Special Board Meetings (as necessary) may be added to the calendar at the discretion of the Board of Education.

XIII. BOARD OF EDUCATION OPERATIONS

E. SET BOARD RETREAT DATE(S) FOR 2018-2019

Fall 2018 – Saturday, November 3, 2018

Spring 2019 – Saturday, March 2, 2019

F. RESOLVE TO SCHEDULE AND SET DATES FOR BOARD COMMUNITY FORUMS FOR 2018-2019

**BOARD OF EDUCATION
COMMUNITY FORUM SCHEDULE
2018-2019**

POSSIBLE DATE(S)	BUILDING	TIME
Saturday, November 17, 2018	South High	9:00 AM
Saturday, November 24, 2018		9:00 AM
Saturday, January 19, 2019	East High	9:00 AM
Saturday, January 26, 2019		9:00 AM
Wednesday, January, 30 2019		7:00 PM
Saturday, April 6, 2019	North High	9:00 AM
Saturday, April 13, 2019		9:00 AM

POLICY

REVISED 2012

1510
1 of 3

2009

BYLAWS

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE)

All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A "meeting" is defined as an official convening of a public body for the purpose of conducting public business and a "public body" is defined as an entity of two (2) or more persons which requires a quorum to conduct public business, including committees and subcommittees. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law. When the District has the ability to do so, notice of the time and place of a meeting shall be conspicuously posted on the District's internet Web site.

Videoconferencing or online technology may only be used by a Board Member as a means to participate in a meeting when extenuating circumstances exist. If a Board Member seeks to use videoconferencing or online technology that individual shall obtain permission from the Board of Education. If the Board of Education approves videoconferencing or online technology to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing or online technology will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Regular meetings of the Board of Education of Williamsville School District shall take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Superintendent to prepare the agenda for each meeting of the Board. The Superintendent will review the draft agenda with the Board President. The review may include the Board Vice President and will include such officer in the absence of the President. The agenda for each meeting shall be prepared at least one (1) week prior to the meeting. The agenda shall be distributed to Board members no later than the Friday before such regular meeting.

During the Committee of the Whole agenda item, any member of the Board may request the Board to address a specific issue or topic. A Committee of the Whole proposal will not be automatically considered a Board action item, and does require support from a majority of the Board. The proposed request will be placed on the next regular meeting agenda and the Board Member making the request will be limited to no more than five minutes to explain the purpose of the proposal.

The District Clerk shall notify the members of the Board of Education in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.

(Continued)

POLICY

REVISED 2012

1510
2 of 3

2009

BYLAWS

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (Cont'd.)

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

The Superintendent and members of his/her staff at the Superintendent's discretion shall attend all meetings of the Board. The Superintendent shall attend all executive session meetings of the Board except those that concern his/her evaluation, employment status, and salary determination. The Board may request the attendance of such additional persons as it desires.

Recording of Meetings

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of the equipment and/or personnel used to photograph, broadcast, webcast and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during meetings and written copies provided, upon request, to meeting attendees.

Public Expression at Meetings

Public expression at such meetings shall be encouraged and a specific portion of the agenda shall provide for this privilege of the floor. At its discretion, the Board may invite visitors to its meetings to participate in the Board's discussion of matters on the agenda.

The Board of Education welcomes attendance at its meetings by residents, persons who have a business within the boundaries of the school district, and persons who do business with the Board of Education.

A period of "Public Expression" shall be listed on each meeting agenda. Each person addressing the Board shall have three minutes each to make an oral presentation. Speakers who read from prepared texts are encouraged to present copies of that text to the Board Members or to make a copy available to the District Clerk within 24 hours after the conclusion of the meeting. Persons wishing to speak should first be recognized by the President, then identify themselves, any organization they may be representing at the meeting and the agenda topic they wish to discuss. In addition, the speaker may be required to record their name and address, in writing. Comments should be kept as brief as possible and relate to school matters.

(Continued)

POLICY

REVISED 2012

1510
3 of 3

2009

BYLAWS

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (Cont'd.)

The "Public Expression" period shall be limited to a total of 30 minutes unless the rules are suspended by a vote of the Board.

At the beginning of each "Public Expression" period, the Board President shall indicate that the members of the Board will listen to the remarks of the speakers and not reply to or engage in a discussion with speakers and that the Board's policy is to take no action until such time as members of the staff have reported to the Board on any issues raised by the speaker. The Board will receive all matters for review and consideration and may, if the circumstances permit, direct the Superintendent or District Clerk to notify the speaker when the matter may be reported or acted upon at some future Board meeting.

The President is the spokesperson for the Board and is responsible for the orderly conduct of the meeting.

The Board of Education reserves the right to enter into executive session as specified in Policy #1540 -- Executive Sessions.

Quorum

The quorum for any meeting of the Board shall be *five (5) members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

Use of Parliamentary Procedure

The business of the Board of Education shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

Education Law Sections 1708 and 2504

General Construction Law Section 4

Public Officers Law Article 7, Section 103(d), 104 and 107

NOTE: Refer also to Policies:

Policies #1520 -- Special Meetings of the Board of Education

#1540 -- Executive Sessions

#5410 -- Purchasing

#6211 -- Employment of Relatives of Board of Education Members

#8340 -- Textbooks/Workbooks/Calculators/Instructional Computer Hardware

Adoption Date: 7-07-09

Revision Adopted: 5-22-12

Revision Adopted: 7-10-12

BOARD MEETING DATE: July 2, 2018
AGENDA ITEM: CF.XIV.D.18-19-1
TOPIC: PRESIDENT'S REPORT

XIV.D. PRESIDENT'S REPORT (Correlated File CF.XIV.D.18-19-1)

1. NYSSBA

- a. **99TH Annual Convention & Educational Trade Show October 25-27, New York, New York**
Approve attendees and authorize payment of registrations \$465 per person.
- b. **Board Officers Academy September 28, 2018, Rochester, New York**
Approve attendees and authorize payment of registrations \$270 per person and mileage expenses.
- c. **Summer Law Conference July 19, 2018, Rochester, New York**
Approve attendees and authorize payment of registrations \$285 per person and mileage expenses.

2. ECASB




- a. **Approve 2018-2019 membership and authorize payment of dues in the amount of \$9,489.00**
 - 2017-2018 Dues \$9,489
 - 2016-2017 Dues \$9,489
 - 2015-2016 Dues \$9,489
 - 2014-2015 Dues \$9,489
- b. **40th Annual WNY Education Law Conference**
Wednesday, August 1, 2018 Millenium Hotel, Cheektowaga, New York
Approve attendees and authorize payment of registrations \$175 per person or team of five or more \$160 per person.

PREPARED BY: Lynn Carey, District Clerk





MENU

 [Registration Info](#)
 [Why Attend](#)
 [Save the Date](#)


Registration Info

REGISTRATION AND HOUSING OPENS JULY 16 AT 10:00 A.M.

Remember you must be registered for the Convention to reserve housing.

Registration Fees

Date	Member	Non-Member
July 16- August 17, 2018	\$465	\$930
August 18, 2018 and after	\$515	\$1,030

Event	Fee
Pre-Convention School Law Seminar	\$285
Pre-Convention Communications Workshop	\$140
Voting Delegate Attending Business Meeting Only	No Fee

Convention Change and Cancellation Policy

In the event your plans change or you are unable to attend, here is the process you must follow.

All cancellation or change requests **must be made in writing** to NYSSBA *no later than Friday October 12, 2018* at conventionchanges-cancellations@nyssba.org (mailto:conventionchanges-cancellations@nyssba.org). Cancellation requests received on Friday October 12, 2018 or before, will be refunded less a cancellation fee as follows:

- Cancellation of Convention Registration = \$100 fee
- Cancellation of Pre-Convention School Law Seminar = \$50 fee
- Cancellation of Pre-Convention Communications Workshop = \$35

All cancellation requests received on Saturday, October 13, 2018 and beyond, will not be refunded.

NYSSBA is **NOT** responsible for cancelling any hotel or travel arrangements.



Why Attend

5 Reasons to Attend NYSSBA's 99th Annual Convention

1. Be part of the solution in helping to raise student achievement for public schoolchildren. Join more than 2,000 school board members and education leaders from across New York state to learn about advocacy, new technologies, educational trends, school law, board governance and much more.
2. Bring *New Ideas* and *New Solutions* back to your district from 100+ education sessions led by dynamic speakers who will share their knowledge and best practices.
3. Explore the Education Expo inside the **Sheraton New York Times Square** where nearly 170 exhibitors will be waiting to welcome you.

[NYSSBA Home](#)[School Board U](#)[All Courses](#)[Online Training
& Webinars](#)[Custom Board Retreat](#)[Recognition Program](#)

Training Events

[Send this page to a friend](#)

Board Officers Academy - Rochester

Date: September 23, 2016**Time:** 8:00 am - 4:00 pm**Location:** [Show map](#)

Double Tree by Hilton Rochester

1111 Jefferson Rd

Rochester, NY 14623

-->

Pre-registration is now closed. Walk-ins are welcome.[e-Brochure](#)New York State
School Boards
Association

2016 BOARD OFFICERS ACADEMY

Harness the Power of Shared Leadership

Date	Location	Pre-reg/Cancellation Deadline
September 15	Latham NYSSBA Headquarters 24 Century Hill Drive, Suite 200 Latham, NY 12210 (518) 783-0200 www.nyssba.org	September 8
September 23	Rochester Double Tree by Hilton Rochester 1111 Jefferson Rd Rochester, NY 14623 (585) 475-1510	September 16
October 13	Long Island Islandia Marriott 3635 Express Drive North Islandia, NY 11749 (631) 232-3000 www.islandiamarriott.com	October 6
November 17	White Plains Crowne Plaza White Plains-Downtown 66 Hale Ave White Plains, NY 10601 (914) 682-0050	November 10

As a board president or vice president, it is your responsibility to cultivate the power of shared leadership. The 2016 Board Officers Academy will provide insights and strategies you can use at your board table.

We strongly encourage superintendents and board officers to attend this event together to maximize the benefits. But if you are not able to attend together, there is still much knowledge to be gained.

Attend this workshop and you will:

- Hear from the board president and superintendent who lead a high performing school board. These leaders have spent seven years addressing issues such as shared visions, flexibility, living with ambiguity, conflict resolution and more.
- Understand the impact of shared leadership and how the "4 Cs" support a successful partnership.

- Learn how personality types influence your board's work. You'll take the Myers-Briggs® personality inventory to get to know yourself a little better and then you'll participate in interactive activities that illustrate how having a better understanding of personality types impacts your board's efforts.

WHO SHOULD ATTEND?

- Board Presidents and Vice Presidents
- Superintendents

PROGRAM AGENDA

8:00 - 8:30 a.m.	Registration and Breakfast
8:30 - 9:00 a.m.	Welcome and Introduction
9:00 - 10:15 a.m.	Shared Leadership: The Board President – Superintendent Partnership Healthy board president-superintendent relationships boost productivity. Powerful board president-superintendent partnerships are cultivated through creating a shared vision, understanding leadership style and conflict resolution, and maintaining well-managed boundaries. Learn how a high-performing school board and its superintendent have developed the optimal balance of leadership and management through ongoing assessment of board processes and relationships, mutual feedback, keeping a global perspective and more.
Presenters	School Board President, Dale Wexell , and Superintendent, Michael Ginalske , Corning-Painted Post Area School District
10:15 - 10:30 a.m.	Break
10:30 a.m. - Noon	Building Competence in your Leadership Skills: Using the Myers-Briggs® Type Inventory Part I What causes board members or superintendents to react the way that they do? What if you could anticipate reactions before they occur and manage them with ease? During this session you will use the Myers-Briggs® personality inventory to better understand your own behaviors and leadership style, and appreciate others' styles on your leadership team. Discuss with your board president, vice president and superintendent the strategies that will help you manage your board with confidence.
Latham Presenters	Linda Teitelman McCloskey , Director and Christine Allard , Associate Director, The Archer Center for Student Leadership Development, Rensselaer Polytechnic Institute
All other locations	Darci D'Ercole , M.Ed., Director of Leadership Development and Christine McLaughlin , Leadership Development Manager, NYSSBA
Noon - 12:45 p.m.	Lunch
12:45 - 2:00 p.m.	Building Competence in your Leadership Skills: Using the Myers-Briggs® Type Inventory Part II What causes board members or superintendents to react the way that they do? What if you could anticipate reactions before they occur and manage them with ease? During this session you will use the Myers-Briggs® personality inventory to better understand your own behaviors and leadership style, and appreciate others' styles on your leadership team. Discuss with your board president, vice president and superintendent the strategies that will help you manage your board with confidence.
Latham Presenters	Linda Teitelman McCloskey , Director and Christine Allard , Associate Director, The Archer Center for Student Leadership Development, Rensselaer Polytechnic Institute
All other locations	Darci D'Ercole , M.Ed., Director of Leadership Development and Christine McLaughlin , Leadership Development Manager, NYSSBA
2:00 - 2:15 p.m.	Break
2:15 - 3:45 p.m.	Leading Through Thick 'n' Thin: the Nuts & Bolts of Sharing Leadership The impact of shared leadership is more profound than the results one person can achieve alone. It's not easy to share the leadership role, but board presidents, vice presidents and superintendents that can harness the power of shared leadership have the opportunity to guide their districts to unprecedented success. Through this interactive discussion identify the 4 Cs: confidence and expectations of your superintendent, board president or vice president; clarity of roles and responsibilities; consensus on what constitutes success; and crafting the culture of the board, that all support a successful partnership.
Presenter	Darci D'Ercole , M.Ed., Director of Leadership Development, NYSSBA
3:45 p.m.	Wrap Up
4:00 p.m.	Close

Tuition Cost

\$270 Members
\$540 for Nonmembers

\$50 Admin Fee

Board members will earn 20 points in NYSSBA's School Board U Recognition Program

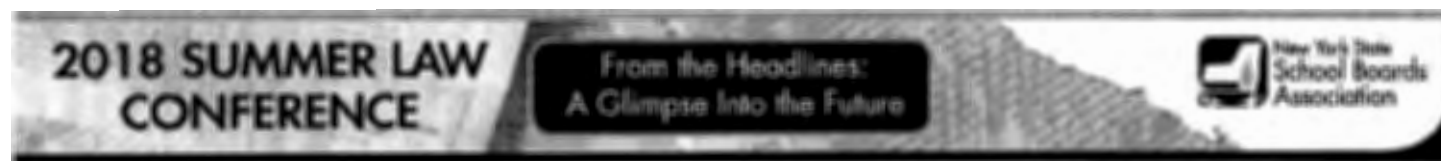
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Training Events

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2018 Summer Law Conference - Rochester

Date: July 19, 2018**Location:** [Show map](#)Hilton Garden Inn Rochester/University & Medical Center
30 Celebration Drive
Rochester, NY 14620**Phone:** (585) 424-4404**To Register:**[2018 Summer Law Conference - Rochester - Member](#)[2018 Summer Law Conference - Rochester - Nonmember](#)**Cost:****\$285 (Members)*****\$570 (Nonmembers)***

Attend the 2018 Summer Law Conference to learn valuable information about new legal requirements and challenges facing school districts.

