

Highland Central School District

AGENDA

Board of Education Business Meeting

Tuesday, January 21, 2014

6:00 Executive Session Pending on Board Approval

7:00 pm Regular Meeting held in the High School Cafeteria



Executive Session: Anticipated upon Board Approval

BE IT RESOLVED, that the Board of Education of the Highland Central School District conduct an Executive Session to discuss the following topics:

- Collective Negotiations pursuant to Article 14 (Taylor Law) of the Civil Service Law;
- The Medical, financial or credit, employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation

CALL TO ORDER AND PLEDGE OF ALLEGIANCE

PUBLIC COMMENTS:

Any topic related to the agenda may be addressed except for personnel or specific student issues.

Protocol for Public Comment

The school board encourages public participation at its meetings. To allow for efficiency in conducting meetings and to give each speaker a fair opportunity to present his/her views the following shall apply to the public speaking portion of the agenda.

- *Each speaker shall state their name;*
- *Any questions/concerns be submitted in writing with speaker's contact information (name/address/phone number);*
- *Each speaker shall be limited to a time agreed upon by the Board;*
- *The Board will not permit discussion involving individual personnel or students;*
- *Direct all remarks to chair. Community members may not poll individual Board members nor debate other community members in attendance.*

Members of the community are encouraged to also present their comments in writing. Undue interruption or other interference with the orderly conduct of the Board of Education business will not be allowed. Defamatory or abusive remarks are always out of order.

SPECIAL PRESENTATION

Coach, Tabitha Jones, and the varsity cheerleaders present their request to attend the Cheer Fest event in Maryland.

ACCEPTANCE OF REPORTS:

BE IT RESOLVED that the Board of Education acknowledges reviewing the following reports:

- a) Board of Education Meeting Minutes – January 7, 2014
- b) Enrollment and Attendance Report – Period 4 – Dec.01, 2013 – Dec. 30, 2013

CURRICULUM AND INSTRUCTION:

- a) **Principal's Report:** (Reports on file in District Office)
Each month the Principals will report on important information and events occurring in their schools.
- b) **Director of Student Services Report:** (Report on file in District Office)
Director of Student Services will report on operations of the Student Services Department.
- c) **Approval of Committee on Special Education Minutes**
BE IT RESOLVED that the Board of Education hereby accepts the recommendations of the Committee on Special Education according to the minutes of the CSE meetings of January 9th, 2014, and the meeting – no meetings of December 12th, 2013, and authorizes the arrangements for such students' special education programs and services.
- d) **Approval of Committee on Preschool Special Education**
BE IT RESOLVED that the Board of Education hereby accepts the recommendations of the Committee on Preschool Special Education according to the minutes of the CPSE meetings of December 18th, 2013, and of January 9th, 2014, and authorizes the arrangements for such students' special education programs and services.

PERSONNEL:

- a) **Leave of Absence Request**
BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the following request for "leave of absence" as follows:
Employee: Nicole Morales
Position: Teacher Assistant – Elementary School
Purpose: Replacing Rebecca Piazza's long term leave of absence
Effective: On or about February 24, 2014 - On or about May 24, 2014
- b) **Leave Replacement Appointment**
BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the following leave replacement for the following individual with an Emergency Conditional Appointment consistent with SAVE legislation requirements:
Employee: Nicole Morales
Position: Literacy Teacher
Salary/Step: MA Step 1, \$47,175 pro-rated
Effective Date: On or about February 24, 2014 – on or about May 24, 2014
Purpose: Leave replacement for Rebecca Piazza

Employee: Evan Oustrich
Position: Special Education Teacher
Salary/ Step: BA Step 1; \$43,945 pro-rated
Effective Date: January 15, 2014 – June 30, 2014
Purpose: Leave replacement for Kelly Lynch

c) **Appointment**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments for the following individual with an Emergency Conditional Appointment consistent with SAVE legislation requirements:

