UNATEGO CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA
TENTATIVE
MONDAY, JANUARY 4, 2016
6:00 P.M.
EXECUTIVE SESSION IS EXPECTED
TO DISCUSS CSE RECOMMENDTIONS
AND EMPLOYMENT HISTORY OF PERSONNEL
UNATEGO MIDDLE/SR HIGH SCHOOL
ROOM #93

1. ROUTINE MATTERS

1.1 Call to order
1.2 Roll Call
1.3 Pledge
1.4 Approve regular board meeting minutes of December 21, 2015
1.5 Adopt Agenda

2. PUBLIC COMMENT

3. PRESENTATIONS

3.1 Administrator's Report
3.2 Superintendent's Report – Dr. David S. Richards

4. ADMINISTRATIVE ACTION

4.1 Policy 5661 Wellness (second reading, adoption) (1.4.16 G1)
4.2 Policy 6215 Probation and Tenure (second reading, adoption) (1.4.16 G2)
4.3 Policy 6410 Staff Use of Computerized Information Resources (second reading, adoption) (1.4.16 G3)
4.4 Policy 7513 Administration of Medication (second reading, adoption) (1.4.16 G4)
4.5 Policy 7611 Children with Disabilities (second reading, adoption) (1.4.16 G5)
4.6 Approve CSE recommendations (1.4.16 G6)
4.7 Approve Albert Utter's permanent appointment as Bus Driver (1.4.16 UC1)
4.8 Approve teachers for expanded Middle School After School Program for the 2015-16 school year (1.4.16 C1)
4.9 Appoint Howard Hacker substitute teacher for the 2015-16 school year (1.4.16 UC2)
4.10 Appoint Brynn Davie substitute teacher for the 2015-16 school year (1.4.16 UC3)
4.11 Appoint Qualified Lead Evaluators of classroom teachers (1.4.16 C2)
4.12 Appoint Qualified Lead Evaluator for principals (1.4.16 C3)
4.13 Appoint Nicole Wood Keyboard Specialist (1.4.16 UC4)
4.14 Appoint Katie King 8:1:1 teacher aide (1.4.16 UC5)

5. **PUBLIC COMMENT**

6. **ROUND TABLE DISCUSSION/QUESTIONS**

7. **EXECUTIVE SESSION (IF NECESSARY)**

8. **ADJOURN**

4.1
1.4.16 G1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby adopt Policy 5661 Wellness as presented.

4.2
1.4.16 G2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby adopt Policy 6215 Probation and Tenure as presented.

4.3
1.4.16 G3
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby adopt Policy 6410 Staff Use of Computerized Information Resources as presented.

4.4
1.4.16 G4
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby adopt Policy 7513 Administration of Medication as presented.

4.5
1.4.16 G5
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby adopt Policy 7611 Children with Disabilities as presented.

4.6
1.4.16 G6
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve CSE recommendations as presented.

4.7
1.4.16 UC1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the permanent appointment of Albert Utter, Bus Driver effective January 13, 2016.

4.8
1.4.16 C1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve teachers for the expanded Middle School After School program for the 2015-16 school year as presented.

4.9
1.4.16 UC2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Howard Hacker substitute teacher for the 2015-16 school year pending fingerprinting and criminal history review as presented.

4.10
1.4.16 UC3
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Brynn Davie substitute teacher for the 2015-16 school year as presented.

4.11
1.4.16 C2
BE IT RESOLVED THAT Patricia Hoyt, Marilyn Klie, Julie Lambiaso, Katherine Mazourek and Gary Williams are hereby certified as Qualified Lead Evaluators of classroom teachers having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

(1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
(2) Evidence-based observation techniques that are grounded in research;
(3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
(4) Application and use of the State-approved rubrics selected by the Unatego Central School District for use in the evaluation of classroom teachers, including training on the effective application of such rubric to observe a classroom teacher's practice;
(5) Application and use of the assessment tools that the Unatego Central School District utilizes to evaluate its classroom teachers, including, but not limited to structured portfolio reviews; student, parent, teacher, community feedback; professional growth goals; school improvement goals, etc.;
(6) Application and use of the State-approved locally selected measures of student achievement used by the Unatego Central School to evaluate its classroom teachers;
(7) The scoring methodology utilized by the Department and the Unatego Central School District to evaluate a classroom teacher under 8 NYCRR §30-2, including:

(a) how scores are generated for each subcomponent and the composite effectiveness score of classroom teachers, and
(b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of classroom teachers and their subcomponent ratings; and

(8) Specific considerations in evaluating classroom teachers of English language learners and students with disabilities.

Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.
This certification has been issued in accordance with the process for certifying lead evaluators described in the Unatego Central School District's annual professional performance review plan.

4.12
1.4.16 C3
BE IT RESOLVED THAT David S. Richards is hereby certified as a Qualified Lead Evaluator of building principals having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

(1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
(2) Evidence-based observation techniques that are grounded in research;
(3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
(4) Application and use of the State-approved rubrics selected by the Unatego Central School District for use in the evaluation of building principals, including training on the effective application of such rubric to observe a building principal's practice;
(5) Application and use of the assessment tools that the Unatego Central School District utilizes to evaluate its building principals, including, but not limited to structured portfolio reviews; student, parent, teacher, community feedback; professional growth goals; school improvement goals, etc.;
(6) Application and use of the State-approved locally selected measures of student achievement used by the Unatego Central School to evaluate its principals;
(7) The scoring methodology utilized by the Department and the Unatego Central School District to evaluate a building principal under 8 NYCRR §30-2, including:

(a) how scores are generated for each subcomponent and the composite effectiveness score of principals, and
(b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of principals and their subcomponent ratings; and

(8) Specific considerations in evaluating building principals of English language learners and students with disabilities.

Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available the information required for such training.
This certification has been issued in accordance with the process for certifying lead evaluators described in the Unatego Central School District's annual professional performance review plan.

4.13
1.4.16 UC3
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Nicole Wood, Keyboard Specialist to a 8-week probationary appointment, effective January 4, 2016.

4.14
1.4.16 UC4
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Katie King 8:1:1 teacher aide to a probationary appointment of 52 weeks, effective January 4, 2016 at a rate of $9.18 per hr. as presented.

SUBJECT: WELLNESS

The Otego-Unadilla School District is committed to providing a school environment that promotes and protects children's health, well-being, and the ability to learn by fostering healthy eating and physical activity.

The District has established a wellness committee to develop the District's proposed local wellness policy, making such policy recommendations for review and adoption by the Board of Education. The District Wellness Committee includes, but is not limited to, representatives from each of the following groups:

a) Parents;
b) Students;
c) Physical Education teachers;
d) School health professionals;
e) The District's food service program;
f) The School Board;
g) School administrators; and
h) Members of the public.

The District Wellness Committee will also be responsible for assessing current activities, programs and policies available in the District, and providing mechanisms for implementation, evaluation, and revision of the policy. In so doing, the Wellness Committee will evaluate and make recommendations which reflect the specific needs of the District and its students.

Goals to Promote Student Wellness

The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition promotion and education, physical activity, and other school-based activities.

Nutrition Promotion and Education

a) Classroom Teaching: Nutrition topics will be integrated within the comprehensive health education curriculum and other instructional areas, as appropriate, and taught at every grade level, K through 12. Nutrition instruction will follow applicable New York State Standards and be designed to help students acquire:

(Continued)

SUBJECT: WELLNESS (Cont'd.)

1. Nutrition knowledge, including but not limited to: the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; and safe food storage, handling, and preparation.

2. Nutrition related skills, including but not limited to: planning healthy meals; understanding and using food labels; critically evaluating nutrition information, misinformation, and commercial food advertising; assessing personal eating habits; and setting and achieving goals related to these concepts.

b) Education, marketing, and promotion

1. As appropriate, the District will promote nutrition education activities that involve parents, students, and the community.

2. The District will promote school and community awareness of this policy through various means, such as a publication on the District website.

3. The District will encourage and promote wellness through social media, newsletters, and an annual family wellness event.

4. Marketing and advertising on school campuses during the school day will be consistent with nutrition education and health promotion. As such, schools will restrict food and beverage marketing to the promotion of those foods and beverages that meet the nutrition standards set forth by the Healthy Hunger-Free Kids Act's Smart Snacks in School Rule.