Thursday, July 19**7:30 a.m. – 3:30 p.m.****Hilton Garden Inn Rochester/University & Medical Center**

Agenda

► Thursday, July 19

7:30 - 8:30 a.m. **Registration/Continental Breakfast**8:30 - 8:40 a.m. **Introduction**8:40 - 9:40 a.m. **ESSA Highlights: What Every School Board Needs to Know Before September 1, 2018**

The federal government approved New York's plan for the implementation of the 2015 Every Student Succeeds Act, and the Board of Regents has adopted state ESSA regulations. What does it all mean? Where do school districts go to from here? Become better prepared to navigate the road to compliance.

Presenter: **Pilar Sokol, Esq.**, Deputy General Counsel, NYSSBA

9:40 - 9:50 a.m. **Break**9:50 - 10:50 a.m. **Student Activism: The Past Visits the Present – Again**

The right of students to express political views on school grounds became part of the national consciousness during the Vietnam War. Reaction to recent school violence events has given rise to a new national wave of student activism. Discuss the legal and real life issues that influence a school's response to student political activities. Explore possible alternatives for student expression.

Presenter: **Donald (Don) E. Budmen, Esq.**, Partner, Ferrara Fiorenza P.C.

10:50 - 11:40 a.m. **School Law: A Year in Review Part I – New Laws and Regulations**

Every year new laws are enacted, regulations adopted and guidance issued either to alter or clarify the rules that apply to the governance and operation of school districts. Learn about this year's changes and what lies ahead for school boards, their students and staff.

Presenter: **Kimberly A. Fanniff, Esq.**, Senior Staff Counsel, NYSSBA

Erie County Association of School Boards
355 Harlem Road
West Seneca, NY 14224

RECEIVED

MAY 21 2018

SUPERINTENDENT
WILLIAMSVILLE CENTRAL SCHOOLS

Invoice

DATE	INVOICE NO.
7/1/2018	4587

BILL TO
Dr. Scott Martzloff, Supt Williamsville Central School 105 Casey Road PO Box 5000 East Amherst, NY 14051-5000

			P.O. NO.	TERMS
				Due on receipt
ITEM	DESCRIPTION	QTY	RATE	AMOUNT
Dues	2018-19 ECASB Membership Dues		9,489.00	9,489.00
Please remit to above address			Total	\$9,489.00

Phone #
716 821 7297



Erie County Association of School Boards

355 Harlem Road, West Seneca, NY 14244
Phone: (716) 821-7297 | Fax: (716) 821-7296

May 2018

Good Day,

Enclosed please find the dues invoice for membership in The Erie County Association of School Boards for the 2018-19 school year. This is our sixth consecutive year with no dues increase. We are sending out the invoice earlier this year to permit your school district to pay from your 2017-18 budget if you find that desirable.

ECASB provides professional development, training, and advocacy on behalf of the school district governance team, working to continually improve the effectiveness and capacity of school board members. Looking to 2018-19, the ECASB will move to a shared leadership model utilizing a .8 FTE Executive Director and a .4 FTE Associate Director. The Executive Board believes this model will serve the ECASB well – allowing for some specialization while also assuring this organization can move forward if faced with the temporary loss of one individual.

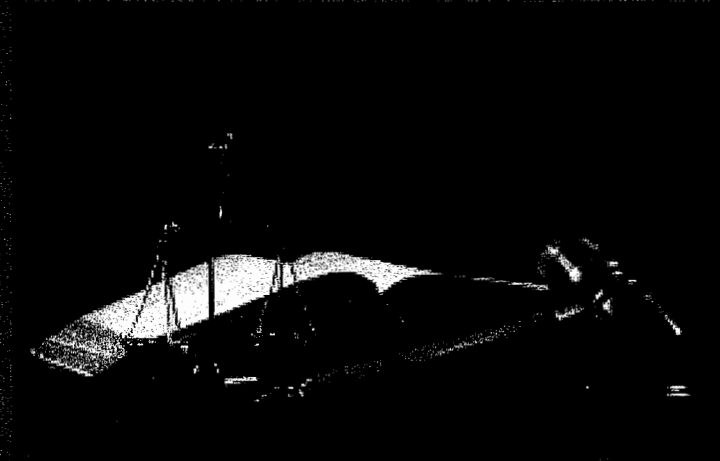
ECASB also provides a united voice among Erie County School Districts. Our organization remains a primary mechanism to bring forth the opinions and perspectives of our members on legislative issues and other pertinent matters. Now entering our eighty-eighth year of consecutive service on behalf of Erie County school boards the ECASB has served as a vehicle to ensure better education by encouraging networking and cooperation among member boards.

Through your school district's continued participation, the ECASB will continue to advance its mission of providing member boards with leadership and support to promote the effective management and delivery of service to our public school students!

Sincerely,

Bruce Fraser, Ed.D.

Western New York Education Law Conference



Wednesday, August 1, 2018

Presented by the

Erie County Association
of School Boards

and the

WNY Educational Service Council

In cooperation with the
Erie-Niagara

School Superintendents Association (E-NSSA),
NYS Association of School Attorneys (NYSASA),
and SUNY Buffalo Law School.

Are you eligible for the member rate?

Yes, if you are a staff member or board of education member in one of the following member districts of the Erie County Association of School Boards and/or Western New York Educational Service Council:

Akron, Alden, Alfred Almond, Allegany-Limestone, Amherst, Batavia City, Bemus Point, Brocton, Buffalo Academy of Science, Buffalo, Cattaraugus-Allegany-Erie-Wyoming BOCES, Cattaraugus-Little Valley, Cheektowaga, Cheektowaga-Sloan, Clarence, Cleveland Hill, Depew, Diocese of Buffalo, Dunkirk, East Aurora, Eden, Enterprise Charter School, Erie 1 BOCES, Erie 2 Chautauqua Cattaraugus BOCES, Fillmore, Frontier, Genesee Valley Central School, Genesee Valley Educational Partnership, Gowanda, Grand Island, Hamburg, Health Sciences Charter School, Hinsdale, Holland, Holley, Iroquois, Jamestown, Ken-Ton, Lackawanna, Lake Shore, Lancaster, Lewiston-Porter, Lockport City, Maryvale, Newfane, Niagara Charter School, Niagara Orleans BOCES, Niagara Wheatfield, North Collins, Oakfield-Alabama, Orchard Park, Pine Valley, Pioneer, Randolph Academy, Randolph Central Schools, Salamanca City, Sherman, Silver Creek, Springville-Griffith Institute, Starpoint, Sweet Home, Tonawanda City, West Buffalo Charter, West Seneca, Westminster Charter School, Williamsville, Wilson.

Attorneys may apply for (CLE) credits

The University at Buffalo School of Law has been certified by the New York State Continuing Legal Education Board as an Accredited Provider of continuing legal education in the State of New York for the period of March 11, 2014 - March 10, 2017. Our Accredited Provider status continues while our application for renewal is pending. The law school has a financial hardship policy. For further information on our policy, contact Lisa Mueller, CLE Coordinator at (716) 645-3176.

Western New York Education Law Conference

To get the reduced TEAM rate, register at least FIVE from your district

Members (member list above): \$175pp. Team Rate: 5 or more from SAME organization: \$160/pp

Standard Rate (if you are NOT a member and NOT registering with a team): \$280/person

For those in an approved graduate level educational leadership program or enrolled in a graduate level educational leadership course for which Law Conference attendance is required by the course instructor, there is a discounted fee of \$125. Eligibility will be confirmed with instructor. This discount does not apply to individuals already in school administration positions. Students not eligible for TEAM rate.

School District or Firm _____ Contact Person _____
Address _____ Town _____ Zip: _____
Phone _____ e-mail _____

Names & Titles of Registrants (REDUCED RATE for teams of FIVE or more)

Name	Title	E-mail (REQUIRED)	Check if this person is an attorney.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If registering at student rate, list institution and instructor's name, phone # and e-mail below:

This program qualifies for 5.0 non-transitional CLE credits in the area of professional practice.

Registration & Information: 645-2932. Checks payable to: WNYESC. Mail to: WNYESC, 222 Baldy Hall, SUNY Buffalo, Buffalo, NY 14260 or FAX to WNYESC at 716-645-3840. IMPORTANT - Register by July 20; Sorry, NO refunds after this date.

BOARD MEETING DATE:

July 2, 2018

AGENDA ITEM:

CF.XIV.E.2.18-19-1

TOPIC:

POLICY REVISIONS-SECOND READINGS AND ADOPTION

REVISED POLICIES

1. 5660 MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING
2. 7242 MILITARY RECRUITERS' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS
3. 7512 STUDENT PHYSICALS
4. 7513 ADMINISTRATION OF MEDICATION

BOARD ACTION REQUESTED:

SECOND READING AND ADOPTION

MOVED () SECONDED () TO TAKE THE JUNE 12, 2018 MOTION FROM THE TABLE FOR A SECOND READING AND ADOPTION.

MOVED () SECONDED () THE SECOND READING AND ADOPTION OF THE FOLLOWING POLICIES:

1. 5660 MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING
2. 7242 MILITARY RECRUITERS' ACCESS TO SECONDARY SCHOOL STUDENTS AND INFORMATION ON STUDENTS
3. 7512 STUDENT PHYSICALS
4. 7513 ADMINISTRATION OF MEDICATION

BACKGROUND INFORMATION:

Changes in the law necessitate revisions to the District's existing policies and the addition of new policies. The changes have been reviewed and recommended by administration as well as legal counsel. All policies must have a First Reading and then a Second Reading and Adoption at a future board meeting. There was a First Reading at the June 12, 2018 Regular Board Meeting.

ALTERNATIVES:

Amend or accept the policies as presented.

PREPARED BY:

Mrs. Lynn Carey, District Clerk



REVIEWED BY

Dr. Scott G. Martzloff, Superintendent of Schools



POLICY

Revised May 2018 5660
1 of 5
Revised 3/13/18
Revised 9/9/14
New 2009
Non-Instructional/Business
Operations

SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING
FORMER POLICY TITLE-"SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST)"

It is the District's goal to provide students with access to nutritious no- or low-cost meals each school day and to ensure that a student whose parent/guardian has unpaid meal charges is not shamed or treated differently than a student whose parent/guardian does not have unpaid meal charges.

Unpaid meal charges place a large financial burden on the District. The purpose of this policy is to ensure compliance with federal requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances to ensure that the student is not stigmatized, distressed, or embarrassed.

The intent of this policy is to establish procedures to address unpaid meal charges throughout the District in a way that does not stigmatize, distress, or embarrass students. The provisions of this policy pertain to regular priced reimbursable school breakfast, lunch and snack meals only. Charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.) is expressly prohibited.

The District may allow free or reduced-price meals for qualifying District students after receiving a written application from the student's parent or guardian or a "direct certification" letter from OTDA. Applications will be provided by the District to all families.

School officials must also determine eligibility for free or reduced-price meals and milk by using the Direct Certification Matching Process. Any student residing in a household receiving federal assistance through the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), or Medicaid is automatically eligible for free meals and milk; eligible families will not have to complete further applications. The District will notify parents or guardians of eligibility, giving them the opportunity to decline free meals and milk.

Access to Meals

- a) Free meal benefit eligible students will be allowed to receive a free breakfast and lunch meal of their choice each day. A la carte items or other similar items must be paid/prepaid.
- b) Reduced meal benefit eligible students will be allowed to receive a breakfast of their choice for and lunch of their choice for each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.
- c) Full pay students will pay for meals at the District's published paid meal rate each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.

(Continued)

POLICY

Revised May 2018 5660
2 of 5
Revised 3/13/18
Revised 9/9/14
New 2009
Non-Instructional/Business
Operations

SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING (Cont'd.)

Ongoing Staff Training

- a) Staff will be trained annually and throughout the year as needed on the procedures for managing meal charges using the State Education Department (SED) Webinar or the District's training program.
- b) Staff training will include ongoing eligibility certification for free or reduced price meals.

Parent Notification

- a) Parents/guardians will be notified that a student's meal card or account balance is exhausted through the Point of Sale system reminders, letters and phone calls.

Parent Outreach

- a) Staff will communicate with parents/guardians with five or more unpaid meal charges to determine eligibility for free or reduced price meals.
- b) Staff will make two documented attempts to reach out to parents/guardians to complete a meal application in addition to the application and instructions provided in the school enrollment packet.
- c) Staff will contact the parent/guardian to offer assistance with completion of meal application to determine if there are other issues within the household causing the student to have insufficient funds, offering any other assistance that is appropriate.
- d) Parents or guardians may state to the Child Nutrition program that they do not want their child to charge a meal per district form.

Minimizing Student Distress

- a) Staff will not publicly identify or stigmatize any student in line for a meal or discuss any outstanding meal debt in the presence of any other students.
- b) Students with unpaid meal charges will not be required to wear a wristband or handstamp, or to do chores or other work to pay for meals.
- c) Staff will not throw away a meal after it has been served because of the student's inability to pay for the meal or because of previous unpaid meal charges.
- d) Staff will not take any action directed at a student to collect unpaid meal charges.
- e) Staff will deal directly with parents/guardians regarding unpaid meal charges.

(Continued)

POLICY

Revised May 2018 5660
3 of 5
Revised 3/13/18
Revised 9/9/14
New 2009
Non-Instructional/Business
Operations

SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING (Cont'd.)

Ongoing Eligibility Certification

- a) Staff will conduct direct certification through the New York Student Identification System (NYSSIS) or using SED Roster Upload at least monthly to maximize free eligibility.
- b) Staff will provide parents/guardians with free and reduced price application and instructions at the beginning of each school year in the school enrollment packet.
- c) If the District uses an electronic meal application, it will provide an explanation of the process in the school enrollment packet and instructions on how to request a paper application at no cost.
- d) The District will provide at least two additional free and reduced price applications throughout the school year to families identified as owing meal charges.
- e) The District will use its administrative prerogative to complete an application on a student's behalf judiciously, and only after using exhaustive efforts to obtain a completed application from the student's parent/guardian. The District will complete the application using only available information on family size and income that falls within approvable guidelines.
- f) The District will coordinate with the foster, homeless, migrant, and runaway coordinators at least monthly to certify eligible students.

Prepaid Accounts

Students/Parents/Guardians may pay for meals in advance via Williamsville Food Services or through the Point of Sale system. Further details are available on the District's webpage under the Child Nutrition section. Funds should be maintained in accounts to minimize the possibility that a student may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

To obtain a refund for a withdrawn or graduating student, a written or e-mailed request for a refund of any money remaining in the student's account must be submitted. Students who are graduating at the end of the year will be given the option to transfer any remaining money to a sibling's account through a written request.

Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the District Food Service Program.

Restriction of Sweetened Foods in School

The sale of sweetened foods will be prohibited from the beginning of the school day until the end of the last scheduled meal period.

Sweetened foods consist of sweetened soda water, chewing gum, candy, including hard candy, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, and water ices except those which contain fruit or fruit juices.

(Continued)

POLICY

Revised May 2018 5660
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Revised 3/13/18
Revised 9/9/14
New 2009
Non-Instructional/Business
Operations

SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING (Cont'd.)

Restrictions on Sale of Milk Prohibited

Schools that participate in the National School Lunch Program may not directly or indirectly restrict the sale or marketing of fluid milk products at any time or in any place on school premises or at school-sponsored events.

Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 require that children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. The District will make reasonable accommodations to those children with disabilities whose disabilities restrict their diets, such as providing substitutions and/or modifications in the regular meal patterns. Such meal substitutions for students with disabilities will be offered at no extra charge. A student with a disability must be provided substitutions in food when that need is supported by a statement signed by a physician attesting to the need for the substitutions and recommending alternate foods.

However, the school food service is not required to provide meal services (for example, School Breakfast Program) to students with disabilities when the meal service is not normally available to the general student body, unless a meal service is required under the student's individualized education program (IEP) or Section 504 Accommodation Plan as mandated by a physician's written instructions.

Food Substitutions for Nondisabled Children

Though not required, the District will also allow substitutions for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority.

The District may also allow substitutions for fluid milk with a non-dairy beverage that is nutritionally equivalent (as established by the Secretary of Agriculture) to fluid milk and meets nutritional standards for students who are unable to consume fluid milk because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority or by the student's parent/legal guardian.

Prohibition Against Adults Charging Meals

Adults should pay for their meals at the time of service or set up pre-paid accounts.

(Continued)

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Revised May 2018 5660
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Revised 3/13/18
Revised 9/9/14
New 2009
Non-Instructional/Business
Operations

SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING (Cont'd.)

HACCP-Based Food Safety Program

Schools participating in the National School Lunch and/or School Breakfast programs are required to implement a food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles. The District must develop a written food safety program for each of its food preparation and service facilities that is based on either traditional HACCP principles *or* the "Process Approach" to HACCP. (The "Process Approach" simplifies traditional HACCP by grouping foods according to preparation process and applying the same control measures to all menu items within the group, rather than developing an HACCP plan for each item.) Regardless of the implementation option that is selected, the District's written food safety program must also include:

- a) Critical control points and critical limits;
- b) Monitoring procedures;
- c) Corrective actions;
- d) Verification procedures;
- e) Recordkeeping requirements; and
- f) Periodic review and food safety program revision.

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265

Child Nutrition Act 1966, 42 USC Section 1771 et seq.

Richard B. Russell National School Lunch Act 1946, 42 USC Section 1751 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.

Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400-1485

7 CFR Parts 15B, 210 and 220

Education Law Sections 902(b), 915, 918, 1604(28), 1709(22), 1709(23) and 2503(9)(a)

8 NYCRR Sections 200.2(b)(1) and 200.2(b)(2)

Social Services Law Section 95

Adopted: 7/7/09

Revised Policy Adopted: 9/9/14

Revised Policy Adopted: 3/13/18

Revised Policy Adopted: 2018

POLICY

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Non-Instructional/Business
Operations

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST)

School Food Service Program (Lunch and Breakfast)

The Board has entered into an agreement with the New York State Education Department to participate in the National School Lunch Program, School Breakfast Program and/or Special Milk Program to receive commodities donated by the Department of Agriculture and to accept responsibility for providing free and reduced price meals to elementary and secondary students in the schools of the District.

The Superintendent or his/her designee shall have the responsibility to carry out the rules of the School Lunch and Breakfast Programs. The determination of which students are eligible is the responsibility of the Reviewing Official and Verification Official or the Office of Temporary and Disability Assistance of the Department of Social Services. Appeals regarding eligibility should be submitted to the Hearing Official of the District.

Free or reduced price meals may be allowed for qualifying students attending District schools upon receipt of a written application from the student's parent or guardian or a "Direct Certification" letter from the New York State Office of Temporary and Disability Assistance (OTDA). Applications will be provided by the School District to all families.

School officials must also determine eligibility for free/reduced meals and milk by using the Direct Certification Matching Process, a dataset supplied by the Office of Temporary and Disability Assistance, and made available by the State Education Department. Any student receiving federal assistance through Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF) is automatically eligible for free meals and milk. There is no need for families to complete further applications. School Districts shall notify parents or guardians of such eligibility, giving them the opportunity to decline free meals and milk if they so choose.

Procedures for the administration of the free and reduced price meal program of this School District will be the same as those prescribed in current state and federal laws and regulations.

***Child Nutrition Program/Charging Meals**

Although not required by law, because of the District's participation in the Child Nutrition Program, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:

- a) What can be charged;
- b) The limit on the number of charges per student;
- c) The system used for identifying and recording charged meals;

**District Option*

(Continued)

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SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

- d) The system used for collection of repayments, and
- e) Ongoing communication of the policy to parents and students.

Restriction of Sweetened Foods in School

The sale of sweetened foods will be prohibited from the beginning of the school day until the end of the last scheduled meal period.

Sweetened foods consist of sweetened soda water, chewing gum, candy, including hard candy, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, and water ices except those which contain fruit or fruit juices.

Restrictions on Sale of Milk Prohibited

Schools that participate in the National School Lunch Program may not directly or indirectly restrict the sale or marketing of fluid milk products at any time or in any place on school premises or at school-sponsored events.

Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 require that children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. The District will make reasonable accommodations to those children with disabilities whose disabilities restrict their diets, such as providing substitutions and/or modifications in the regular meal patterns. Such meal substitutions for students with disabilities will be offered at no extra charge. A student with a disability must be provided substitutions in food when that need is supported by a statement signed by a physician attesting to the need for the substitutions and recommending alternate foods.

However, the school food service is not required to provide meal services (for example, School Breakfast Program) to students with disabilities when the meal service is not normally available to the general student body, unless a meal service is required under the student's individualized education program (IEP) or Section 504 Accommodation Plan as mandated by a physician's written instructions.

*Food Substitutions for Nondisabled Children

Though not required, the District will also allow substitutions for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority.

**District Option*

(Continued)

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Non-Instructional/Business
Operations

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

The District may also allow substitutions for fluid milk with a non-dairy beverage that is nutritionally equivalent (as established by the Secretary of Agriculture) to fluid milk and meets nutritional standards for students who are unable to consume fluid milk because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority or by the student's parent/legal guardian.

Prohibition Against Adults Charging Meals

Adults should pay for their meals at the time of service or set up pre-paid accounts.

HACCP-Based Food Safety Program

Schools participating in the National School Lunch and/or School Breakfast programs are required to implement a food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles. The District must develop a written food safety program for each of its food preparation and service facilities that is based on *either* traditional HACCP principles *or* the "Process Approach" to HACCP. (The "Process Approach" simplifies traditional HACCP by grouping foods according to preparation process and applying the same control measures to all menu items within the group, rather than developing an HACCP plan for each item.) Regardless of the implementation option that is selected, the District's written food safety program must also include:

- a) Critical control points and critical limits;
- b) Monitoring procedures;
- c) Corrective actions;
- d) Verification procedures;
- e) Recordkeeping requirements; and
- f) Periodic review and food safety program revision.

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265

Child Nutrition Act 1966, 42 USC Section 1771 et seq.

Richard B. Russell National School Lunch Act 1946, 42 USC Section 1751 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.

Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400-1485

7 CFR Parts 15B, 210 and 220

Education Law Sections 902(b), 915, 918, 1604(28), 1709(22), 1709(23) and 2503(9)(a)

8 NYCRR Sections 200.2(b)(1) and 200.2(b)(2)

Social Services Law Section 95

Adopted: 7/7/09

Revised Policy Adopted: 9/9/14

Revised Policy 2018

POLICY

Revised 2018

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New 2009
Students

SUBJECT: MILITARY RECRUITERS' AND INSTITUTIONS OF HIGHER EDUCATION

Requests for Information

The District will comply with requests from military recruiters and institutions of higher education (IHEs) for access to the name, address and telephone listing of each secondary school student, except for any student whose parent (or the student, if he or she is at least 18 years of age) has submitted a written request to opt out of this disclosure, in which case the information will not be released without the parent's (or student's, if he or she is at least 18 years of age) prior written consent.

Annual Notification and Opt Out Opportunity

The District will annually notify parents of a secondary student (or the student, if he or she is at least 18 years of age) of the opportunity to submit a written request to opt out of disclosure of the student's name, address, and telephone listing to military recruiters and IHEs. If a written opt out request is submitted, the District will not disclose the student's information to military recruiters or IHEs without the parent's (or student's, if he or she is at least 18 years of age) prior written consent.

Military Recruiter Access

The District will provide military recruiters the same access to secondary school students as is provided generally to IHEs or prospective employers of those students.

Elementary and Secondary Education Act of 1965, 20 USC § 7908 as amended
by the Every Student Succeeds Act (ESSA) of 2015
10 USC § 503
34 CFR § 300.571
Education Law § 2-a

Adopted: 7/7/09

Revised Policy Adoption Date:

POLICY

Revised 2018

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New 2009
Students

SUBJECT: MILITARY RECRUITERS' ACCESS TO STUDENTS AND INSTITUTIONS OF HIGHER EDUCATION

~~—The District will give military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers. Further, the District will comply with a request by a military recruiter for names, addresses, and telephone listings of eligible students.~~

~~—Parents or students who have reached 18 years of age will be notified that the District routinely discloses students' names, addresses, and telephone listings to military recruiters upon request, subject to the parents' or those students' requests not to disclose that information.~~

~~—Under the Family Educational Rights and Privacy Act (FERPA), the District must provide notice to parents or eligible students of the types of student information that it releases publicly. This type of information, commonly referred to as directory information, includes, but is not limited to, items such as students' names, addresses, and telephone listings. The notice must include an explanation of a parent's or eligible student's right to request that directory information not be disclosed without prior written consent of the parent or eligible student.~~

~~—The Superintendent or designee will ensure that a single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents or eligible students of their right to opt out of the FERPA directory information and the ESEA military recruiter disclosures will suffice. The notification will specifically advise the parent or eligible student of how and when to opt out.~~

~~—If a parent or eligible student opts out of providing directory information to third parties, the opt out relating to the student's name, address, or telephone listing applies to requests from military recruiters as well.~~

Requests for Information

The District will comply with requests from military recruiters and institutions of higher education (IHEs) for access to the name, address and telephone listing of each secondary school student, except for any student whose parent (or the student, if he or she is at least 18 years of age) has submitted a written request to opt out of this disclosure, in which case the information will not be released without the parent's (or student's, if he or she is at least 18 years of age) prior written consent.

Annual Notification and Opt Out Opportunity

The District will annually notify parents of a secondary student (or the student, if he or she is at least 18 years of age) of the opportunity to submit a written request to opt out of disclosure of the student's name, address, and telephone listing to military recruiters and IHEs. If a written opt out request is submitted, the District will not disclose the student's information to military recruiters or IHEs without the parent's (or student's, if he or she is at least 18 years of age) prior written consent.

(Continued)

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New 2009
Students

**SUBJECT: MILITARY RECRUITERS' ACCESS TO STUDENTS AND INSTITUTIONS OF
HIGHER EDUCATION (Cont'd.)**

Military Recruiter Access

The District will provide military recruiters the same access to secondary school students as is provided generally to IHEs or prospective employers of those students.

Elementary and Secondary Education Act of 1965, ~~§ 8529~~, 20 USC § 7908 as amended
by the Every Student Succeeds Act (ESSA) of 2015

~~Family Educational Rights and Privacy Act of 1974, 20 USC § 1232(g)~~

~~National Defense Authorization Act § 544, 10 USC § 503~~

34 CFR § 300.571

Education Law § 2-a

Adopted: 7/7/09

POLICY

Revised 2018

7512
1 of 6

Revised 12/11/12
New 2009
Students

SUBJECT: STUDENT PHYSICALS

Health Examination

Each student enrolled in District schools must have a satisfactory health examination conducted by the student's physician, physician assistant or nurse practitioner within twelve (12) months prior to the commencement of the school year of the student's entrance into:

- a) A District school at any grade level;
- b) Pre-kindergarten or kindergarten; and
- c) 1st, 3rd, 5th, 7th, 9th and 11th grades.

The District may also require an examination and health history of a student when it is determined by the District that it would promote the educational interests of the student.

In addition, the District requires a certificate of physical fitness for:

- a) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during the school year;
- b) All students who need work permits; and
- c) All students either suspected of or sustaining a mild traumatic brain injury (concussion) must receive a written and signed authorization from a licensed physician before returning to athletic activities in school.

Health Certificate

Each student must submit a health certificate attesting to the health examination within thirty (30) days after his or her entrance into school and within thirty (30) days after his or her entry into the 1st, 3rd, 5th, 7th, 9th and 11th grades. The health certificate shall be filed in the student's cumulative record. The health certificate must:

- a) Be on a form prescribed by the Commissioner;
- b) Describe the condition of the student when the examination was given, provided that such examination was not given more than 12 months prior to the commencement of the school year in which the examination is required.
- c) State the results of any test conducted on the student for sickle cell anemia;

(Continued)

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New 2009
Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

- d) State whether the student is in a fit condition of health to permit his/her attendance at school and, where applicable, whether the student has impaired sight or hearing, has received a scoliosis screening, or has any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student;
- e) Include a calculation of the student's body mass index (BMI) and weight status category. BMI is computed as the weight in kilograms divided by the square of height in meters or the weight in pounds divided by the square of height in inches multiplied by a conversion factor of 703. Weight status categories for children and adolescents shall be defined by the Commissioner of Health. BMI collection is mandatory, effective September 2008. Reporting is random, with districts chosen by the New York State Department of Health. Selected districts must report BMI results on-line using DOH's Health Commerce System (HCS), a secure website;
- f) Be signed by a duly licensed physician, physician assistant, or nurse practitioner, who is authorized by law to practice in New York State consistent with any applicable written practice agreement; or authorized to practice in the jurisdiction in which the examination was given, provided that the Commissioner of Health has determined that such jurisdiction has standards of licensure and practice comparable to those of New York. A licensed health professional with appropriate training may conduct a scoliosis screening.

Dental Health Certificate

The District will request a dental health certificate from each student within 30 calendar days after his/her entrance into:

- a) A District school at any grade level;
- b) Pre-kindergarten or kindergarten; and
- c) 1st, 3rd, 5th, 7th, and 9th grades.

The District may also request an assessment and dental history of a student when it is determined by the District that it would promote the educational interests of the student.

(Continued)

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Revised 2018 7512
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Revised 12/11/12
New 2009
Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

A notice of request for a dental health certificate shall be distributed at the same time that the parent/person in parental relation is notified of health examination requirements, such certificate to be furnished at the same time the health certificate is required. At this time, students will be permitted to attend school regardless of whether or not they have a dental certificate.

The dental health certificate will be filed in the students cumulative record.

The dental certificate must:

- a) Be signed by a duly licensed dentist, or a registered dental hygienist, who is:
 1. Authorized by law to practice in New York State, and consistent with any applicable written practice agreement or;
 2. Authorized to practice in the jurisdiction in which the assessment was performed, provided that the Commissioner has determined that the jurisdiction has standards of licensure and practice comparable to New York State.
- b) Describe the dental health condition of the student upon when the assessment was given, which shall not be more than twelve (12) months prior to the commencement of the school year in which the examination is requested.
- c) State whether the student is in fit condition of dental health to permit his/her attendance at the public schools.

Requests are not required when the student or parent/person in parental relation objects on the grounds of conflict with their genuine and sincere religious beliefs. Within thirty (30) days following the student's entrance in the school or grade, the certificate, if obtained, shall be filed in the student's cumulative health record.