Employee: Kimberly Geiger
Position: French Teacher - Middle School
Salary/Step: MA Step 1; \$47,175 pro-rated
Effective Date: February 1, 2014
Purpose: To replace Sharon Adams

d) **Mentor**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the following mentor appointment:

Employee: Carole Delia
Position: Mentor
Effective Date: November 1, 2013
Salary: \$ 800 (pro-rated for November – June)

e) **Tenure Appointment**

Employee: Kelly Lynch
Tenure Area: Students with Disabilities, Grades 1-6
Effective Date: February 28, 2014

f) **Coaching Appointment**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment for the following coaches for the Spring 2014 sports season:

Sport	Level	Name	Stipend
Baseball	Varsity	Jim Delmar (Co-Coach)	\$1,323.50
		Frank Alfonso (Co-Coach)	\$1,323.50
	JV Modified	Steven Delmar	\$1,942.00
		Kevin Rizzo	\$1,688.00
Softball	Varsity	Mike Milliman	\$2,911.70
	JV	John Manganiello	\$1,942.00

Tennis (Boys)	Varsity	Alan Benson	\$1,797.00
Track (Girls)	Varsity	Theresa Eckert	\$2,865.00
Track (Boys)	Varsity	Katie Reid	\$2,865.00
		Marc Eckert – Assistant Coach	\$1,979.00
Golf (Girls)	Varsity	Paul Latino - Head Coach	\$2,755.50
Lacrosse (Boys)	Varsity	Tom Schlappich – Head Coach	\$2,865.00
		Patrick Boyd – Assistant Coach	\$1,979.00
(Girls)	Varsity	Theresa Cilento – Co-Coach	\$1,432.50
		Kimberly Caso – Co-Coach	\$1,432.50

g) **Substitute Teaching Appointments**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the attached revised substitute teaching list with an Emergency Conditional Appointment consistent with SAVE legislation requirements.

h) **Non-Teaching Substitute Appointments**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the attached revised Non-Teaching substitute list with an Emergency Conditional Appointment consistent with SAVE legislation requirements.

STUDENT REPRESENTATIVE COMMENTS - Priyanka Dongare

BUSINESS AND OPERATIONS:

a) **Budget Transfers**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the following budget transfers totaling \$43,500.00 for the 2013-2014 school year:

Budget Transfer Number 5768	\$43,500.00
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b) **Newburgh Enlarged City School District – Health & Welfare Contract**

BE IT RESOLVED that based upon the recommendation of the Superintendent of Schools the Board of Education approve the 2013-2014 health & welfare contract for two (2) students at a cost of \$634.31 per student for a total of \$1,268.62 with the Newburgh Enlarged city School District and authorize the Board President and District Clerk to execute the contract.

SUPERINTENDENT COMMENTS:

BOARD OF EDUCATION:

New Business:

a) **Affordable Care Act – Standard Measurement Period**

WHEREAS, pursuant to the provisions of The Patient Protection and Affordable Care Act (“ACA”) for variable hour employees, the District is required to establish a Standard Measurement Period, adopt an Administrative Period, and a Stability Period;

NOW THEREFORE, BE IT RESOLVED, the Board of Education establishes the following periods for the categories of variable hour employees set forth below:

Category of Employee	Standard Measurement Period (SMP), Administrative Period and Stability Period
Category 1: Per Diem Substitute Teachers	SMP: Six (6) Months Administrative Period: Thirty (30) Days Stability Period: Six (6) Months
Category 2: All other variable hour employees (e.g.; non-pedagogical substitutes, coaches, activity supervisors, and substitute administrators)	SMP: Twelve (12) Months Administrative Period: Thirty (30) Days Stability Period: Twelve (12) Months

b) **Alternative Veterans' Exemption** – Discussion

c) **Sports Merger**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools approves the following mergers for the Spring 2014 season:

- Marlboro High School merging with Highland High School for Varsity Boy's Lacrosse;
- Marlboro High School merging with Highland High School for Varsity Girl's Golf

d) **Correspondence** – Any correspondence received by the Board may be discussed.

e) **Future BOE Agenda Items**

Old Business:

a) **Middle School Boston Trip**

BE IT RESOLVED that the Board of Education, upon the recommendation of the Superintendent of Schools, approves the middle school trip to Boston on May 15th through May 16th, 2014.

b) **NYSSBA Membership** - Discussion

PUBLIC COMMENTS: Any topic related to the agenda may be addressed except for personnel or specific student issues.

EXECUTIVE SESSION: Anticipated upon Board approval

RESOLVED, that the Board of Education of the Highland Central School District conduct an Executive Session to discuss the following topics:

1. _____ Matters which will imperil the public safety if disclosed;
2. _____ Any matter which may disclose the identity of law enforcement agent or informer;
3. _____ Information relating to current or future investigations or prosecution of criminal offices, which would imperil effective law enforcement if disclosed;
4. _____ Discussions regarding proposed, pending, or current litigation;
5. x Collective Negotiations pursuant to Article 14 (Taylor Law) of the Civil Service Law;
6. x The Medical, financial or credit, employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. _____ The preparation, grading or administration of examinations;
8. _____ A proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

ADJOURNMENT

Enrollment Report 2013-2014

Enrollment	J '03	J '04	J '05	J '06	J '07	J '08	J '09	J '10	J '11	J '12	J '13	S '13	O '13	N '13	D '13	JA '14	F '14	M '14	A '14	MY '14	J '14
K	116	136	121	145	113	136	128	139	111	148	154	139	136	136	136	0	0	0	0	0	0
1	128	128	139	122	148	134	145	126	133	114	145	150	150	152	152	0	0	0	0	0	0
2	150	128	138	147	125	146	135	134	132	117	118	145	146	146	146	0	0	0	0	0	0
3	134	151	138	155	151	122	154	137	136	129	137	115	114	114	116	0	0	0	0	0	0
4	141	133	146	144	151	149	133	153	137	133	129	134	133	134	134	0	0	0	0	0	0
5	170	147	138	155	149	154	144	128	151	141	137	127	128	128	128	0	0	0	0	0	0
HES	839	823	820	868	837	841	839	817	800	802	820	810	807	810	812	0	0	0	0	0	0
6	142	170	143	138	153	154	151	147	121	155	138	136	137	137	139	0	0	0	0	0	0
7	151	143	169	153	142	157	152	151	152	152	158	141	140	142	143	0	0	0	0	0	0
8	152	152	142	167	146	143	152	147	155	150	136	160	161	161	161	0	0	0	0	0	0
HMS	445	465	454	468	443	464	454	448	426	444	432	437	438	440	443	0	0	0	0	0	0
9	159	164	170	151	184	154	151	188	149	159	153	137	137	137	139	0	0	0	0	0	0
10	157	140	152	160	147	169	152	143	160	137	157	154	151	149	148	0	0	0	0	0	0
11	141	145	151	148	154	133	185	144	137	162	128	143	141	143	143	0	0	0	0	0	0
12	128	136	135	145	146	151	135	161	143	137	164	146	149	151	150	0	0	0	0	0	0
HHS	695	695	608	604	631	607	603	616	639	636	602	630	678	680	680	0	0	0	0	0	0
Sub-total	1869	1873	1882	1930	1911	1902	1896	1879	1817	1841	1864	1827	1823	1830	1835	0	0	0	0	0	0
Alternative School	7	5	4	7	8	15	19	11	11	12	8	1	2	3	3	0	0	0	0	0	0
Anderson	2	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Astor Day Treatment	1	1	1	3	1	2	2	4	2	2	2	1	0	0	0	0	0	0	0	0	0
BOCES 1:1:2:1	11	13	8	6	7	6	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
BOCES 1:6:1	15	11	9	7	3	5	5	8	3	2	1	0	0	0	0	0	0	0	0	0	0
BOCES 1:6:2																0	0	0	0	0	0
BOCES 1:8:1	6	4	6	8	5	5	6	5	5	7	8	5	5	5	5	0	0	0	0	0	0
BOCES A:PIE																0	0	0	0	0	0
BOCES X-Contract	4	2	4	5	3	5	7	9	7	7	7	1	1	1	1	0	0	0	0	0	0
Center for Discovery	2	3	3	3	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
CHC - Children's Rehab Center																0	0	0	0	0	0
Brookside	0	4	1	2	4	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
Center for Spectrum Services-Kingston	1	1	1	2	3	2	2	3	3	4	5	7	7	7	7	0	0	0	0	0	0
Home Instruction	30	32	28	32	34	24	19	15	13	17	17	17	18	18	18	0	0	0	0	0	0
Home Placed by C&E	4	5	3	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hospital or Other Non-School	2	1	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Green Chimney Residential																0	0	0	0	0	0
New Palitz CSD																0	0	0	0	0	0
Greenburgh North Castle Residential																0	0	0	0	0	0
Private Placed by Parent	159	169	191	189	183	157	148	156	155	97	90	95	95	95	95	0	0	0	0	0	0
Tutoring	4	9	7	11	6	5	7	4	7	6	5	0	5	7	6	0	0	0	0	0	0
Sub-total	240	255	260	286	288	229	216	219	211	158	148	141	144	145	145	0	0	0	0	0	0
TOTALS	2109	2128	2142	2196	2169	2131	2112	2088	2028	1999	2002	1968	1967	1975	1980	0	0	0	0	0	0