5. The District is cognizant of the fact that certain scoreboards, signs, and other durable equipment it employs may market foods and beverages in a way that is inconsistent with the aims of this policy. While the immediate replacement of such equipment may be impossible due to existing contracts or prohibitive costs, the District will consider replacing or updating such equipment over time to ensure the message it delivers to students regarding nutrition, health, and well-being is consistent.

c) Additional provisions

1. Parents will be encouraged to send in healthy treats for classroom celebrations.

2. School personnel are strongly discouraged from using food as a reward or withholding food as punishment under any circumstance.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

Physical Activity

a) The Otego-Unadilla School District will provide opportunities for every student to participate in physical education and to be involved in physical activities. In doing so, the District aims to promote among students the development of knowledge and skills for specific physical activities, the maintenance of physical fitness, regular participation in physical activity, and an understanding of the short-term and long-term benefits from a physically active and healthy lifestyle.

b) The District will ensure that the following standards are met to achieve its goals relative to physical education and physical activity:

1. The District will have a Board-approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the requirements set forth in Section 135.4 of the Commissioner of Education's regulations.

   (f) A sequential physical education course of study consistent with national standards for physical education is implemented, with a focus on students' development of motor skills, movement forms, and health related fitness.

   (g) A physical and social environment is provided that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.

2. The District recognizes the importance of physical education classes in providing students with meaningful opportunities for physical exercise and development. Consequently, the District will ensure:

   (a) All physical education classes are taught or supervised by a certified physical education teacher.

   (b) All physical education staff receive professional development on a yearly basis.

   (c) Interscholastic sports, intramural sports, and recess do not serve as substitutes for a quality physical education program.

   (d) Students are afforded the opportunity to participate in moderate to vigorous activity for at least 60% of physical education class.

   (e) It provides adequate space and equipment for physical education and conforms to all applicable safety standards.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

(h) Activities are adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. In doing so, the District will abide by specific provisions in 504 Plans and/or individualized education programs (IEP).

(i) All students, including students in need of adaptive physical education, will be encouraged to participate in physical fitness programs and competitions.

3. All students will be required to fulfill the physical education requirements set forth in the regulations of the Commissioner of Education as a condition of graduating from the District's schools.

c) All classroom teachers, and particularly those engaged in the instruction of K through 5 students, are strongly encouraged to incorporate into the school day short breaks for students that include physical activity, especially after long periods of inactivity. Additionally, all elementary students will be offered one daily period of recess for a minimum of twenty (20) minutes. This requirement will not apply on days where students arrive late, leave early, or are otherwise on campus for less than a full day. Where weather and/or facilities allow, recess will be offered in a place that accommodates moderate to vigorous physical activity.

d) Physical activity will not be withheld for disciplinary action unless the student is a danger to him/herself or others. Recess or other physical activity time will not be cancelled for instructional make up time.

Other School-Based Activities

The District is committed to establishing a school environment that is conducive to healthy eating and physical activity for all. The District will, therefore, adopt the following standards:

a) Federal School Meal Programs

1. The District will participate to the maximum extent practicable in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, and Summer Food Service Program). Food served through these programs will meet all applicable federal and state standards.

2. The District will ensure that food service directors, managers, and staff are provided with annual professional development in the areas of food and nutrition consistent with USDA Professional Standards for State and Local Nutrition Programs. District food service staff will meet with students in grades 4 through 12 twice annually to solicit feedback on the school breakfast and/or school lunch program(s).

(Continued)

SUBJECT: WELLNESS (Cont'd.)

b) Access to School Nutrition Programs

The District will utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.

c) Meal Environment

The District will ensure:

1. School dining areas have sufficient space for students to sit and consume meals.
2. School dining areas are clean, safe, and pleasant environments that reflect the social value of eating.
3. Enough serving areas are provided to ensure student access to school meals with a minimum of wait time.
4. All students have a scheduled lunch period.
5. Lunch times are scheduled near the middle of the school day.
6. Students are given adequate time to eat healthy meals.
7. Students and staff have access to free, safe, and fresh drinking water throughout the school day and where school meals are served.

d) Community Access to District Facilities for Physical Activities

School grounds and facilities will be available to students, staff, community members and organizations, and agencies offering physical activity and nutrition programs consistent with District policy, including provisions regarding conduct on school grounds and administrative approval of use by outside organizations.

e) Community Partnerships

The District will build and maintain relationships with community partners in support of this wellness policy's implementation. Existing and new community partnerships will be evaluated to ensure they are consistent with this policy and its goals.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

Nutrition Guidelines

In an effort to encourage healthy life-long eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate portion size, the District Wellness Committee will recommend nutrition standards to be set for all foods and beverages available on school campus. For purposes of this section, the school day is defined as the period from the midnight before, to thirty (30) minutes after the end of the official school day.