Examination by Health Appraisal

The Principal or the Principal's designee will send a notice to the parents of, or person in parental relation to, any student who does not present a health certificate, that if the required health certificate is not furnished within thirty (30) days from the date of such notice, an examination by health appraisal will be made of such student by the Director of School Health Services.

(Continued)

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Revised 12/11/12
New 2009
Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

The Director of School Health Services will cause students who are required to, but have not yet submitted, the required health certificate and students with disabilities to be separately and carefully examined and tested to ascertain whether any such student has impaired sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student.

Each examination will include a calculation of the student's BMI and weight status category. Further, the physician, physician assistant or nurse practitioner administering such examination shall determine whether a one-time test for sickle cell anemia is necessary or desirable and, if so determined, shall conduct such test and include the results in the health certificate.

Unless otherwise prohibited by law, if it is ascertained that any students have impaired sight or hearing, or a physical disability or other condition, including sickle cell anemia which may require professional attention with regard to health, the Principal or Principal's designee shall notify, in writing, the student's parent or person in parental relation as to the existence of such disability. If the parent or person in parental relation is unable or unwilling to provide the necessary relief and treatment for such students, such fact shall be reported by the Principal or Principal's designee to the Director of School Health Services, who then has the duty to provide relief for such students.

District Reporting of BMI and Weight Status Category

Each School year, the New York State Department of Health randomly selects a certain number of districts across New York State to report, in the aggregate, student's BMI and weight status categories. Selected districts must report BMI results on-line using the Department of Health's Health Provider Network secure website. A student's parent or person in parental relation may refuse to have the student's BMI and weight status category included in such survey.

Health Screenings

The District will provide:

- a) Scoliosis screening, if not documented on the student's health certificate, at least once each school year for male students in grade 9, and for female students in grades 5 and 7. The positive results of any such screening examinations for the presence of scoliosis shall be provided in writing to the student's parent or person in parental relation within ninety (90) days after such finding;

(Continued)

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New 2009

Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

- b) Vision screening, if not documented in the student's health certificate, to all students who enroll in school including at a minimum color perception, distance acuity, and near vision within six (6) months of admission to the school. In addition, all students shall be screened for distance acuity and near vision in grades Kindergarten, 1, 3, 5, 7 and 11 and at any other time deemed necessary. The results of all such vision screening examinations shall be in provided in writing to the student's parent or person in parental relation and to any teacher of the student. The vision report will be kept in a permanent file of the school for at least as long as the minimum retention period for such records;
- c) Hearing screening, if not documented on the student's health certificate, to all students within six (6) months of admission to the school and in grades Kindergarten, 1, 3, 5, 7 and 11, as well as at any other time deemed necessary. Screening shall include, but not be limited to, pure tone screening. The results of any such hearing tests requiring a follow up examination shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student.

The results of all health screenings (dental, hearing, vision and scoliosis) shall be recorded on appropriate forms signed by the health professional making the examination, include appropriate recommendations, and be kept on file in the school. The health records of individual students will be kept confidential in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable federal and State laws.

Accommodation for Religious Beliefs

No health examinations, health history, examinations for health appraisal, screening examinations for sickle cell anemia and/or other health screenings shall be required where a student or the parent or person in parental relation to such student objects thereto on the grounds that such examinations, health history and/or screenings conflict with their genuine and sincere religious beliefs. A written and signed statement from the student or the student's parent or person in parental relation that such person holds such beliefs shall be submitted to the Principal or Principal's designee, in which case the Principal or Principal's designee may require supporting documents.

(Continued)

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Revised 12/11/12
New 2009
Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

Students in Temporary Housing

For students in temporary housing (i.e. homeless children and youth), the enrolling school must immediately refer the parent or guardian of the student to the District's McKinney-Vento liaison, who must assist them in obtaining the necessary medical records.

Family Educational Rights and Privacy Act of 1974 (FERPA)
20 USC Section 1232(g)
Education Law Sections 901-905, 912 and 3217
8 NYCRR Parts 135 and 136

NOTE: Refer also to Policies #5690 -- Exposure Control Program

#5691 -- Communicable Diseases

#5692 -- Human Immunodeficiency Virus (HIV) Related Illnesses

#7121 -- Diagnostic Screening of Students

#7131 -- Education of Homeless Children and Youth

#7511 -- Immunization of Students

#7522 -- Concussion Management

Adoption Date: 7/7/09

Revised Policy: 12/11/12

Revised Policy Adoption Date: 2018

POLICY

2012

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Students

SUBJECT: STUDENT PHYSICALS

Health Examination

Each student enrolled in District schools must have a satisfactory health examination conducted by the student's physician, physician assistant or nurse practitioner within twelve (12) months prior to the commencement of the school year of: (added "the student's entrance into")

- a) ~~The student's entrance in~~ a District school at any grade level;
- b) ~~Entrance to~~ pre-kindergarten or kindergarten;
- c) ~~Entry into the~~ 2nd, 4th, 7th and 10th grades.

The District may also require an examination and health history of a student when it is determined by the District that it would promote the educational interests of the student.

In addition, the District requires a certificate of physical fitness for:

- a) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during the school year;
- b) All students who need work permits; and
- c) All students either suspected of or sustaining a mild traumatic brain injury (concussion) must receive a written and signed authorization from a licensed physician before returning to athletic activities in school.

Health Certificate

Each student must submit a health certificate attesting to the health examination within thirty (30) days after his or her entrance into school and within thirty (30) days after his or her entry into the 2nd, 4th, 7th and 10th grades. The health certificate shall be filed in the student's cumulative record. The health certificate must:

- a) Describe the condition of the student when the examination was given;
- b) State the results of any test conducted on the student for sickle cell anemia;
- c) State whether the student is in a fit condition of health to permit his/her attendance at public school and, where applicable, whether the student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student;

(Continued)

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Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

- d) Include a calculation of the student's body mass index (BMI) and weight status category. BMI is computed as the weight in kilograms divided by the square of height in meters or the weight in pounds divided by the square of height in inches multiplied by a conversion factor of 703. Weight status categories for children and adolescents shall be defined by the Commissioner of Health. BMI collection is mandatory, effective September 2008. Reporting is random, with districts chosen by the NYS Department of Health. Selected districts must report BMI results on-line using DOH's Health Commerce System (HCS), a secure website.
- e) Be signed by a duly licensed physician, physician assistant, or nurse practitioner, who is authorized by law to practice in New York State consistent with any applicable written practice agreement; or authorized to practice in the jurisdiction in which the examination was given, provided that the Commissioner of Health has determined that such jurisdiction has standards of licensure and practice comparable to those of New York. A certificate signed by a chiropractor is not acceptable except for a scoliosis evaluation.

Dental Certificate

The dental certificate law became effective on September 1, 2008. This law applies to new entrants in PreK, K, Grades 2, 4, 7 and 10. In accordance with this law, a notice of request for a dental health certificate shall be distributed at the same time that the parent/person in parental relation is notified of health examination requirements, such certificate to be furnished at the same time the health certificate is required. At this time, students will be permitted to attend school regardless of whether or not they have a dental certificate.

The dental certificate shall be signed by a duly licensed dentist authorized by law to practice in New York State or one who is authorized to practice in the jurisdiction in which the examination was performed, provided that the Commissioner has determined that the jurisdiction has standards of licensure and practice comparable to New York State. The certificate shall describe the dental health condition of the student upon examination, which shall not be more than twelve (12) months prior to the commencement of the school year in which the examination is requested, and shall state whether the student is in fit condition of dental health to permit his/her attendance at the public schools.

Requests are not to be retroactive (i.e., any physical requested prior to September 1, 2008 does not need to have an additional notice sent requesting the dental certificate). Requests are not required when the student or parent/person in parental relation objects on the grounds of conflict with their genuine and sincere religious beliefs. Within thirty (30) days following the student's entrance in the school or grade, the certificate, if obtained, shall be filed in the student's cumulative health record.

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Students

SUBJECT: STUDENT PHYSICALS (Cont'd.)

Examination by Health Appraisal

The Principal or the Principal's designee will send a notice to the parents of, or person in parental relation to, any student who does not present a health certificate, that if the required health certificate is not furnished within thirty (30) days from the date of such notice, an examination by health appraisal will be made of such student by the Director of School Health Services.

The Director of School Health Services shall cause such students to be separately and carefully examined and tested to ascertain whether any such student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student.

The physician, physician assistant or nurse practitioner administering such examination shall determine whether a one-time test for sickle cell anemia is necessary or desirable and, if so determined, shall conduct such test and include the results in the health certificate.

Unless otherwise prohibited by law, if it is ascertained that any students have defective sight or hearing, or a physical disability or other condition, including sickle cell anemia which may require professional attention with regard to health, the Principal or Principal's designee shall notify, in writing, the student's parents or persons in parental relation as to the existence of such disability. If the parents or persons in parental relation are unable or unwilling to provide the necessary relief and treatment for such students, such fact shall be reported by the Principal or Principal's designee to the Director of School Health Services, who then has the duty to provide relief for such students.

Health Screenings

The District will provide:

- a) Scoliosis screening at least once each school year for all students in grades 5 through 9. The positive results of any such screening examinations for the presence of scoliosis shall be provided in writing to the student's parent or person in parental relation within ninety (90) days after such finding;

(Continued)

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SUBJECT: STUDENT PHYSICALS (Cont'd.)

- b) Vision screening to all students who enroll in school including at a minimum color perception, distance acuity, and near vision within six (6) months of admission to the school. In addition, all students shall be screened for distance acuity in grades Kindergarten, 1, 2, 3, 5, 7 and 10 and at any other time deemed necessary. The results of all such vision screening examinations shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student. The vision report will be kept in a permanent file of the school for at least as long as the minimum retention period for such records.
- c) Hearing screening to all students within six (6) months of admission to the school and in grades Kindergarten, 1, 3, 5, 7 and 10, as well as at any other time deemed necessary. Screening shall include, but not be limited to, pure tone and threshold air conduction screening. The results of any such hearing tests shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student.

The results of all health screenings (dental, hearing, vision and scoliosis) shall be recorded on appropriate forms signed by the health professional making the examination, include appropriate recommendations, and be kept on file in the school. The health records of individual students will be kept confidential in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable federal and State laws.

Accommodation for Religious Beliefs

No health examinations, health history, examinations for health appraisal, screening examinations for sickle cell anemia and/or other health screenings shall be required where a student or the parent or person in parental relation to such student objects thereto on the grounds that such examinations, health history and/or screenings conflict with their genuine and sincere religious beliefs. A written and signed statement from the student or the student's parent or person in parental relation that such person holds such beliefs shall be submitted to the Principal or Principal's designee, in which case the Principal or Principal's designee may require supporting documents.

(Continued)

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SUBJECT: STUDENT PHYSICALS (Cont'd.)

Homeless Students

For homeless children, the enrolling school must immediately refer the parent or guardian of the student to the District's homeless liaison, who must assist them in obtaining the necessary medical records.

Family Educational Rights and Privacy Act of 1974 (FERPA)
20 USC Section 1232(g)
Education Law Sections 901-905, 912 and 3217
8 NYCRR Parts 135 and 136

NOTE: Refer also to Policies #5690 -- Exposure Control Program
#5691 -- Communicable Diseases
#5692 -- Human Immunodeficiency Virus (HIV) Related Illnesses
#7121 -- Diagnostic Screening of Students
#7131 -- Education of Homeless Children and Youth
#7511 -- Immunization of Students
#7522 -- Concussion Management

Adoption Date: 7/7/09
Revised Policy Adoption Date: 12/11/12

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New 2009
Students

SUBJECT: MEDICATION AND PERSONAL CARE ITEMS
FORMER POLICY TITLE-"ADMINISTRATION OF MEDICATION"

Administration of Medication

Under certain circumstances, when it is necessary for a student to take medication (prescription and non-prescription) during school hours, the school's registered professional nurse may administer the medication to a student during the school day (with limited exceptions listed below in paragraph c). For the purpose of this policy, the term "medication" includes both prescription and non-prescription medications. The school must receive the following before medication will be administered to a student:

- a) The original written order from the student's provider stating the name of the medication, the purpose, precise dosage, frequency, and time of administration (if relevant) or any special circumstances under which prescribed medication shall be administered;
- b) A written, signed consent from the student's parent or person in parental relation requesting the administration of the medication, as prescribed by the physician, to the student in school; and
- c) The medication, properly labeled in its original container, must be delivered to the school health office by the student's parent or person in parental relation. The term "properly labeled," in the context of this policy, means that the container must include the following information: the student's name, name of medication, dosage, frequency, and prescribing physician. A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s). Exceptions may apply, however, for students diagnosed with asthma or other respiratory illnesses, diabetes, or allergies who will be permitted to carry and self-administer medication under certain conditions.

All medication orders (both prescription and non-prescription) must be reviewed annually by school health office personnel or whenever there is a change in dosage.

Procedures for receipt, storage, and disposal of medications as well as procedures for taking medications off school grounds or after school hours while participating in school-sponsored activity will be in accordance with State Education Department Guidelines.

Medical Marihuana

Per Public Health Law 3362 (2)(a) "possession of medical marihuana shall not be lawful under the title if it is smoked, consumed, vaporized or grown in a public place regardless of the form of medical marihuana stated in the patient's certification." Medical marihuana products are not to be consumed under any circumstances in vaporized form in any location in which smoking is prohibited which includes K-12 educational institutions (10 NYCRR 1004.18 (a) (13)). Similarly, vaporization of approved medical marihuana products is not permitted within 100 feet of the entrance, exists, outdoor areas, school district vehicles (with the exception of vaporization in a residence or the real property boundary lines of such residence) of any District school. The New York Compassionate Care Act (CCA) recently authorized medical marihuana under certain specified conditions. At present, however,

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SUBJECT: MEDICATION AND PERSONAL CARE ITEMS (Cont'd.)

federal law considers marihuana to be a controlled substance with possession triggering possible criminal sanctions. In addition, the CCA limits where medical marihuana can be consumed, prohibiting consumption in public places which includes educational institutions. Medical marihuana is therefore not allowed to be administered to students on school property.

Emergency Medication

The administration of student prescribed emergency medication (injectable, including "epi-pens," and/or oral) to a student for extreme hypersensitivity may be performed by a trained school staff member responding to the emergency. Since a student may be too critically ill during a medical emergency to administer his/her own medications, a volunteer staff member may be trained to recognize, manage and assist the student administering the medication. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.

Students with Asthma or Other Respiratory Illnesses

The District will make a nebulizer available on-site in school buildings where full- or part-time nursing services are provided. Only students with a patient-specific order may have access to the nebulizer. School nursing personnel will clean and maintain the District nebulizer as appropriate.

The District will obtain and stock albuterol metered dose inhalers (MDIs) and/or liquid albuterol from a licensed pharmacy. This stock albuterol is for use in a nebulizer for students diagnosed with asthma whose personal prescription albuterol supplies are empty and while awaiting the parent or person in parental relation to provide the school with a new one. School health office personnel will promptly inform parents or persons in parental relation of the need for replacement of the student's albuterol medication. Students utilizing the school's stock albuterol must provide a patient specific order for albuterol from their own private health provider, including an order permitting the student to utilize the school's stock albuterol. Stock albuterol may only be utilized when the school nurse is available to administer the medication. The student's parent/guardian must also provide the school with written permission allowing his/her child to be administered the school's stock albuterol in the event that the student's own prescription albuterol supply is empty. The school health office will promptly inform students' parents or persons in parental relation any time that the school stock albuterol was utilized.