Highland Central School District
Student Services

Attendance Report 2013 - 2014

Attendance		S '13	O '13	N '13	D '13	JA '14	F '14	M '14	A '14	MY '14	JU '14
	K	97.76%	95.48%	95.20%	90.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	1	95.70%	95.56%	95.67%	93.02%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	2	97.22%	96.87%	96.62%	92.36%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	3	96.10%	98.20%	95.98%	93.37%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	4	96.24%	96.45%	95.83%	91.68%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	5	96.80%	97.02%	96.09%	94.41%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	6	97.02%	97.46%	95.96%	94.30%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	7	96.44%	97.47%	95.77%	93.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	8	96.73%	96.54%	96.46%	95.84%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	9	96.85%	96.11%	95.41%	94.58%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	10	95.64%	94.62%	93.33%	91.89%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	11	96.96%	96.85%	95.42%	94.24%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	12	96.54%	95.24%	92.44%	90.83%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Average	96.62%	96.45%	95.40%	93.05%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Suspensions											
HHS	OSS	1	10	6	2						
	OST	0	0	0	0						
	ALC	3	13	4	2						
HMS	OSS	1	0	5	4						
	OST	0	0	0	0						
	ALC	5	11	11	4						
HES	OSS	0	0	1	0						
	OST	0	0	0	0						
	ALC	0	7	1	0						

Highland Central School District
Student Services

Attendance Enrollment
Period 4
12/01/2013-12/30/2013

Grade	Days in Session	Begin Enroll	Pupils Added	Pupils Left	End Enroll	Total Absent	Drop Outs	Percent Attend
K	13	136	1	1	136	175		90.10%
1	13	152	0	0	152	138		93.02%
2	13	146	0	0	146	145		92.36%
3	13	114	2	0	116	100		93.37%
4	13	134	0	0	134	145		91.68%
5	13	128	0	0	128	93		94.41%
6	13	137	2	0	139	103		94.30%
7	13	142	1	0	143	129		93.06%
8	13	161	0	0	161	87		95.84%
9	13	137	3	1	139	98		94.58%
10	13	149	0	1	149	157		91.89%
11	13	143	0	0	143	107		94.24%
12	13	151	0	1	151	180		90.83%
Totals		1830	9	4	1837	1657	0	93.05%

