

**BOARD OF EDUCATION
AGENDA
October 18, 2016
Elementary School LGR**

6:00 p.m. Call to Order/Executive Session (ES Library)
7:30 p.m. General Session Business Meeting

- I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE
- II. ROLL CALL OF BOARD MEMBERS
- III. RECOGNITION
- IV. MINUTES
The Board approves the minutes of the following meetings:
Regular Meeting held September 13, 2016
- V. PUBLIC COMMENT (*limited to 15 minutes - priority given to Agenda related items*)
- VI. REPORTS
 - A. Student Representative
 - B. Superintendent of Schools
- Math Update – *Jessica Schmettan*
 - C. Board President
 - D. Committees
 - E. Other
- VII. BOARD CONSENT AGENDA
As recommended by the Superintendent of Schools, the Board approves the following resolutions appearing on the October 18, 2016 consent agenda:
 - A. Personnel - resolutions numbered 1-9
 - B. Finance - resolutions numbered 1-6
 - C. Facilities and Operations
 - D. Education - resolution numbered 1-2
- VIII. OLD BUSINESS
- IX. NEW BUSINESS
 - A. Policy
 - 1. Policy 1900, Parent and Family Engagement – Revisions presented for a first reading and adoption.
 - 2. Policy 5151, Homeless Children – Revisions presented for a first reading and adoption.
- X. PUBLIC COMMENT
- XI. ADJOURNMENT

CONSENT AGENDA

October 18, 2016

A. Personnel

1. PSAT/SAT Proctors

The Board of Education approves the appointment of the following PSAT /SAT Proctors for the 2016-2017 school year at the rate of \$37.63 per hour, on an as needed basis:

Michael Augello	Tracy Gray
Nancy Bachety	Debra Hagemeyer
Janelle Bellotti	Debbie Hartmann
Connie Bermel	Karen Harvey
Kristin Britt	Patricia Koehnlein
Kandice Brucella	Winifred Kuemmel
Brian Chalmers	Demetra Laino
Dennis Christofor	Michelle Lautato
Madeline Combs	Megan Lavin
Melissa Corey	Karen Mall
Samantha Davidson	Christina Morgan
Lynne Edsall	Hope Post
Robert Farenga	Megan Ryan
Susan Federico	Lynne Scofield
Gina Fedler	Dawn Shackles
Taylor Forstell	Tara Sladek-Maharg
Kathi Galvin	Melissa Zinger
Celiana Gandolfo	

2. Co-Curricular Positions

The Board approves the following co-curricular positions for the 2016-2017 school year, pending minimum participant requirements:

High School

Rescind - Student Organization–Sarah Ogden, Advisor, effective October 11, 2016

Appoint - Student Organization– Gina Fedler, Advisor, effective October 11, 2016

Rescind – Junior Class Advisor –Nicole Pennino-Costa, Advisor

3. Lifeguards

The Board approves the following Lifeguards for the 2016-2017 school year, for Community Swim at Edna Louise Spear Elementary School pool:

Head Lifeguard at the rate of \$20.00/hour -

Maximillan Campbell

Anique Schachner

Joyce Brown

Lifeguard at the rate of \$12.00/hour -

Joseph Bardram

Maximillan Campbell

4. Coaching Positions

The Board approves the following coaching positions for the 2016-2017 school year, in accordance with the negotiated agreement with the Port Jefferson Teachers' Association:

Appoint - Volunteer Wrestling Assistant Coach	Nicholas Miceli
Appoint - Volunteer Wrestling Assistant Coach	Matthew DeVincenzo
Appoint - Middle School Girls' Volleyball	Madeline Combs
Appoint - Middle School Girls' Basketball	Madeline Combs
Rescind - Junior Varsity Girls' Basketball	Allyson Wolff
Appoint - Junior Varsity Girls' Basketball	Colleen Bellois
Appoint - Volunteer Junior Varsity Girls' Basketball	Allyson Wolff
Rescind - Junior Varsity Girls' Lacrosse	Madeline Combs
Rescind - Middle School Cheerleading	Pauline Spiller
Appoint - Volunteer Boys' Winter Track	David Okst

5. Substitutes

The Board approves the following substitute appointments for the 2016-2017 school year:

Teacher	Emily Kappelmier
	Marianne McFadden
Teacher Aide	Kristen Calendrille
Clerical	Bernadette McCormick
Athletic Trainer	Michele Matera

6. Lead Evaluators

The Board approves the following resolution:

WHEREAS, §30-3 of the Rules of the Board of Regents requires certification of lead evaluators for purposes of conducting evaluations of teachers and principals in accordance with the requirements under §3012-d of the Education Law, respecting Annual Professional Performance Reviews;

WHEREAS, the individuals named below have successfully completed a training course that meets the requirements prescribed in §30-3 of the Rules of the Board of Regents;

NOW, THEREFORE, BE IT RESOLVED, that the Port Jefferson Union Free School District certifies the following individuals as lead evaluators;

Paul Casciano	(principal and teacher)
Jessica Schmettan	(principal and teacher)
Danielle Turner	(teacher)

7. Extra Class Assignments

The Board approves the following extra class assignments for the 2016-2017 school year in accordance with the negotiated agreement with the Port Jefferson Teachers Association:

Christina Marino - ENL, .2 FTE Full Year (daily)
Melissa Zinger – Special Education, .2 FTE Full Year (daily effective on or about 9/26/16)
Jennifer Walling – ENL, .2 Full Year (2 classes daily effective 9/12/16 to on or about 9/23/16, 1 class daily effective on or about 9/26/16)
Stacy Buehler – Special Education, .2 FTE Full Year (daily)
Jeanette Garofola – Special Education, .2 FTE Full Year (daily)

8. Appointment – Teaching Assistant

The Board approves the appointment of Annmarie Anderson as a Teaching Assistant, on a probationary basis, effective October 19, 2016, in accordance with the negotiated agreement with the United Paraprofessionals Association of Port Jefferson.

9. Appointment – Teaching Assistant

The Board approves the appointment of Alyssa Berlin as a Teaching Assistant, on a probationary basis, effective October 19, 2016, in accordance with the negotiated agreement with the United Paraprofessionals association of Port Jefferson.

B. Finance

1. Financial Reports

The Board approves the following financial reports:

Claims Audit Report - Month of July

Cash Flow Analysis - Month of July

New Budget Transfers

July Warrants & Treasurer Reports

Fund Name	Warrant #
General Fund	1-4
School Lunch Fund	No Warrants
Federal Fund	No Warrants
Capital Fund	1-2
Trust & Agency	No Warrants
Payroll	1-2
Royal Fund	No Warrants
Scholarship Fund	No Warrants

Trial Balance - July 2016

Revenue Budget Status - July 2016-June 2017

Appropriation Status Report - July 2016-June 2017

Budget Transfers - Month of July

Claims Audit Report - Month of August
Cash Flow Analysis - Month of August
New Budget Transfers

August Warrants & Treasurer Reports

<u>Fund Name</u>	<u>Warrant #</u>
General Fund	5-7,9-10,12,15-16
School Lunch Fund	No Warrants
Federal Fund	2-4
Capital Fund	3-5
Trust & Agency	No Warrants
Payroll	1,3-4
Royal Fund	No Warrants
Scholarship Fund	No Warrants

Trial Balance - July 2016 - August 31, 2016

Revenue Budget Status - July 2016-June 2017

Appropriation Status Report - July 2016-June 2017

Budget Transfers - Month of August

2. Acceptance of Audit Report

The Board approves the following resolution:

Be it resolved, that the Port Jefferson Union Free School District accepts the audited 2015-2016 Financial Statements from the external auditor, R.S. Abrams, for the fiscal year ending June 30, 2016.

3. Tax Levy

The Board approves the following resolution:

Be it resolved, that the amount to be raised by tax levy for the Port Jefferson Union Free School district be fixed at the sum of \$34,807,214; and, be it further resolved, that the amount to be raised by tax levy for the Port Jefferson Library Association be fixed at the sum of \$3,000,810 for the 2016-2017 school year.

4. Scholarship Donation

The Board gratefully accepts the donation from the Incorporated Village of Belle Terre in the amount of \$50.00 to the Andrew Golub Scholarship Fund.

5. SAT/ACT Prep Course Donation

The Board gratefully accepts the donation from Mark Hamilton of a SAT/ACT Prep Course at College 101 Prep Course, to be awarded to a high school student.

6. Special Education Services Contract

The Board approves the Special Education Services Contract for the 2016-2017 school year, between Port Jefferson Union Free School District and Riverhead Central School District; and further, authorizes the Board President to execute said agreement.