Personal equipment used to deliver albuterol to a student will be cleaned and appropriately labeled with the student's name and used solely by that individual student. (Examples of equipment to be cleaned and labeled are nebulizer tubing, facemask, mouthpiece, spacer, etc.)

Self-Administration of Medication

Generally

Each student who is permitted to self-administer medication should have an emergency care plan on file with the District. Further, the school will maintain a record of all written physician or health care provider/parental consents in the student's cumulative health record.

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SUBJECT: MEDICATION AND PERSONAL CARE ITEMS (Cont'd.)

School health office personnel will also maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding such self-care management.

Students who self-administer medication without proper authorization, under any circumstance, will be referred by school nursing personnel to school administration. Parents will be notified of such unauthorized use of medication by the student, and school administration shall determine the proper resolution of this behavior. Self-administration of medication without proper authorization is not permitted.

Students with Asthma or Another Respiratory Disease

In accordance with the law, the District shall permit students who have been diagnosed by a physician or other duly authorized health care provider as having a severe asthmatic condition be permitted to carry and self-administer their prescribed inhaled rescue medication during the school day, on school property, and at any school function if the school health office has the following on file:

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of asthma or other respiratory disease for which inhaled rescue medications are prescribed to alleviate respiratory symptoms or to prevent the onset of exercise induced asthma; the student has demonstrated that he/she can self-administer the prescribed medication effectively; and the expiration date of the order, the name of the prescribed medication, the dose the student is to self-administer, times when the medication is to be self-administered, and the circumstances which may warrant the use of the medication; and
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the student will be encouraged to maintain an extra inhaled rescue medication in the care and custody of the school's registered professional nurse, nurse practitioner, physician assistant, or school physician. However, the law does not require the District to retain a school nurse solely for the purpose of taking custody of a spare inhaler, or require that a school nurse be available at all times in a school building for such purpose.

Students with Allergies

A student will be permitted to carry and self-administer his/her prescribed EpiPen during the school day, on school property, and at any school function if the school health office has the following on file:

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SUBJECT: MEDICATION AND PERSONAL CARE ITEMS (Cont'd.)

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of an allergy for which an EpiPen is needed for the emergency treatment of allergic reactions; the student has demonstrated that he/she can self-administer the prescribed EpiPen effectively; and the expiration date of the order, the name of the medicine, the dose the student is to self-administer, and the circumstances which may warrant the use of the medication; and
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the school will allow the student to maintain an extra EpiPen in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with Diabetes

A student will be permitted to carry and self-administer his/her prescribed insulin through an appropriate medication delivery device, carry glucagon, and carry and use equipment and supplies necessary to check blood glucose and/or ketone levels during the school day, on school property, and at any school function if the school health office has the following on file:

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of diabetes for which insulin and glucagon through appropriate medication delivery devices, and the use of equipment and supplies to check blood glucose and/or ketone levels are necessary; the student has demonstrated that he/she she can self-administer effectively, can self-check glucose or ketone levels independently, and can independently follow prescribed treatment orders; and the expiration date of the order, the name of the prescribed insulin or glucagon, the type of insulin delivery system, the dose of insulin and/or glucagon the student is to self-administer, times when the insulin and/or glucagon is to be self-administered, and the circumstances which may warrant administration by the student. The written permission must also identify the prescribed blood glucose and/or ketone test, the times testing is to be done, and any circumstances which warrant checking a blood glucose and/or ketone level.
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the school will allow the student to maintain extra insulin, insulin delivery system, glucagon, blood glucose meter, and related supplies to treat the student's diabetes in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with diabetes will also be permitted to carry food, oral glucose, or other similar substances necessary to treat hypoglycemia in accordance with District policy.

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SUBJECT: MEDICATION AND PERSONAL CARE ITEMS (Cont'd.)

Feminine Hygiene Products

Each school building within the District serving students in any grade from six through twelve will provide feminine hygiene products in building restrooms. These products will be provided at no cost to students.

Alcohol-Based Hand Sanitizers

The New York State Education Department (NYSED) permits the use of alcohol-based hand sanitizers in schools. The school medical director may approve and permit the use of alcohol-based hand sanitizers in the District's schools without a physician's order. Parents may provide written notification to the school in the event that they do not wish to have their child use this product.

Sunscreen

Students may carry and use FDA approved sunscreen products for over-the-counter use. The student's parent or person in parental relation must provide written permission for the student to carry and use sunscreen. This written parental consent will be maintained by the school. A student who is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent or person in parental relation, and authorized by the school.

Storage and Disposal of Medication

The District will comply with relevant state laws, regulations, and guidelines governing the District's receipt, storage, and disposal of medication.

Misuse of Self-Carry Medication

In the event that a student inappropriately uses and/or shares self-carry medication, school administration will be notified and appropriate corrective action will be taken.

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 614(a)]
Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Education Law Sections 902(b), 907, 916, 916-a, 916-b, 919, 921, 6527, and 6908(1)(a)(iv), 6909
Public Health Law Section 267, 3000-a, 3000-c, 3309, 3362 (2) (a)
8 NYCRR Section 136.6, 136.7, 10 NYCRR 104.18 (a and b)

NOTE: Refer also to Policy #7521 -- Students with Life-Threatening Health Conditions

Adoption Date: 7/7/09
Revised Policy Adopted: 9/13/16
Revised Policy Adopted:

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Students

SUBJECT: ADMINISTRATION OF MEDICATION

Under certain circumstances, when it is necessary for a student to take medication (prescription and non-prescription) during school hours, the school's registered professional nurse may administer the medication to a student during the school day (with limited exceptions listed below in paragraph c). For the purpose of this policy, the term "medication" includes both prescription and non-prescription medications. The school must receive the following before medication will be administered to a student:

- a) The original written order from the student's provider stating the name of the medication, the purpose, precise dosage, frequency, and time of administration (if relevant) or any special circumstances under which prescribed medication shall be administered;
- b) A written, signed consent from the student's parent or person in parental relation requesting the administration of the medication, as prescribed by the physician, to the student in school; and
- c) The medication, properly labeled in its original container, must be delivered to the school health office by the student's parent or person in parental relation. The term "properly labeled," in the context of this policy, means that the container must include the following information: the student's name, name of medication, dosage, frequency, and prescribing physician. A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s). Exceptions may apply, however, for students diagnosed with asthma or other respiratory illnesses, diabetes, or allergies who will be permitted to carry and self-administer medication under certain conditions.

All medication orders (both prescription and non-prescription) must be reviewed annually by school health office personnel or whenever there is a change in dosage.

Procedures for receipt, storage, and disposal of medications as well as procedures for taking medications off school grounds or after school hours while participating in school-sponsored activity will be in accordance with State Education Department Guidelines.

Medical Marihuana

Per Public Health Law 3362 (2)(a) "possession of medical marihuana shall not be lawful under the title if it is smoked, consumed, vaporized or grown in a public place regardless of the form of medical marihuana stated in the patient's certification." Medical marihuana products are not to be consumed under any circumstances in vaporized form in any location in which smoking is prohibited which includes K-12 educational institutions (10 NYCRR 1004.18 (a) (13). Similarly, vaporization of approved medical marihuana products is not permitted within 100 feet of the entrance, exists, outdoor areas, school district vehicles (with the exception of vaporization in a residence or the real property boundary lines of such residence) of any District school. The New York Compassionate Care Act (CCA) recently authorized medical marihuana under certain specified conditions. At present, however, federal law considers marihuana to be a controlled substance with possession triggering possible criminal sanctions. In addition, the CCA limits where medical marihuana can be consumed, prohibiting consumption in public places which includes educational institutions. Medical marihuana is therefore not allowed to be administered to students on school property.

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Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

Emergency Medication

The administration of student prescribed emergency medication (injectable, including "epi-pens," and/or oral) to a student for extreme hypersensitivity may be performed by a trained school staff member responding to the emergency. Since a student may be too critically ill during a medical emergency to administer his/her own medications, a volunteer staff member may be trained to recognize, manage and assist the student administering the medication. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.

Students with Asthma or Other Respiratory Illnesses

The District will make a nebulizer available on-site in school buildings where full- or part-time nursing services are provided. Only students with a patient-specific order may have access to the nebulizer. School nursing personnel will clean and maintain the District nebulizer as appropriate.

The District will obtain and stock albuterol metered dose inhalers (MDIs) and/or liquid albuterol from a licensed pharmacy. This stock albuterol is for use in a nebulizer for students diagnosed with asthma whose personal prescription albuterol supplies are empty and while awaiting the parent or person in parental relation to provide the school with a new one. School health office personnel will promptly inform parents or persons in parental relation of the need for replacement of the student's albuterol medication. Students utilizing the school's stock albuterol must provide a patient specific order for albuterol from their own private health provider, including an order permitting the student to utilize the school's stock albuterol. Stock albuterol may only be utilized when the school nurse is available to administer the medication. The student's parent/guardian must also provide the school with written permission allowing his/her child to be administered the school's stock albuterol in the event that the student's own prescription albuterol supply is empty. The school health office will promptly inform students' parents or persons in parental relation any time that the school stock albuterol was utilized.

Personal equipment used to deliver albuterol to a student will be cleaned and appropriately labeled with the student's name and used solely by that individual student. (Examples of equipment to be cleaned and labeled are nebulizer tubing, facemask, mouthpiece, spacer, etc.)

Self-Administration of Medication

Generally

Each student who is permitted to self-administer medication should have an emergency care plan on file with the District. Further, the school will maintain a record of all written physician or health care provider/parental consents in the student's cumulative health record.

School health office personnel will also maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily

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SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding such self-care management.

Students who self-administer medication without proper authorization, under any circumstance, will be referred by school nursing personnel to school administration. Parents will be notified of such unauthorized use of medication by the student, and school administration shall determine the proper resolution of this behavior. Self-administration of medication without proper authorization is not permitted.

Students with asthma or another respiratory disease

In accordance with the law, the District shall permit students who have been diagnosed by a physician or other duly authorized health care provider as having a severe asthmatic condition be permitted to carry and self-administer their prescribed inhaled rescue medication during the school day, on school property, and at any school function if the school health office has the following on file:

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of asthma or other respiratory disease for which inhaled rescue medications are prescribed to alleviate respiratory symptoms or to prevent the onset of exercise induced asthma; the student has demonstrated that he/she can self-administer the prescribed medication effectively; and the expiration date of the order, the name of the prescribed medication, the dose the student is to self-administer, times when the medication is to be self-administered, and the circumstances which may warrant the use of the medication; and
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the student will be encouraged to maintain an extra inhaled rescue medication in the care and custody of the school's registered professional nurse, nurse practitioner, physician assistant, or school physician. However, the law does not require the District to retain a school nurse solely for the purpose of taking custody of a spare inhaler, or require that a school nurse be available at all times in a school building for such purpose.

Students with Allergies

A student will be permitted to carry and self-administer his/her prescribed EpiPen during the school day, on school property, and at any school function if the school health office has the following on file:

(Continued)

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Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of an allergy for which an EpiPen is needed for the emergency treatment of allergic reactions; the student has demonstrated that he/she can self-administer the prescribed EpiPen effectively; and the expiration date of the order, the name of the medicine, the dose the student is to self-administer, and the circumstances which may warrant the use of the medication; and
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the school will allow the student to maintain an extra EpiPen in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with Diabetes

A student will be permitted to carry and self-administer his/her prescribed insulin through an appropriate medication delivery device, carry glucagon, and carry and use equipment and supplies necessary to check blood glucose and/or ketone levels during the school day, on school property, and at any school function if the school health office has the following on file:

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of diabetes for which insulin and glucagon through appropriate medication delivery devices, and the use of equipment and supplies to check blood glucose and/or ketone levels are necessary; the student has demonstrated that he/she she can self-administer effectively, can self-check glucose or ketone levels independently, and can independently follow prescribed treatment orders; and the expiration date of the order, the name of the prescribed insulin or glucagon, the type of insulin delivery system, the dose of insulin and/or glucagon the student is to self-administer, times when the insulin and/or glucagon is to be self-administered, and the circumstances which may warrant administration by the student. The written permission must also identify the prescribed blood glucose and/or ketone test, the times testing is to be done, and any circumstances which warrant checking a blood glucose and/or ketone level.
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the school will allow the student to maintain extra insulin, insulin delivery system, glucagon, blood glucose meter, and related supplies to treat the student's diabetes in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with diabetes will also be permitted to carry food, oral glucose, or other similar substances necessary to treat hypoglycemia in accordance with District policy.

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Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

(added - FHP)

Alcohol-Based Hand Sanitizers

The New York State Education Department (NYSED) permits the use of alcohol-based hand sanitizers in schools. The school medical director may approve and permit the use of alcohol-based hand sanitizers in the District's schools without a physician's order. Parents may provide written notification to the school in the event that they do not wish to have their child use this product.

Sunscreen

Students may carry and use FDA approved sunscreen products for over-the-counter use. The student's parent or person in parental relation must provide written permission for the student to carry and use sunscreen. This written parental consent will be maintained by the school. A student who is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent or person in parental relation, and authorized by the school.

Storage and Disposal

The District will comply with relevant state laws, regulations, and guidelines governing the District's receipt, storage, and disposal of medication.

Misuse of Self-Carry Medication

In the event that a student inappropriately uses and/or shares self-carry medication, school administration will be notified and appropriate corrective action will be taken.

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Section 614(a)]
Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Education Law Sections 902(b), 907, 916, 916-a, 916-b, 919, 921, 6527, and 6908(1)(a)(iv), 6909
Public Health Law Section 3000-a, c, 3309, 3362 (2) (a)
8 NYCRR 136.6, 136.7, 10 NYCRR 104.18 (a and b)

NOTE: Refer also to Policy #7521 -- Students with Life-Threatening Health Conditions

Adoption Date: 7/7/09

Revised Policy Adopted: 9/13/16

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM#: CF.XIV.F.1.18-19-1

TOPIC: Year-End School Donation Summary

BOARD ACTION REQUESTED: Receive, Review and File the 2017-2018 Year-End School Building Donation Report

BACKGROUND INFORMATION: In April 2005, the Board of Education received updated donation processing procedures from the District Administration. The procedures state that donated items under \$500 are not submitted to the Board of Education for review and approval throughout the school year. These donations are approved on a case-by-case basis by the applicable building principal. The procedures further stated that a summary report by school level is to be presented to the Board of Education at the end of the school year. This agenda item provides the donation summary report for the 2017-2018 school year.

PERTINENT DATA:


High Schools – Donations were received for various student and staff initiatives. The types of activities included financial support for senior day, Link Crew's freshman orientation, yearbook, music trips, dance tickets, prom tickets and for special student need situations.

Middle Schools – The majority of donations received at this level were from the middle school's PTSA organizations. Almost all of the donations were used to pay various admission fees for field trips including; the Math and Science Olympiad competitions, support for Spelling and Geography Bees, music programs, Community Day activities, Sports and Socializing, Class Night, Earth Spirit field trip, and various field trips including Maid of the Mist Tour and Darien Lake.