Highland Central School District

Student Services Office

Highland High School Principal's Report January 13, 2014

Enrollment: 01/13/2014		Staffing:	Teachers	Support Staff
9 th grade:	139	Full time HHS:	35	Teacher Assistants: 3
10 th grade:	147	Full time travel:	2	Teacher Aides: 0
11 th grade:	143	Part Time:	.8 Art	Monitors: 1
12 th grade:	149			
Total	578			

Calendar:

January 20 th	Martin Luther King Day – No School
January 27 th – 30 th	Regent Exams
January 31 st	Rating Day – No School – High School ONLY
February 14 th thru	President's Day
February 17 th	President's Day
February 21 st – 22 nd	“Footloose” Musical

Student Visit to Senator Tkaczyk

Christina Saylor will be taking our student leaders to Albany January 27th. The trip will include a meeting with Senator Tkaczyk, a tour of the Capitol Building, viewing of the Senate in-session and recognition on the floor of the Senate by Senator Tkaczyk. The trip includes Class Officers, Student Council Officers, Honor Society Officers and students currently enrolled in AP United States History.

AP/College Biology

On Friday, January 17 all AP Biology students will be attending a full day lab experience with the Biology Dept at SUNY New Paltz. The Lab work is based on the topics of Molecular Genetics, DNA Gel Electrophoresis, and PCR technique. PCR is "Polymerase Chain Reaction", a method by which each student will have the opportunity to copy their own DNA from saliva and run tests on it! This lab day is a major part of the curriculum of Advanced Placement Biology. A great chance to have our students get their hands on some very expensive technology. We will leave Highland by 8:15am and return by 2pm. Successful completion of this lab satisfies AP lab #7, Molecular Genetics.

Model United Nations

This February, the Highland High School Model UN Club will be sending 8 student delegates to Boston for the Boston Invitational Model United Nations Conference. This prestigious, international conference will provide our students the opportunity to practice their diplomatic skills with students from around the globe. As a group we have raised the necessary funds to pay for both the conference and the overnight stay in Boston. We will be staying on sight at the Boston Park Plaza Hotel.

Library Media Center

The High School Library Media Center is adopting the NYS Grades 9-12 ELA Text Selections for the Common Core. The Text Lists can be found on EngageNy's website.

Most of the suggested/recommended titles are already in the library's collection either in eBook format, print or are available online for free. Ms. Fonda expects to have at least one copy of each text by the end of the school year and as teachers approach her with their selected titles she will explore and focus on the possibility of eBook and digital formats for student use.

Writing II/English 12

This Thursday during periods 4 & 5, Mr. Tatum will be administering an exam through SUNY UCCC for his writing II students. The test will serve as a data point for instruction in the second semester. Students who demonstrate college level writing will be able to enroll in Composition I through SUNY Ulster for the spring semester.

Multicultural Club

In celebration of Martin Luther King Jr.'s birthday the Multicultural Club is sponsoring "Pledge to Embrace Our Difference" during all lunch periods on January 21. Students will pledge to honor differences of ethnicity and beliefs of all people in our community.

Global History

Global history students will be attending a special viewing of Nelson Mandela: Long Walk to Freedom. This subject is an important aspect of the English and social studies curricula for Grade 10. The topic is crucial for preparation to take the Global History & Geography Regents Examination.

Vocal Music

McKenna Gallinari and Osmaan Shahid will be attending a Vocal Jazz Workshop on January 22 at Rondout Valley High School. The purpose of the festival is for the students to participate in a vocal jazz workshop.

Nine students will participate in the All County Chorus event on February 28 and March. They are Brianne Colbert, La'v'al Davis, Shekhar Nirala, Chris Stevenson, McKenna Gallinari, Nevin Nedumthakady, Sam Porter, Osmaan Shahid, and Damien Stevens.