School Meals

School meals will, at a minimum, meet the program requirements and nutrition standards of the School Breakfast and National School Lunch Programs.

Fundraising

a) All food and beverages sold as a fundraiser during the school day will meet the nutritional requirements listed in the USDA Healthy, Hunger-Free Kids Act "Smart Snacks in Schools" Rule.

b) School-sponsored fundraisers conducted outside of the school day will be encouraged to support the goals of this policy by promoting the sale of healthy food items (fresh fruit and produce) and/or non-food items, such as water bottles, plants, etc., and by promoting events involving physical activity.

c) School administrators, with the assistance of the District Wellness Committee, will create and promote a list of approved fundraising activities. All fundraisers taking place during the school day must be approved by the appropriate Building Principal prior to their being conducted.

Competitive Foods

a) Competitive foods-which include all foods and beverages sold outside the school meal programs, on the school campus in student accessible areas, and at any time during the school day-will follow, at a minimum, the nutrition standards specified by the Healthy, Hunger-Free Kids Act. These standards will apply to all foods and beverages sold individually and outside of the reimbursable school meal, including vending machines, school stores and cafeteria a la carte lines.

b) Additionally, the District will not sell foods of minimal nutritional value in the student store, from a machine, or anywhere in the building from the beginning of the school day until the end of the last lunch period. Prohibited foods include: soda water, water ices (excluding ices containing fruit or fruit juices), chewing gum, hard candy, jellies, gums, marshmallow candies, licorice, fondants (soft mints, candy corn), cotton candy and candy coated popcorn.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

Foods and Beverages Sold or Served at Events Outside of the School Day

a) All foods and beverages sold or served at school-sponsored events will be a single serving.

b) At events where food and beverages are sold, 50% of items sold must meet the USDA Healthy, Hunger-free Kids Act "Smart Snacks in Schools" Standards.

Implementation and Evaluation of the Wellness Policy

a) The District will establish an implementation and evaluation plan for this policy in order to monitor its effectiveness and the possible need for modification over time. To this end, the District designates the following individuals to have operational responsibility for ensuring that the District meets the goals and mandates of this policy.

High School Principal

School Lunch Manager

b) These designated staff members will also serve as liaisons with community agencies in providing outside resources to help in the development of nutritional education programs and promotion of physical activities.

c) The District will annually report on the progress each of its schools has made toward meeting the goals of this policy. Such report will include:

1. The website address for the wellness policy and/or information on how the public can access a copy;

2. A description of each school's progress in meeting the wellness policy goals;

3. A summary of each school's local school wellness events or activities;

4. Contact information for the leader(s) of the Wellness Committee; and

5. Information on how individuals can get involved in the Wellness Committee's work.

Such report will be provided to the Board of Education and also distributed to the Wellness Committee, parent-teacher organizations, Building Principals, and school health services personnel within the District. The report will be available to community residents upon request.

(Continued)

SUBJECT: WELLNESS (Cont'd.)

d) Evaluation and feedback from interested parties, including an assessment of student, parent, teacher, and administration satisfaction with the wellness policy, are welcomed as an essential part of the District's evaluation program.

e) The District will document the financial impact, if any, to the school food service program, school stores, and vending machine revenues based on the implementation of the wellness policy.

f) Assessments of the District's wellness policy and implementation efforts will be repeated on a triennial basis. The assessment will include:

1. Compliance with the wellness policy;
2. How the wellness policy compares to model wellness policies; and
3. Progress made in attaining the goals of the wellness policy.

g) The District will, as necessary, revise this wellness policy and develop work plans to facilitate its implementation.

42 USC Section 1758b
7 CFR Section 210.11
79 FR 10693
Education Law Section 915
8 NYCRR Section 135.4

First Reading: December 21, 2015

Second Reading: January 4, 2016

Adoption Date: January 4, 2016

SUBJECT: PROBATION AND TENURE

Probation

Certified staff members shall be appointed to a probationary period by a majority vote of the Board of Education upon recommendation of the Superintendent of Schools.