C. Facilities & Operations

D. Education

1. Committees on Special Education

The Board approves the following recommendations of the Committees on Special Education:

Meetings held August 29, September 1, 9, 15, 21, 22, 23, 26, 27 and 28, 2016

2. Driver Education

The Board extends the Driver Education Program with Jim's Cornerstone Driving School, Inc. for the provision of driver education for the 2016-2017 school year, which includes the summer, fall and spring sessions.

PARENTAL INVOLVEMENT PARENT AND FAMILY ENGAGEMENT

The Board of Education believes that positive ~~parental involvement~~ **parent and family engagement** is essential to student achievement, and thus encourages such involvement in school educational planning and operations. ~~Parental involvement~~ **Parent and family engagement** may take place either in the classroom or during extra-curricular activities. However, the Board also encourages ~~parental involvement~~ **parent and family engagement** at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents, **family members** and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of ~~parental involvement~~ **parent and family engagement**.

Title I Parental Involvement Parent and Family Engagement - District Level Policy

Consistent with the ~~parent involvement and family engagement~~ goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB), **and its reauthorization in the Every Student Succeeds Act (ESSA)**, the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents **and family members** of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level ~~parental involvement~~ **parent and family engagement** policies, as further required by ~~the NCLB federal law~~.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, ~~parental involvement~~ **parent and family engagement programs**, activities and procedures at both the district and individual school level must ensure that parents **and family members**:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The **federal definition of the term** parents refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I ~~parental involvement~~ **parent and family engagement** programs, activities and procedures will provide ~~full~~ opportunities for the **informed** participation of parents **and family members, including those who have with** limited English proficiency, parents **and family members** with disabilities, and parents **and family members** of migratory children.

As further required by ~~the NCLB~~ **federal law**, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents and family members also will participate in the process for developing **either** a comprehensive or targeted "support and ~~school~~-improvement plan" when the school their child attends ~~fails to make adequate yearly progress for two consecutive years~~ and is identified as a school in need of improvement by the State as needing this plan.

Parent and family member participation in development of district wide parental involvement plan

The Board, along with its superintendent of schools and other appropriate district staff will undertake the following actions to ensure parent and family member involvement in the development of the district wide parental involvement plan:

- will hold meetings at flexible times in accessible places
- will survey parents by phone, mail, or e-mail

Review of district wide ~~parental involvement~~ parent and family engagement plan

The Board, along with its superintendent of schools and other appropriate staff will conduct, with the **meaningful** involvement of parents and family members, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ **parent and family engagement plan policy** in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent ~~involvement~~ and **family engagement** policies necessary for more effective involvement. To facilitate this review, the district will:

- explain to parents and family members when, where and how the review will be conducted, who will be responsible for coordinating the review, their role in the review process, and whether a bilingual teacher or other translator will be available.

Development of school level ~~parental involvement~~ parent and family engagement plans approaches

The superintendent of schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance and all other support necessary to assist them in planning and implementing effective ~~parental involvement~~ **parent and family engagement** programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

- will hold meetings at flexible times in accessible places
- will survey parents by phone, mail, or e-mail

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content ~~and student achievement~~ **challenging academic** standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will:

- participate in workshops and conferences
- distribute training materials
- and/or train parents to help other parents understand the role they can play in helping their child.

2. Provide materials and training to help parents work with their child's academic achievement **such as literacy training and using technology (including education about the harms of copyright piracy)**. To achieve this objective, the district and its Title I schools will:

- provide literacy programs that bond families around reading and using the public library
- provide information about the essential components of reading or math instruction to enable parents to support the instructional practices used by the teacher or train parents in the use of the Internet to enable them to access their children's homework
- communicate with teachers
- review information posted about schools in improvement, supplemental educational services, public school choice, and other opportunities to promote student achievement.

3. Educate its teachers, ~~pupil services personnel~~, **specialized instructional support personnel**, principals **and other school leaders**, and other staff **with the assistance of parents** in understanding the value and utility of a parent's and family member's contributions and on how to:

- reach out to, communicate with, and work with parents as equal partners;
- implement and coordinate parent and family member programs;
- build ties between parents and family members and the schools.

4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in

connection with any of the following applicable programs: ~~Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.~~ **other Federal, State, and local programs, including public preschool programs.** It will do this by coordinating programs and strategies, and monitor or follow up procedures.