Elementary Schools – The donations received were used for field trips, outdoor benches, supplies for garden club, mindfulness resources, guest speaker presentations, general classroom supplies, recess supplies/equipment and tickets to plays. A few examples of the programs provided to our schools include Owl facts, Buffalo zoo, Disability Awareness program, Colonial Times program, Native Indian, PARP Wondermakers program, Wellness programs, support of family fun nights, and the BEST program.

The District would like to thank all of our school Parent Teacher groups for the generous support they provided to each of our schools in the 2017-18 school year.

TIMELINE: Receive and file this report on July 2, 2018

PREPARED BY: Thomas R. Maturski 
Assistant Superintendent for Finance & Management Services

REVIEWED BY: Scott G. Martzloff 
Superintendent of Schools

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM #: CF.XIV.F.2.18-19-1

TOPIC: Approve Property Tax Settlement

BOARD ACTION REQUESTED: Approve Settlement and Transfer Amount from Tax Certiorari Fund.


BACKGROUND INFORMATION: Resolve to accept the resolution of this tax assessment challenge as ordered for Williamsburg Commons Condominium, Williamsville, NY 14221. All properties were settled by one Attorney.


PERTINENT INFORMATION: The petitioners have filed challenges of their property tax assessments for the 2017-18 tax years. It has been ordered that the total assessments be reduced from \$9,497,600 to \$9,191,178. This assessment change results in a total reduction of \$306,422 and a refund of \$5,145.62.


ALTERNATIVES: None

TIMELINE: July 2, 2018

COST TO DISTRICT: Non-budget impact due to use of reserve funds.

PREPARED BY: Zulfiqar A. Jaffri, CPA 
Business Office Manager

REVIEWED BY: Thomas R. Matuski 
Assistant Superintendent for Finance & Management Services

RECOMMENDED BY: Scott G. Martzloff 
Superintendent of Schools

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM # CF.XIV.J.1.18-19-1

TOPIC: Approve Change Order

BOARD ACTION REQUESTED: Resolve to approve a contingent change order to American Paving and Excavating for an amount not to exceed \$116,000.

BACKGROUND INFORMATION: The 2015 Facility Improvement Plan was approved by the community in May 2015. The total proposition is \$23,025,816. The project included renovating work at every school in the district. The project work associated with the proposition began in 2016 and will continue through the summer of 2018.

PERTINENT DATA: This summer the 2015 capital project work includes the reconstruction of the Dodge elementary school bus loop and parking lot that is located on the western side of the school. Prior to bidding this project work the District requested and received soil boring information from various locations within the construction zone. These borings have shown that the soil is stable. The soil stability is good news for the District, however, the information cannot be relied upon to represent the soil condition of the entire site. When constructing the Dodge Road parking lot in August 2011, the District encountered unsuitable soils once the site was fully excavated. This resulted in a change order of \$28,000. In order to facilitate the completion of this project the District is requesting the authority to issue a change order that could provide an additional 12" of undercut (undercut=removal of unsuitable soil replaced with gravel-stone) that would equate to 44,000 square feet and a 6" undercut for 28,500 square feet of area. The difference in undercut depths is due to differences in structuring the bus loop's physical weight load versus the parking lot weight load. The unsuitable soil would be replaced with crushed stone that is compacted to support the new pavement. The change order being requested is written as a not-to-exceed cost of \$116,000.

The costs outlined for this not-to-exceed change order is the worst-case scenario. We are initiating this change order request at the beginning of the construction season as a precaution to ensure that project work will not stop in July due to a need to obtain Board of Education approval for a change order at the August Board of Education meeting. If the District were to wait until the August Board of Education meeting it would not be possible for the project to be fully completed for the beginning of the 2018-19 school year.

It is important to reiterate that the soil boring information is favorable. However, past experience on our school sites has shown that soil conditions may vary significantly on a school site. Even if additional borings were completed, they do not always uncover the full impact of the site's structure. If a change order is issued for unsuitable soils it must be supported by quantitative information that is reviewed and approved by the District's architect and engineers. We are hopeful that a change order will not be needed. If the District were to build the bus loop and parking lot on unsuitable soil it would result in the development of sink holes and premature wear of the parking lot. Ultimately, this would require full reconstruction of the pavement prior to its expected useful life of twenty-five years. The degree of pavement failure would determine the timing of reconstruction. Any premature pavement failure results in loss of value for this project work and higher costs for the same work in the future.


ALTERNATIVES: Take no action

TIMELINE: July 2, 2018

COST TO DISTRICT:

Change order – Dodge elementary unsuitable soil conditions - not to exceed \$116,000. Updated change order information pertinent to this item to be provided at the August 14, 2018, Board meeting.

PREPARED BY:

Thomas R. Matuski 
Assistant Superintendent of Finance & Management Services

RECOMMENDED BY:

Scott G. Martzloff
Superintendent of Schools



BOARD MEETING DATE:

July 2, 2018

AGENDA ITEM # :

XIV.K.1.18-19-1

TOPIC:

Committee on Special Education
Committee on Preschool
Special Education Membership

BOARD ACTION REQUESTED:

Approval of Committee Membership

BACKGROUND INFORMATION: Membership of the Committee on Special Education and the Committee on Preschool Special Education must be approved annually by the Board of Education.

PERTINENT INFORMATION: The membership of the Committee on Special Education (CSE) includes the following: Chairperson, Building Administrator, School Psychologist, Special Education Teacher of the child, General Education Teacher of the child, Parent(s)/Guardian(s) of the child. A parent representative, as well as related service provider and/or other invited participants knowledgeable regarding the child's needs, may also be present. In addition, the parent of the child may request (within 72 hours advance notice) that a parent representative and/or school physician also be in attendance.

Committee on Special Education:

Chairpersons: John D'Angelo
Cheryl Lazzaro
Cathleen Ratzel

Alternate Chairpersons: Anna Cieri
Rosa D'Abate

Building Administrators: Keith Wing
Anthony Scanzuso

School Physician: Dr. Jason Matuszak

Parent Representatives:

Sheryl Duquette	Julie Nurse	Sandy Whalen
Marcy Hagen	Brenda Small	
Judith Kemp	David Whalen	

School Psychologists:

Meredith Abel	Jenelle Gratz	Rebecca Norton
Margaret Anderson	Jennifer Giffin	Alyssa Perna-Britt
Mary Baumgart	Jill Kasprzak	Sarah Pfeister
Kayle Croce	Emily Krezmien	Mark Warner
Lisa Dempsey	Joni Macri-Morell	Heather Youngblood

The membership of the Committee on Preschool Special Education (CPSE) includes the following: Chairperson, Special Education Teacher of the child, General Education Teacher of the child, Parent(s)/Guardian(s) of the child. In addition, a parent representative as well as related service provider and/or other invited participants knowledgeable of the child's unique needs, may also be present. Appropriate agency professionals and a representative of the municipality of the pre-school child's residence may also be required to participate.

Committee on Preschool Special Education:

Chairpersons: John D'Angelo
Cheryl Lazzaro
Cathleen Ratzel

Alternate Chairperson(s): Anna Cieri
Rosa D'Abate

Speech/Language Pathologists:

Dana Balzer	Sarah Matson	Colleen Sweeney
Marcie Brown	Bethany Miller	Stephanie Verrico
Pam Clabo	Ashley Nans	Amanda Walter
Jane Fillmore	Amy Prime	Mary Kate Wellenzohn
Elizabeth Hager	Kim Seibold	Dawn Wurtz
Jason Kilonsky	Grace Sokolowski	Kathy Zwierchowski

*Only one speech pathologist will sit in on a CPSE meeting

Parent Representatives :

Sheryl Duquette	Julie Nurse	David Whalen
Marcy Hagen	Brenda Small	Sandra Whalen


School Psychologists :


Jenelle Gratz	Jennifer Griffin	Alyssa Perna-Britt
Rebecca Norton	Sarah Pfeister	Mark Warner

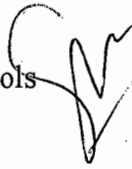
ALTERNATIVES: Reject committee membership in whole or in part.

TIMELINE: Annual approval

COST TO DISTRICT: None

PREPARED BY: Anna R. Cieri, Assistant Superintendent 
Exceptional Education & Student Services

REVIEWED BY: Anna R. Cieri, Assistant Superintendent 
Exceptional Education & Student Services

RECOMMENDED BY: Scott G. Martzloff 
Superintendent of Schools

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM #: XIV.K.2.18-19-1

TOPIC: Appointment of Impartial Hearing
Officers 2018-19 School Year

BOARD ACTION REQUESTED: Approve the appointment of the following individuals who have been listed by the New York State Education Department as Hearing Officers approved to conduct Impartial Hearings:

2018-19 Impartial Hearing Officers	
Lynn Almeleh	Michael Lazan
Robert Briglio	James McKeever
Lana Flame	Craig Tessler
Vanessa Gronbach	Aaron Turetsky
Martin Kehoe	James Walsh
Dora Lassinger	Mindy Wolman

BACKGROUND INFORMATION: The Regulations of the Commissioner of Education requires that school districts appoint Hearing Officers from a list approved by the Department. Hearing officers will be appointed to individual cases in a manner consistent with regulations and in accordance with law.

PERTINENT INFORMATION: N/A

TIMELINE: 2018-19 School Year

COST TO DISTRICT: N/A

PREPARED BY: Anna R. Cieri, Assistant Superintendent *AC*
Exceptional Education & Student Services

REVIEWED BY: Anna R. Cieri, Assistant Superintendent *AC*
Exceptional Education & Student Services

RECOMMENDED BY: Scott G. Martzloff
Superintendent of Schools 

BOARD MEETING DATE: July 2, 2018

AGENDA ITEM #: XIV.K.3.18-19-1

TOPIC: State Performance Plan
Indicator 8 Results

BOARD ACTION REQUESTED: Information

BACKGROUND INFORMATION: As a component of the New York State Performance plan and focused monitoring reviews, NYSED seeks input from parents of students with disabilities on various aspects of their experiences with their school district and special education programs. Beginning in 2009-10, the Potsdam Institute for Applied Research (PIAR) at SUNY Potsdam became responsible for assisting school districts to comply with this indicator. PIAR prints, distributes and collects the survey instrument, as well as analyzes the data and generates a summary report for the school district and State Education Department. The intent of the survey is to assess the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The survey is comprised of twenty-five (25) items taken from a more extensive instrument developed by the National Center for Special Education Accountability Measures (NCSEAM). While modified, the questions selected by NYSED were done so in accordance with established item selection rules to ensure reliability and validity. All individual parent responses are kept confidential and were not released to the District.


PERTINENT INFORMATION: The Williamsville Central School District ordered 1113 surveys for distribution to families of children with disabilities. Respondents were encouraged to respond to either the paper-pencil or web-based version of the survey. The District was required to secure 88 completed surveys; our response rate far exceeded these minimum requirements (e.g., a total of 235 completed surveys were returned, resulting in a response rate of 267.09%). The target set by NYSED (e.g., 94% of parents responding favorably) was also met by the District.

ALTERNATIVES: N/A

TIMELINE: N/A

COST TO DISTRICT: None

PREPARED BY: Rosa D'Abate, Coordinator of Student Services 

Cheryl Lazzaro, Coordinator of Special Education 

John D'Angelo, Coordinator of Special
Education



Cathleen Ratzel, TOSA

Anna R. Cieri, Assistant Superintendent
Exceptional Education & Student Services



REVIEWED BY:

Anna R. Cieri, Assistant Superintendent
Exceptional Education & Student Services



RECOMMENDED BY:

Scott G. Martzloff
Superintendent of Schools



BOARD MEETING DATE:

July 2, 2018

AGENDA ITEM #:

XIV.K.4.18-19-1

TOPIC:

District Special Education Plan

BOARD ACTION REQUESTED:

Approve Special Education Plan

BACKGROUND INFORMATION:

The New York State Education Department historically required the development of a District Special Education Plan. In 2011 communications were received indicating that a biannual review of the plan was no longer required, presenting an update only when significant changes were implemented. New information suggests the need for a biannual review. The plan has therefore been updated to reflect current program status.

PERTINENT INFORMATION:



The plan is designed to provide an overview of the services and supports provided to students with disabilities in a manner commensurate with Federal and State regulation. In an effort to provide access to the general education curriculum within the least restrictive environment, the Williamsville Central School District supports the continuum of special education services. Reflective of an inclusive philosophy, many of our students are educated within District and, when possible, at his/her home school.

TIMELINE:




N/A

COST TO DISTRICT:

N/A

PREPARED BY:Rosa D'Abate, Coordinator of Student Services Cheryl Lazzaro, Coordinator of Special Education John D'Angelo, Coordinator of Special Education 

Cathleen Ratzel, TOSA

Anna R. Cieri, Assistant Superintendent
Exceptional Education & Student Services **REVIEWED BY:**Anna R. Cieri, Assistant Superintendent
Exceptional Education & Student Services **RECOMMENDED BY:**Scott G. Martzloff
Superintendent of Schools 

WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

DISTRICT SPECIAL EDUCATION PLAN
July 2018 – July 2020

In accordance with Regulations of the Commissioner of Education this plan has been developed and shall be regularly updated describing the Special Education program in the Williamsville Central School District. The District plan shall include the following:

- a) A description of the nature and scope of special education programs and services currently available to pupils residing in the District, including but not limited to descriptions of the District's resource room programs and each special class program or variation provided by the District in terms of group size and composition.
- b) Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.
- c) The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- d) A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.
- e) A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services.
- f) A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard as defined in federal law.
- g) The estimated budget to support such plan.
- h) The date on which such plan was presented and adopted by the Board of Education.

The District plan, with personally identifiable student information deleted, shall be available for public inspection and review by the Commissioner if requested.

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I. PHILOSOPHY

The philosophy of the Williamsville Central School District is to provide all students identified as having a disability meaningful access to the general education curriculum within the least restrictive environment. The District provides all students with relevant opportunities for access to general education programs and appropriate supports to address individual needs. Students working toward alternative assessment standards also participate in a variety of settings with their non-disabled peers. Inclusive educational options, in which students are educated within the District and at their home school when possible, are encouraged. Related services, instructional and program modifications, as well as testing accommodations are additional elements of support available to students. Services of an educational aide or behavioral consultant are also made available as recommended by the Committee on Special Education. Social and emotional development, self-efficacy, independence and self-determination are also cornerstones of district programming as noted by the continuum of supports provided by mental health staff, as well as assistive technology and transition team members. The District is committed to providing ongoing professional development and in-service opportunities to all professional and support staff who work with students with special needs.

II. INTRODUCTION

The Williamsville Central School District acknowledges the responsibility and importance of providing a high quality educational program to students with disabilities. We also fully recognize the rights of students with disabilities to obtain a free, appropriate public education (FAPE).

Students residing within the Williamsville Central School District who are classified as having a disability in accordance with the Part 200 Regulations of the Commissioner of Education are provided with appropriate special education and/or related services within the least restrictive environment necessary to address their specific needs. Every consideration is given by the Committee on Special Education (CSE) to provide special education services at the child's home school and/or within the boundaries of the Williamsville School District.

A. It is the intent of the Williamsville Central School District to provide a continuum of services to students with disabilities. The continuum varies from full inclusion within general education classes to full-day placement in center-based, agency-operated programs. The CSE determines placement based upon individual student strengths, challenges, goals, desired learning outcomes and required supports.