Full-time certified staff members shall be appointed to a probationary period of four (4) years. However, the probationary period shall not exceed three (3) years for teachers previously appointed to tenure in this or another school district or BOCES within the state, provided the teacher was not dismissed from the former district. Additionally, up to two (2) years of service as a regular substitute teacher may be applied towards probationary service. This is sometimes referred to as Jarema Credit.

During the probationary period, a staff member shall be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance shall be assumed because of the possession by the staff member of the required certification or license.

Tenure

At the expiration of the probationary period or within six months prior thereto, the Superintendent shall make a written report to the Board recommending for appointment to tenure those certified staff members successfully completing a probationary period in the Unatego Central School District. The Board may then by a majority vote appoint on tenure any or all of the persons recommended by the Superintendent.

The Board will follow all applicable statutes regarding tenure.

Resolutions Making Appointments

Each resolution making a probationary appointment or an appointment on tenure will specify:

a) The name of the appointee;

b) The tenure area or areas in which the professional educator will devote a substantial portion of his/her time;

c) The date of commencement of probationary service or service on tenure in each such area;

d) The expiration date of the appointment, if made on a probationary basis; and

e) The certification status of the appointee in reference to the position to which the individual is appointed.

Education Law Sections 2509, 3012 and 30318 NYCRR Part 30

First Reading: December 21, 2015

Second Reading: January 4, 2016

Adoption Date: January 4, 2016

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

(Continued)

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

Social Media Use by Employees

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of District approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of **public social media networks or Social Networking Sites (SNS)** are defined to include: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the School District community which do not fall within the District's electronic technology network (e.g., Facebook, MySpace, Twitter, LinkedIn, Flickr, blog sites, etc.). The definition of **District approved password-protected social media tools** are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in the Administrative Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is ***allowed on a limited basis***. In addition, employees are encouraged to maintain the highest levels of professionalism. They have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Technology Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

(Continued)

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

NOTE:Refer also to Policy #6180 -- Internet Safety/Internet Content Filtering Policy

First Reading:	December 15, 2015
Second Reading:	January 4, 2016
Adoption Date:	January 4, 2016

SUBJECT: ADMINISTRATION OF MEDICATION

The school's registered professional nurse may administer medication to a student during school hours under certain conditions. (For the purpose of this policy "medication" includes prescription and non-prescription). Per New York State Education Department (NYSED) requirements, the school must receive the following before medication is given to a student:

a) The original written order from the student's physician stating the name of the medication, precise dosage, frequency and time of administration;

b) A written, signed consent from the student's parent or legal guardian 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 legal guardian. (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). An exception to this policy may apply for a student's asthma inhaler or EpiPen which a student may carry and use under certain conditions.

All medication orders must be reviewed annually or whenever there is a change in dosage.

Procedures governing the School District's receipt, storage and disposal of medication, as well as those pertaining to the administration of medication to a student after school hours and/or off school grounds during a school-sponsored activity will be in accordance with NYSED guidelines.

Emergency Medication

The administration of emergency medication (injectable, including "EpiPens," and/or oral) to a student for extreme hypersensitivity may be performed by a school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner/physician/physician's assistant ***must*** have trained the staff member to administer the emergency medication for that particular emergency situation (e.g., "EpiPen") and given him/her approval to assist the student in the event of an emergency anaphylactic reaction. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.

(Continued)

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

Use of Asthma Inhalers in Schools

A student may carry and use an asthma inhaler if the School Health Office has the following on file:

a) The physician's written order/diagnosis that the student has a severe asthma condition and may be subject to sudden and debilitating asthmatic attacks; and

b) Written permission from the student's parent or legal guardian.

Upon written request of the student's parent or legal guardian, the school must allow a student to maintain an extra asthma inhaler in the care and custody of the school's registered professional nurse. (A School District is **not required** to hire a registered professional nurse solely for the purpose of maintaining a spare inhaler or to ensure that a registered professional nurse is available at all times in a school building for such purpose.)

Health Office personnel will 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 circumstances, will be referred for counseling by school nursing personnel. Additionally, school administration and parents will be notified of such unauthorized use of medication by the student, and school administration may also be involved in determining the proper resolution of such student behavior.