Ref: ~~§1118 of the Elementary and Secondary Education Act
8 NYCRR §§100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)~~

**20 USC §§6318(a)(2); 7801(38), Every Student Succeeds Act(§1116 of the Elementary and Secondary Education Act)
U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004**

Adoption date: 8/15/06
Revisions presented for
1st reading & adoption: 10/18/16

Title I ~~Parental Involvement~~ Parent and Family Engagement - School Level Policy

The [insert name of school] recognizes that parents and family members play an integral role in assisting their child's learning. We encourage parents and family members to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal **Elementary and Secondary Education Act, reauthorized by the No Child Left Behind Act of 2001 (NCLB) and the Every Student Succeeds Act of 2015 (ESSA)**:

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents the opportunity to meet with school staff and otherwise participate in their child's education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.
3. The school will provide parents with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate in decisions relating to the education of their child. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's ~~parent involvement~~ **parent and family engagement** policy.

Student Academic Achievement School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the school year:

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Hold parent-teacher conferences during these conferences, this compact will be discussed as it relates to your child’s academic achievement;
- Provide parents with frequent reports on their child’s progress;
- Provide parents reasonable access to staff; and
- Provide parents with opportunities to volunteer and participate in their child’s class and to observe classroom activities.
- **Ensure regular two-way, meaningful communication between parents and family members and school staff, and, to the extent practicable in a language that the parents and family members can understand.**

Parents’ Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitor my child’s attendance;
- Make sure that homework is completed;
- Limit amount of television my child watches;
- Volunteer in my child’s school;
- Participate in decisions regarding my children’s education;
- Promote positive use of my child’s extracurricular time; and
- Stay informed about my child’s education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

- Do homework every day and ask for help when needed;
- Read at least 20 minutes a day outside of school; and
- Give to my parents all notices and information received by me from my school every day.

_____	_____	_____
School	Parent	Student
_____	_____	_____
Date	Date	Date

HOMELESS CHILDREN

The Board of Education recognizes its responsibility to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education which may exist in district practices. The Board will provide homeless children attending the district's schools with access to the same free and appropriate public education **and other school programs and activities**, including preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital or is awaiting foster care placement; or is a migratory child who qualifies as homeless. An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available.

A homeless child has the right to attend school in either the ~~district~~ **school** of origin (i.e., where he/she resided before becoming homeless), **or the school he/she was last enrolled, the school in the district of current location (i.e., where he/she currently resides as a result of his/her homelessness)**—~~and that he/she is entitled to attend based on attendance zone or general eligibility~~, or a ~~district~~ **school** in a participating in a regional placement plan. The homeless child is entitled to attend the designated school ~~district~~ on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue to attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building. **If a homeless child completes the final grade level in his/her school or origin, the child may also attend the designated receiving school at the next grade level.**

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. **Admission:** Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical **or immunization** records, proof of residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. **During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals.** Homeless children will have the same opportunity as other children to enroll in and succeed in the district's schools. They will not be placed in separate schools or programs based on their status as homeless. **The district shall eliminate barriers to**

identification, enrollment and retention of homeless children, including barriers to enrollment and retention due to outstanding fees, fines or absences.

2. **Transportation**: The district shall provide transportation for homeless students currently residing within the district as required by applicable law.
3. **School Records**: For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. **For homeless students attending school in the district, the district shall request the student's records (academic, medical, etc.) from the school the student last attended.**
4. **Coordination**: The district shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 of IDEA.

Information about a homeless child's living situation shall be treated as a student education record, and shall not be deemed to be directory information under FERPA.

The Superintendent shall also designate a liaison for homeless children and ensure that this person is aware of his or her responsibilities under the law. **The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness.** The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel, **through outreach and** in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
5. homeless children receive educational services, including Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services **for homeless children and their families;**
6. **public notice of the educational rights of homeless children is disseminated in locations frequented by homeless unaccompanied youth and parents/guardians of homeless children, in a manner and form understandable to them;**
7. **staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless children;**

8. homeless unaccompanied youth are informed of their rights, are enrolled in school, and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

In accordance with law and regulation, the district will offer a prompt dispute resolution process.

In accordance with Commissioner's regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Ref: 42 USC §§11431, et seq.
School Enrollment Guidelines on the McKinney-Vento Act, 67 Fed. Reg. 10,697-10,701
(March 8, 2002)
Education Law §§207; 305; 3202; 3205; 3209
Executive Law §§532-b; 532-e
Social Services Law §§17; 62; 397
8 NYCRR §§100.2; 175.6

Presented for:
1st reading – 6/9/15
2nd reading & adoption – 6/23/15
Revisions presented for:
1st reading & adoption - 10/18/16