CONTINUUM OF SERVICES

General Education with Supplemental Aids and Services
Declassification Support Services

Related Services
Consultant Teacher Services
Resource Room Services
Integrated Co-teaching
Special Class (District)
Special Class (BOCES, OTHER PUBLIC SCHOOLS)
Agency Placement
Residential Placement
Home/Hospital Instruction

B. The following standards are used by the Committee on Special Education when considering placement and service recommendations:

- levels of academic or educational achievement and learning rates
- levels of social development
- levels of physical development
- management needs of the child

A student may be referred for initial evaluation (and/or subsequent review) for special education services by a variety of individuals, including the student's parent or guardian, a principal, teacher or other professional staff member, a physician, a judicial officer, or the student, if over 18 years of age.

A referral may be initiated for the following reasons: screening or child find obligations, poor performance in the classroom, significantly below grade level performance on New York State assessments, a severe orthopedic or sensory impairment which appears to adversely affect educational performance, previous educational experiences and/or academic history, inappropriate social behavior paired with an inability to learn, or any other concern that may lead one to suspect that a student may have a disability.

Each student's educational program is developed through a collaborative team process, which allows general and special educators, related service providers, parents and others, to work together to develop, implement and monitor each student's educational program. This shared ownership provides a framework for staff and parents to work together in a proactive and efficacious manner.

An Individualized Education Program (IEP) is prepared for each student to document the instructional and related service goals. These IEPs are reviewed and revised at least annually by the Committee on Special Education. Additionally, a re-evaluation/review is conducted at least once every three years for each student who has been receiving special education services and supports.

III. DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES CURRENTLY AVAILABLE AND EVALUATION

A student who is identified by the Committee on Special Education as having a disability, which significantly impairs the child's ability to access the curriculum and requires remediation in the form of specialized instruction, is entitled to special education services and supports. Special education supports are provided either directly by the district, through the Board of Cooperative Educational Services (BOCES), a neighboring district, and/or a private agency.

A. The special education programs and services provided directly by the Williamsville Central School District currently include:

- General Education with Supplemental Services and Supports
- Consultant Teacher Services
- Declassification Support Services
- Related services (direct and/or consultation) and supplemental supports:
 - Counseling
 - Adaptive Physical Education
 - Hearing Itinerant Services
 - Vision Itinerant Services
 - Speech /Language Therapy
 - Occupational Therapy
 - Physical Therapy
- Resource Room Services
- Integrated Co-Teaching
- Special Education Classes: 15-1 self-contained education classes, 12:1:1 and 8:1:1 classes for children with behavioral challenges and/or learning needs; 8:1:1 classes for children with Autism Spectrum Disorders.
- Home/Hospital Instruction
- Additional Supplemental Services:
 - Educational Aide Support
 - Social Worker Services
 - Psychological Services
 - School Health Services
 - Adaptive Physical Education
 - Specialized Transportation
 - Transition Services
 - Assistive Technology Services
 - Functional Behavioral Assessment/Behavioral Intervention Plan
 - Parent and Teacher/Staff Education
 - *Projected for 2018-19: Behavioral Specialist*

B. The special education programs and services available through Erie 1 BOCES and/or private agencies include:

- Special Education Classes:
 - 12:1:1
 - 8:1:1
 - 8:1+3
 - 6:1:1
 - 6:1+2
 - 9:1:3A
 - 12:1+4A
- Speech /Language Therapy
- Audiological and Hearing Itinerant Services
- Vision Itinerant Services
- Orientation and Mobility Services
- Counseling Services and social work support; play therapy and psychiatric consultation are also offered.
- Vocational Education (Harkness site), both general and/or special education occupational education program.
- Alternative Educational Programs (Alternative Middle School/High School; Twilight; Long-term Suspension Program) *
- Staff Development Workshops (Regional Special Education Technical Assistance Support Center)

**General Education Programs with limited special education services*

C. Cross-contracts with Orleans-Niagara BOCES and/or Erie 2 BOCES are also pursued on occasion. These are typically only available when Erie I BOCES either does not have an appropriate program available due to capacity (i.e., space limitations) or structure (i.e., the type of setting required is not offered).

IV. DEFINITION OF WILLIAMSVILLE SPECIAL EDUCATION PROGRAMS/SERVICES

A. School Aged Programs/Services

1. Declassification Support Service: This service is designed for those students transitioning from special education to general education who require a reduced level of intervention to sustain present levels of performance. Supports may consist of monitoring of socio-emotional functioning and academic progress, assistance with organizational skills, provision of counseling supports or speech improvement services, and/or periodic reinforcement of skills.

A student with a disability, who transfers into a general education program or to a program or service within a less restrictive environment, may be recommended to receive declassification support services. This support involves consultation between the general and special education teachers of the child on a scheduled or as needed basis. It is designed to be short-term in nature and focused upon promoting full participation in general education.

2. Related Services: Related services consists of speech/language therapy, vision and hearing itinerant services, occupational therapy, physical therapy, orientation and mobility, counseling, and other appropriate services. The need for related services is determined after a referral and a comprehensive evaluation with recommendation by the Committee on Special Education. The frequency, duration and location of these supports must be specified in the IEP, as well as annual goals and objectives. Identified students are either serviced individually, or in groups not to exceed five (5) children. The total caseload for speech language pathologists working with identified pupils shall not exceed 65 students.

Presently, the district employs 14 school psychologists, 15 social workers, (2 of whom work partially and/or exclusively with the district-operated 8:1:1 classes for students with self-management needs); 19.6 speech-language pathologists; 2 teachers of the deaf/hearing itinerant teachers; 1 vision itinerant teacher; 4.8 occupational therapists and 12 certified occupational therapy assistants (two of whom work solely in transition services); as well as 6 physical therapists.

Adaptive physical education (APE) is provided to students by certified physical education teachers when a student's physical status is such that participation in the general education program would be inappropriate and/or pose a safety/health risk. The Committee on Special Education makes this determination after consultation with the physical education teacher.

Finally, the assistive technology (AT) team facilitates participation in the general education setting and promotes access to the general education curriculum. Examples of areas for which intervention has been provided include but are not limited to: fine and gross motor skill, reading development, and written expression. Supports range from low to high tech, and require a match between the learning environment, educational expectations, and student preferences.

3. Consultant Teacher Services: The consultant teacher model is an option which allows for the provision of supports to students with disabilities enrolled full-time in general education programs. The service may be provided directly to the child or indirectly to the student's general

education classroom teacher(s). More specifically, direct consultant teacher services consist of remedial or initial instruction provided by a certified special educator to the student while he/she is participating in general education classes. Indirect services, in contrast, consist of collaboration between the student's general and special education teacher(s). This collaboration may consist of adjustments in the academic environment or provision of modification of instructional methods/materials to best meet the student's unique learning needs. Implementation of this service allows for further promotion of opportunities for students with special needs to receive their education in the least restrictive environment. Each student with a disability who requires consultant teacher services must receive direct or indirect supports, or a combination thereof. These supports may address multiple curricular areas. Direct/indirect services must be delivered in a manner consistent with the student's IEP for a minimum of two hours each week. The fluid nature of this program enables educators to provide intervention as dictated by the student's learning profile and unit of study.

4. Resource Room Services: Resource room services are provided to students identified as having a disability by the Committee on Special Education and whose individual needs cannot be fully addressed within the general education setting. The major purpose of the resource room services to *supplement, not supplant*, general education instruction. Each student requiring resource room support shall receive these services for no less than three hours (180 minutes) per week. In addition, students shall not spend more than 50 percent of their school day in the resource room program. Each instructional group ratio is to be five (5) students per teacher, and the total number of children assigned to a resource room teacher is not to exceed 20 (elementary) or 25 (secondary and multi-level middle school program operating on a period basis). Many of the students receiving this level of support are classified as learning disabled.

An additional option to the continuum of services was added with the most recent reauthorization of the IDEA which allows for the combination of resource room and consultant teacher services. The combined services must total 3 hours per week. In the past, the minimum for the provision of resource room services was 180 minutes per week and Consultant Teacher was 120 minutes per week. This was limiting and not always necessary to meet a child's needs. This change to regulation now allows for greater flexibility as we are now able to combine in any configuration to total 180 minutes per week.

5. Integrated Co-teaching: A school District may include integrated co-teaching in its continuum of services but is not required to do so. Academic instruction is provided to students with disabilities in the general education classroom. The maximum number of students with

disabilities in the class shall not be greater than 12. While a maximum class size is not specified, the number of students with disabilities may not exceed the number of non-disabled peers. In addition, the following requirements must be met:

- a. A special education teacher and general education teacher be assigned to the class.
- b. Both teachers share the responsibility for providing instruction, planning, and evaluating students.

This service option does not have to be offered for all classes, grade levels or subjects, nor is a district required to deliver co-teaching. Finally, one teacher in the co-teaching class must meet the highly qualified (HQ) requirements in the subject matter.

The co-teaching initiative has grown considerably over the past several years. While the model is employed to varying degrees at all instructional levels, it is most prevalent at the high school. This structure allows for provision of supports to children within the least restrictive environment and is intended to promote greater access to the general education curriculum. Since continuous refinement and improvement is essential for any initiative, the District has developed a foundations course offered during the summer months to all newly formed pairs of co-teachers. A review is presently underway to determine an alternative means by which to provide this in-service opportunity either during the school day or after school hours. In addition, we have partnered with the Regional Special Education Technical Assistance and Support Center (RSE-TAC), as well as a local expert to offer in-services to teachers who have had experience with co-teaching to enhance lesson planning efforts and differentiation of instruction. An increase in staffing has been a natural by-product of the integrated co-teaching model, as students have been afforded assistance in specific areas of skill development within the general education classroom. It is hoped that opportunities to engage in collaborative instruction, to 'team' or 'shadow' teach, or to work with students in small instructional groups, have been enhanced.

6. Special Class Instruction: Special class placement is recommended for students with disabilities who require more intense, specially-designed instruction to adapt methodology, content or delivery so as to facilitate access to the general education program. Per NYSED regulations, the following guidelines shall be used to determine the provision of special class instruction for students with disabilities:

- A. A student with a disability shall be placed in a special class for instruction to the extent indicated by the student's IEP.
- B. The size and composition of a class shall be based upon the similarity of student needs according to:

1. levels of academic and/or educational achievement and learning rates;
 2. levels of social development;
 3. levels of physical development;
 4. management needs of the students in the classroom
- C. A special class shall be composed of students with similar needs, independent of type of disability/classification.
- D. The maximum class size for those students requiring specialized instruction in a self-contained setting shall not exceed 15 students.
- E. In special classes for students whose self-management needs interfere with the instructional process, an additional adult is assigned to each class. In this case, class sizes are not to exceed eight (e.g., 8 students to 1 teacher to 1 teacher aide) unless a variance is requested and approved by NYSED. On occasion, as the child's needs dictate, the support of the educational aide may also be provided within curriculum extension, or elective areas, of study.
- F. The chronological age range within special classes of students with disabilities who are less than 16 years of age shall not exceed 36 months. The range for those 16 years of age and older, in contrast, is not limited.

This past school year the district offered the following self-contained programs in which the child's primary academic instruction is provided by one special educator for much of the child's day. These classes are as follows:

<i>Location</i>	<i>Class Size</i>	<i>Grades</i>
Maple East (2 classes)	8:1:1	Grades K - 4
Maple West (2 classes)	12:1:1	K/1
	12:1:1	Grades 2-4
Dodge Elementary (3 classes)	12:1:1	Kindergarten*
	15:1	Grade 1
	15:1	Grade 2
	15:1	Grade 3/4
Forest Elementary (2 classes)	8:1:1	Grades K-1
	8:1:1	Grades 2-4
Mill Middle (2 classes)	15:1	Grades 5 & 6
	15:1	Grades 7 & 8
Casey Middle (2 classes)	8:1:1	Grades 5 & 6
	8:1:1	Grades 7 & 8

Heim Middle (1 class)	8:1:1	Grades 5 - 8
North High (4 classes)	15:1	Grades 9 - 12+

**Class size reduction initiated for the 2017-18 school year commensurate with the change in class size ranges in the general education setting.*

The total count of school-age students provided special education services in these district-operated self-contained programs for the 2017-18 school year was 160. Overall, the number of students participating in special education programs and/or receiving special education supports was 1,193 (early school-age of 83 students plus 1110 students ages 6-21 years of age). This figure includes the services provided to students, both resident and non-resident, attending non-public schools within our district geographical boundaries. The total number in this case was 61, with seven students receiving no services per parent decline of supports in 2017-18.

Of the overall school-age count (excluding students attending non-public schools, those that are home schooled), the following reflects the degree to which students participated in the general education setting:

Students ages 6-21 years receiving services inside regular classroom 80% or more of the day = 635

Students ages 6-21 years receiving services inside regular classroom 40% - 79% of the day = 280

Students ages 6-21 years receiving services inside regular classroom less than 40% of the day = 77

Students placed in separate school = 51

Home instructed student = 1

B. Response to Intervention (RtI)

The New York State Education Department issued memoranda in April 2008 and again in October 2010 offering guidance regarding the implementation of Response to Intervention (RtI). In accordance with Federal Regulation, RtI must be made available to Local Educational Agencies (LEA's) as an option for identification of students with disabilities. RtI is a multi-tiered, problem-solving approach designed to identify students struggling in academic or behavioral areas to provide targeted remedial instruction. RtI consists of systematically applied strategies with the purpose of closing small achievement gaps and facilitating progress toward meeting grade level standards. The policy framework developed by NYSED establishes a school-wide system relating to universal screenings, minimum components of an RtI model, parent notification requirements, and the use of RtI as a method for CSE identification of students with learning disabilities. Increasingly intensive levels of targeted intervention, ongoing progress monitoring, and informed decision-making driven by student performance on curriculum-based measures, all served as essential aspects of an RtI program. Effective July 1, 2012, all school districts were required to have an RtI program in place as part of the process to determine if a student enrolled in grades K-4 presents with a learning disability in reading. *(Please see the attached District parent brochure for additional information).*

C. Transition Services for Students with Disabilities

Transition services serve as the bridge between secondary school and the adult world of employment, living, post-secondary education, and recreation. It is an active planning process that involves the school, the student, the parents, and any appropriate agencies or institutions of higher learning. It is the responsibility of the schools to provide students with educational services to prepare for life as an adult and to promote linkages to appropriate services within the adult system. The Williamsville Central Schools have established a strong process for providing transition services for students with disabilities. Students have been afforded opportunities to learn self-advocacy skills, engage in a meaningful consideration of life goals (CDOS), and participate in shadowing (i.e., career exploration) and internship programs. Enrollment at the Harkness Vocational Centers is also available, and referrals to appropriate community agencies (People, Inc.; Independent Living Centers; ACCESS-VR, etc.) are made as students near graduation. A transition-planning document has been developed to facilitate the process, which begins at age 14.