Blood Glucose Monitoring

Children with diabetes have the right to care for their diabetes at school in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 which provide protection against discrimination for children with disabilities, including diabetes.

Accordingly, blood glucose monitoring must be allowed in the school setting at any time, within any place, and by anyone necessitating such testing. Children must receive assistance if needed with the procedure.

The school nurse shall oversee any arrangements that need to be made for testing and a system to report the results to the nurse as needed. Proper arrangements should be made for the disposal of sharps.

(Continued)

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

Alcohol-Based Hand Sanitizers

Alcohol-based hand sanitizers are considered over-the-counter (OTC) drugs by the United States Food and Drug Administration. However, due to the fact that careful hand-washing and sanitation is the most effective way to control the recent spread of Methicillin-Resistant Staphylococcus Aureus (MRSA) in schools, the New York State Education Department (NYSED) has allowed a medical exemption to the requirements for OTC preparations in the school setting to permit the use of alcohol-based hand sanitizers.

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.

It should be noted that hand sanitizers which contain alcohol are flammable and shall not be placed in hallways or near an open flame or source of sparks.

Sunscreen

Overexposure to ultraviolet (UV) radiation from the sun may cause sunburn, skin damage and increases the risk of skin cancer, especially exposure in the first fifteen (15) years of life. Although the FDA technically considers sunscreen an over-the-counter drug which would require a doctor's prescription in addition to parental permission, the New York State Education Department (NYSED) has issued an updated guidance document that will allow the use of sunscreen without a physician's order.

The District allows students to carry and use sunscreen in school if:

a) The sunscreen is used for the purpose of avoiding overexposure to the sun and not for medical treatment of an injury or illness;

b) The sunscreen is approved by the FDA for over-the-counter use; and

c) The student's parent or guardian provides written permission for the student to carry and use sunscreen.

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/guardian and authorized by the school. Parents/guardians are responsible for providing the sunscreen to be used at school.

(Continued)

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

Disposal of Unused Medication

Any unused medication (including, but not limited to expired prescription and nonprescription drugs) must be returned to the parent/person in parental relation by the end of each school year. If the parent/person in parental relation does not retrieve the unused medication by the end of the school year, then the School Nurse or designated School Health Office personnel must document that the medication was abandoned and dispose of the unused medication.

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), 916, 6527(4)(a) and 6908(1)(a)(iv)

Public Health Law Section 3000-a

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

First Reading: December 21, 2015

Second Reading: January 4, 2016

Adoption Date: January 4, 2016

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of twenty-one who is entitled to attend public schools and who, because of mental, physical or social/emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if his/her educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics.

If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

a) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.

b) Education in regular classes with or without support services, education for part of the day in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting.

c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.

d) Taking the following measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education programs and services:

1. Utilize established procedures for publication of all potential job openings;

2. Check credentials and requirements listed on applications;

3. Provide training sessions for interview committee;

4. Special Education teachers are required to have subject matter knowledge appropriate to the level of instruction being provided; when teaching two (2) or more core academic subjects exclusively to children with disabilities, the teacher will meet the requirements of "highly qualified" per the No Child Left Behind Act (NCLB) and the

(Continued)

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or demonstrate competence in all the core academic subjects taught per state regulations;

5. Special education teachers and administrators are required to complete enhanced training in the needs of autistic children.

e) Establishing the following guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments:

1. Ensure that necessary accommodations are specified on individualized education program (IEP) and implemented in accordance with the IEP;

2. Review the need for accommodations at Committee on Special Education (CSE) evaluations/re-evaluations;

f) To the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs by:

1. Addressing appropriate universal design principles in IEP;

2. Having the Library Media Specialist and/or Curriculum Coordinator keep Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) apprised of available products and services utilizing universal design principles;

3. Ensuring that instructional materials and activities allow learning goals to be achievable by individuals with wide differences in abilities;

4. Ensuring that flexible curricular materials and activities are built into the instructional design and operating systems;

5. Ensuring that instruction is diversified to deliver the general education curriculum to every student and diversify ways students may respond to that curriculum.

(Continued)

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

g) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.

h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.

i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.

j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES and other out-of-district programs.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The **district of location** is responsible for Child Find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the public school district.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, Special Act School Districts, State-supported or State-operated schools or to Charter schools.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence. Because federal regulations require parental consent before any personally identifiable information about the student relating to special education is shared between officials in the public school district of location and officials in the public school district of residence, parent consent to share special education information between the two public school districts is required before billing a district of residence for the cost of special education services provided to the student by the district of location.