The Community Work Experience Program uses the community as a classroom by providing our students with the opportunity to intern at a wide variety of work sites. Currently, the District maintains relationships with over 90 employers, each selected following student-centered planning in which strengths, interests and/or preferences are considered. Placements in these settings foster the acquisition of essential skills in areas such as: time management, organization, following directions, social interaction, hygiene & appearance, body and space awareness, mobility training, communication skills, initiative, productivity, quality of work, safety awareness, and teamwork. Students typically begin his or her internship series when they reach the age of 16, completing two (2) to four (4) different internships per school year. Time on the job site is guided by the student's individual goals and his/her academic schedule. The District provides transportation to and from the job sites. Educational aides provide on-site support to students until no longer needed.

The Office of Transition Services also provides opportunities for students to participate in community integration activities, job shadowing experiences, employer-led interviews, presentations, and community-based field trips. Activities of this nature are designed to augment existing work experiences and address IEP goals such as: banking and money management, mobility or Metro training, communication and social skills, dining and restaurant etiquette, or any other related IEP goals that can be generalized into a community-based work setting.

Transition planning also addresses the needs of students exiting high school to post-secondary education. Team members work with students, parents/guardians, administrators, and school colleagues to promote awareness of the types of services available from campus disability offices and/or ACCESS-VR. The tasks the student finds to be most challenging when transitioning from one level of education to the next are also discussed to further define appropriate plans of support.

The transition services team regularly assists students with adult agency referrals, college tours (coordinating meetings for students with Disability Services Coordinators at the local college chosen by the student), and/or residential housing tours. The goal is to familiarize families and students with agency resources, ACCESS-VR applications, transition planning timelines, DDSO services and updates, Benefits/Trusts/Estate planning guidelines, and any other information the student might derive benefit from. The District Transition Team meets individually with each student and his/her family at the time of their referral to the department.

Vocational assessments represent another important aspect of transition planning. Depending upon the specific needs of the student and the nature of the information required, a traditional or a non-traditional assessment may be initiated. A traditional vocational assessment consists of standardized, norm-referenced paper-pencil tests or computer-generated tasks, generally completed within 2 to 3 sessions. Non-traditional assessments (also referred to as “person-centered planning”), in contrast, consist of a much lengthier process to include interviews, observations, interest inventories and other measures. These assessments are conducted only when determined by the Committee on Special Education to be necessary for transition planning purposes. In these cases, information is obtained from a variety of sources including: the student him/herself; family members and District faculty/staff; comprehensive records review; testing using tools chosen based on student goals and aptitude; situational assessments conducted either on the work site or in the community; and appropriate interest inventories.

D. Preschool Programs and Services

The District Committee on Preschool Special Education (CPSE) receives referrals and initiates evaluations of resident children ages 3 to 5 who are suspected of having an educational disability. These students are not yet eligible to attend school-age programs. The evaluations are conducted by private agencies approved by the county. Preschoolers are not identified by disability category, but rather under an inclusive heading of “Preschooler with a Disability”. During the most recent school year (2017-18), 177 three to four-year-old students were identified. Regulations require the CPSE to review students transitioning from Early Intervention Services to the CPSE (“Three and Out” legislation). The increased identification of students with disabilities at the preschool level most certainly affects the supports and services to students as they transition to school-age programs.

Preschool programs are provided at no cost to parents and are funded through New York State and Erie County. Due process procedures are like those offered to the school-age population, including mandates such as: notice, consent, individualized assessment, annual review, and BOE approval. Through a process involving the parent/legal guardian, a representative of the evaluation team, other members of the CPSE and county officials, preschoolers receive services through various agency providers. These services include educational and related services, as well as transportation to recommended programs.

As children with disabilities reach school-age, they are referred through various sources to the Committee on Special Education (CSE). The Committee on Preschool Special Education (CPSE) formally notifies the CSE of eligible children and encourages communication between the parents/guardians of these students and the CSE. In addition, children are referred directly to the CSE by various preschool agencies (i.e., Aspire, The Summit Center, Heritage Centers, Buffalo Hearing and Speech, Bornhava, etc.).

An annual meeting is held with district parents of CPSE-identified children to provide an overview of school-age programs. At that time, district representatives and a SEPTSA parent member are present to explain the process, time line, and services. The home school connection is established between parents and district professionals and may involve visitations to school age programs, direct observations of children in their preschool settings, consultation with preschool service providers and teachers, as well as ongoing collaboration with parents.

V. DEFINITION OF WILLIAMSVILLE OUT OF DISTRICT PROGRAMS/SERVICES

A. Board of Cooperative Educational Services (BOCES)

Special education programs are also available through The Board of Cooperative Educational Services (BOCES). A student with a disability may be referred to a class operated by BOCES to receive the services indicated on the student's IEP. A special education class consisting of students with similar individual needs, although not always the same disability, may not be available within the District, thereby necessitating a BOCES placement. Self-contained classroom programs are divided into two broad categories: Functional and Academic.

Academic strand programs emphasize a curriculum in which the content is comparable to the subject matter and skills taught in a district program and are intended for students with disabilities who are expected to earn a New York State general education diploma with or without safety net provisions.

Functional strand classroom programs emphasize a curriculum intended to develop life skills to allow the student to be as independent as possible in educational and community environments. These programs are available to students with disabilities who exhibit significant delays in the cognitive and/or academic realms; who are working toward a Skills and Achievement Commencement Credential; and who upon exit from high school, may require adult services accessible through Vocational and Educational Services for Individuals with Disabilities (VESID) or the Office of Mental Retardation/Developmental Disabilities (OMRDD).

Although enrollment may fluctuate, during the 2017-18 school year approximately 22 students participated in BOCES programs.

B. Private Placements

Private agencies or private day placements provide a more restrictive environment for students who have significant educational or management needs. Students who attend such placements generally require intensive services and supports that cannot reasonably be provided in the home school or district setting. Although enrollment may fluctuate, during the 2017-18 school year, approximately 57 students were enrolled in private placements.

C. Home/Hospital Instruction

Home instruction is provided for students unable to attend school for a variety of reasons such as: medical conditions, CSE determination and/or Superintendent Hearings. In the 2017-18 school year, 1 student was placed on home instruction via the Committee on Special Education.

D. Residential Placement

No students were placed by the Committee on Special Education in a residential program during 2017-18.

Three students were home-schooled with appropriate Individual Home Instruction Plans submitted.

VI. PROGRAM EVALUATION AND THE METHODS USED TO EVALUATE THE EXTENT TO WHICH THESE OBJECTIVES HAVE BEEN ACHIEVED:

Special education program effectiveness is determined by several factors. The strength of our programs may be assessed via the attainment of student specific goals as articulated in Individualized Education Plans (IEPs), the degree to which students achieve grade level standards, and/or the extent to which students perform at a proficient level on local and state performance assessments. The congruence of the objectives on IEPs with both district curricula and New York State Learning Standards (where appropriate) is also a measure of program success.

A. Individual Assessment

Special education services and supports for the individual student are evaluated by the Committee on Special Education with feedback from the members of building child support teams (CST), parents, students, general education and special education teachers, related service providers, school psychologists, school social workers, school counselors as well as building and central office administrators.

Data is collected through various sources, analyzed and used in the evaluation of student progress and program objectives. The data collected and reviewed includes:

- student reports prepared by the teachers to assess measurable growth in such areas as cognitive, communication, academic, emotional and social areas
- standardized testing and curriculum-based assessment to determine level of skill development and the relationship to assessed functioning
- continuous monitoring through team planning and consultation

Listed below are tools to measure current levels of functioning. This is not an exhaustive list, providing only a sample of those used by District professionals to assess skill development:

Arizona Articulation Proficiency Scale – 3	BASC 3– Parent Rating Scale
BASC 3– Teacher Rating Scale	BASC 3– Self Rating Scale
Berry-Visual Motor Integration	Bruininks-Oseretsky Test of Motor Proficiency – 2
CELF -5	Connors 3 – Parent, Teacher, and Self-report
DIAL – 3	Expressive One Word Picture Vocabulary Test
Kaufman Assessment Battery for Children	Listening Test
NEPSY – II	Oral and Written Language Scales – 2
Peabody Developmental Gross Motor Scales – 2	Peabody Picture Vocabulary Test – IV
Phonological Awareness Test	Receptive One Word Picture Vocabulary Test
Sensory Profile School Companion	Social Responsiveness Scale – Parent Report
Social Responsiveness Scale – Teacher Report	Social Skills Rating System- School Age
Stanford-Binet V	Test of Memory and Learning
Test of Nonverbal Intelligence – 3	Test of Visual Motor Integration
Vineland Adaptive Behavior Scales – Classroom Ed.	Wechsler Individual Achievement Test III
Wechsler Intelligence Scale for Children, Fifth Edition	Wechsler Memory Scale – III
Wechsler Preschool & Primary Scales of Intelligence – 4	Wide Range of Assessment of Memory and Learning – 2
Woodcock Reading Mastery Tests – Revised	Woodcock-Johnson IV Test of Achievement

Efficacy of service delivery may be measured by student progress in areas specified on the IEP, attainment of individual curricular, behavioral or socio-emotional goals and objectives, as well as performance in the general education setting. Course grades, social-emotional development, discipline and attendance are also considered. In addition, appropriate standardized test instruments are selected and administered as pre-and post-measures. Developmental areas that cannot be assessed via formal means are evaluated in terms of observation, interview, and anecdotal report. Student data are collected, recorded, and analyzed. In sum, a variety of tools are employed to evaluate student growth and progress toward individual goals and objectives.

B. Annual Goals

Annual goals are developed by members of the Committee on Special Education at each classified child's annual review. Assessing progress toward IEP goals may be weekly, bi-weekly, monthly, bi-monthly and must be reported to parents at the same rate as general education students. The current practice of aligning progress reporting toward IEP goals on a quarterly or semester basis will continue. Reports are sent home reflecting

student achievement toward each goal. Annual goals are aligned with the general education curriculum and NYS Learning Standards.

C. New York State Report Card

The New York State Report Card provides information regarding District enrollment and profile data (e.g., attendance, average class size, student suspension, teacher qualifications and staffing, etc.), student performance and assessment information, accountability data, as well as student outcome measures such as the number of high school completers. Data is disaggregated across multiple subgroups and trends may be analyzed to identify District strengths and weaknesses to improve instruction and services.

D. State Performance Plan

State Performance Plan (SPP) Indicators will also serve as an estimate of District performance related to Federal and State mandates and expectations.

State Performance Plan (SPP) and Pupil with Disabilities (PD) Reporting Requirements:

Public Law 108-446 was adopted in 2010 requiring each state to develop and submit a 6-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the United States Department of Education (USDOE). The SPP mandate was designed with the purpose of evaluating state efforts to implement IDEA 2004. To this extent, OSEP identified three (3) monitoring priorities and twenty (20) corresponding indicators.

The three priorities set by the OSEP are as follows:

- I. Free Appropriate Public Education in the Least Restrictive Environment
- II. Disproportionality
- III. Effective General Supervision

Districts are evaluated for compliance on the twenty corresponding indicators on a rotational basis. A report is released by NYSED summarizing the performance of the District for each of the first 14 indicators on an annual basis. A District may be deemed to satisfactorily meet all requirements, be considered “at risk” for identification, or be determined to be deficient for one or more of the indicators. If identified as having failed to meet criteria on an indicator, a set of corrective actions (which may include set-aside of a percentage of federal funding) may be proscribed. The performance report is presented to the Board of Education each year in June. This year the District was required to report on Indicator 8 which involves surveying of parents with a child receiving special education services to assess the percentage who report that schools facilitated parental involvement as a means of improving services and results for children with disabilities. The District met response rate (e.g., number of completed surveys required) and positive parental response targets as set by NYSED (above 94%).

Verification and Pupil Data Reports:

The New York State Education Department also requires summary reports related to: student classification, placement and services reports (for both school-age and preschool); personnel; the provision of services to students attending nonpublic school programs; and student discipline. An ongoing focus for the department, therefore, is to continue our efforts to respond to all reporting requirements. This has been an arduous and time-consuming task. Working collaboratively with the District CIO (Chief Information Officer) has been an essential component to meeting both the expectations and the deadlines set for each report. In addition, the information entered in the special education database (Frontline) must be consistent with that entered in the student management system (eSchool). It is difficult to quantify the amount of time that has been devoted to reconciling information, troubleshooting errors, as well as clarifying the definition of data elements and coding systems. It is important to recognize that this will continue to remain an area necessitating great commitment and allocation of resources in the coming years.

VII. SPECIAL EDUCATION ENROLLMENT/DISTRIBUTION

The number of students with disabilities provided with special education services, both within school-based programs and in segregated settings may be found in the SIRS October Snapshot Extract CSE Inclusion Report and various Verification Reports (VR) required by the New York State Education Department throughout the year. The reports provide a metric for the District to measure the degree to which placement decisions are commensurate with the philosophy of instruction within the least restrictive environment and at the student's home school to the greatest extent possible. The data includes all students disaggregated by disability and age and provides information regarding the site where special education services are provided.

VIII. ALLOCATION OF SPACE, FACILITIES PLAN and BOARD OF EDUCATION POLICIES

This section includes the Allocation of Space/Facilities for Special Education Programs and Services (Including a Description of the Practices of the Board of Education to Ensure the Allocation of Appropriate Space for the provision of these programs and services).

A. District

Williamsville Central School District is committed to ensuring that appropriate space is allocated within the District for Special Education programs. Board of Education policy 7611 adopted in July 2009 reflects the Board's commitment to ensure the allocation of appropriate space for both District and BOCES operated classes.

B. BOCES

During the current school year, Williamsville Central School District did not host any BOCES self-contained classes. As in-district programming expanded and increasing

numbers of students were returned from BOCES and agency settings, available classroom space to host BOCES programming diminished. The District has, however, maintained our commitment to BOCES through the provision of space for special education extended school year (ESY) classes and maintains ongoing dialogue with Erie I BOCES to determine future needs and availability. It is also through these ongoing discussions that it was determined a class will be hosted at Country Parkway in 2018-19.

IX. ALTERNATE FORMAT OF INSTRUCTIONAL MATERIALS

Williamsville Central School District is also committed to ensuring that instructional materials are made available to students in an alternate format as required. Alternate format is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with disabilities. The procedure is commensurate with Chapter 377 requirements and BOE policies 5410 (Purchasing) and 8310 (Purpose of Instructional Materials). The Williamsville Central School District is required to participate in National Instructional Materials Accessibility Standard (NIMAS). This organization outlines a set of specifications for document source files created by K-12 curriculum publishers. Furthermore, the Williamsville Central School District participates in National Instructional Materials Standard (NIMAC) for students who are blind, visually impaired or have been diagnosed with other print disabilities.

X. BUDGET APPROPRIATIONS

School Budget Expenditures for Student with Disabilities

<u>Instructional Salaries</u>	2016-17 <u>Actual Expenses</u>	2017-18 <u>Current Appropriation</u>
(Includes teachers, speech/ language pathologists, school psychologists, school social workers, occupational therapists, hearing & vision teachers)	9,207,861	10,564,089
 <u>Non-Instructional Salaries</u>		
(includes teacher aides, COTA's, secretaries)	3,032,797	3,543,942
 <u>Tuitions</u>		
BOCES	1,285,543	950,166
Private Agencies and tuition to other public-school districts	2,689,446	2,548,000
 <u>Other</u>		
Materials, Equipment and Supplies Contracted Services Travel/Mileage/Conferences	629,022	778,662
 TOTAL	14,017,066	16,961,314