Parental consent must be obtained by the school district of location before any personally identifiable information about the student is shared between officials in the public school district of residence and officials in the public school district of location.

(Continued)

The school district of location must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary schools located within the boundaries of the school district. The school district must engage in consultation regarding the Child Find process and services generally; consultation is not specific to individual students. Individual services are determined by the CSE.

The consultation process must be timely and meaningful and include discussion of:

a) Child Find;

b) Provision of Special Education Services; and

c) Use of Federal Funds.

The school district of location must provide, as appropriate, special education services to an eligible student who legally resides in another state and who is parentally placed in a nonpublic school located in New York State. The services to be provided to out-of-state students must be documented on a services plan that is developed by the CSE of the district of location. The services plan is the written plan that describes the specific special education and related service that the district of location will provide to the student consistent with the services that the school district of location has determined through the consultation process and in relation to the proportionate shares of federal IDEA Part B dollars, to be provided to the student.

Tuition Reimbursement Claims for Disabled Nonpublic School Students

The parent must comply with the IDEA's pre-hearing notice requirement for tuition reimbursement claims. Specifically, the IDEA directs that at least ten (10) business days before submitting a request for an impartial due process hearing for tuition reimbursement, the parent must give the district written notice of intent to enroll the child in private school at public expense. The purpose of this requirement is to give the public school district's CSE the opportunity to meet and develop a new IEP for the student that addresses the parent's concerns. *A parent who does not provide such written notice within ten (10) days may have his request for reimbursement reduced or denied. In most cases, a parent's failure to satisfy these notice requirements is a complete bar to recovery.*

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 USC Section 1400 et seq.
20 USC Section 9101(23)
21 USC Section 812(c)
34 CFR Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 NYCRR Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b), 200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)
NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

First Reading: December 15, 2015

Second Reading: January 4, 2016

Adoption Date: January 4, 2016

TO: Dr. Richards

FROM: Patricia Hoyt

DATE: December 21, 2015

SUBJECT: Expanded After-School Program

I would like to recommend the following teachers to participate in the expanded Middle School After-School program funded by the School Improvement Grant.

Lori-Ann Harvey

Lori Keyser

Kim Trask

Sara Ingalls

Noelle Holdredge

Patty Jessup

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Howard Hacker

POSITION: Substitute teacher

REPLACES: _____

EFFECTIVE DATE: _____

EDUCATION LEVEL: BBA in Accounting

YEARS OF EXPERIENCE: _____

SALARY: STEP____ LEVEL_____ $_____

CERTIFICATION: _____

COLLEGE: _____

REFERENCES CONTACTED:

1. Dan Turkenhaus, Retired Auditor
2. _____

COMMENTS: Worked a lot w/youth groups as an assistant pastor

ADMINISTRATOR SIGNATURE

12/18/15
DATE

K- 10 preferred
Jan 4-15

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Brynn Davie

POSITION: Substitute teacher

REPLACES: _____

EFFECTIVE DATE: _____

EDUCATION LEVEL: _____

YEARS OF EXPERIENCE: _____

SALARY: STEP____ LEVEL_____ $_____

CERTIFICATION: _____

COLLEGE: _____

REFERENCES CONTACTED:

1. Theresa Rayner - Deposit principal
2. _____

COMMENTS: Excellent sub
Great with kids
Already finger-printed

Patrin Hoyt
ADMINISTRATOR SIGNATURE

12/21/15
DATE

UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM

NAME: Katie King

POSITION: Teacher Aide

REPLACES: New Position (8:1:1 Classroom Otego)

EFFECTIVE DATE: 1/4/16

EDUCATION LEVEL: HS Diploma + Associates Degree

YEARS OF EXPERIENCE: <1

SALARY: **STEP** 1 **LEVEL** _____ **$** _____

CERTIFICATION: None

COLLEGE: Courses at Lake Erie College and SUNY Morrisville (Associates Degree)

REFERENCES CONTACTED:

1. Currently Sub in District
2. _____

COMMENTS: _____

Mary J. Williams — 12/23/15

ADMINISTRATOR SIGNATURE — **DATE**