Gay Straight Alliance

The Highland High School GSA have several activities planned for * No - Name Calling/ Celebrate Kindness Week * Jan. 20-24, 2014. This week was inspired by author James Howe's book * The Misfits* and has become a national movement and an opportunity for a mid-point reminder in the school year to refresh the expectations for respectful behaviors. Moreover, it presents opportunities to build upon school-wide efforts to create and maintain a climate of respect for all. Every morning on the PA a member of the GSA will read a thought for day on kindness and respect. Posters will be placed around the school to enhance visibility of the * Celebrate Kindness* message.

**Highland Middle School
Principal's Report
January 16, 2014**

Enrollment:	01/16/14	Staffing:	Teachers	Support Staff
6th grade:	138	Full time HMS:	37	Teacher Assistants: 8
7th grade:	143	Full time travel:	1	Teacher Aides: 3
8th grade:	161	Part Time:	3	Monitors: 3

Calendar:

January 17	7-9 pm	PTA middle school dance
January 17	3:00 pm	Ski Club trip to Catamount
January 30		Home and Career field trip to DCC
January 31	3:00 pm	Ski Club trip to Catamount

MASTER SCHEDULING: We continue to review master scheduling as the budget process moves along. As I am sure that you are aware, there are areas in which the 8 period schedule impacts our ability to provide required services to students. The Major areas of impact are AIS and Technology. Additionally, students are excluded from taking subjects they would like due to the limits having only 8 periods in the day creates. Examples include students in biology required to take their lab after school, students in AIS or resource room limited to either band or chorus or in some cases neither. This year we moved from an A/B day rotation to an A/B/C/D day rotation to open the opportunity for 7/8 students to take band and chorus. Even with this option, which could not be offered to all students, numbers of students taking both band and chorus have dropped. This drop in numbers has effected both of these programs.

CURRICULUM WRITING: After meeting with Sarah, we have decided that the next step in the curriculum writing process will be to write a basic vision statement that will help to guide us through this process. Because each subject area seems to be at a different level with their curriculum, we will assign next steps in the process differently for each subject area.

VFW: Last weekend, we were invited, and took part in (thanks to Barry Ranalli) a flag changing ceremony on the Walkway. Each month the Highland and LaGrange VFW Posts, hold a ceremony to change the flag on the Walkway across the Hudson. They donate the flag to a school or organization. Several students, accompanied by Barry Ranalli attended the ceremony and accepted the donation for the school. I am looking to purchase a display case for the flag so that it can be displayed in the main lobby.

PBIS: We have added an after school group called PBIS Alliance to the PBIS "family." This group is led by one of our PBIS teachers and is put in place to more fully include students into the PBIS structure. PBIS will be running a carnation sale again for Valentine's Day. Students are allowed to purchase a carnation and write an appropriate note for anyone they would like.

OBSERVATIONS: Both Meghan and I will be through the first half of our observations by the end of January. We are beginning to send out notices, as per contract, of the month that unannounced observations will be completed.

DIGNITY FOR STUDENTS: As part of DASA, we are engaging in No-Name Calling week. There will be activities going on throughout next week to support this event. I have included a copy of the flyer that list the activities for the week. I think that you will see that the activities are both fun and support the purpose of this event.

HIGHLAND ELEMENTARY SCHOOL
Principal's Report - January 14, 2014

Enrollment:

K: 137 1st: 152 2nd: 146 3rd: 116 4th: 134 5th: 128
Total: 813 (as of 1/14/2014)

Playground Committee:

Our elementary playground committee has been holding a series of events to raise funds to add to the existing elementary playground. This includes adding pieces that are suited to our students with physical disabilities. Recently, they held a Penny Social and a Family Bingo Night and raised approximately \$4700 combined.

Curriculum Alignment Work:

Sarah Dudley-Lemek met with the entire faculty on January 14th to begin the process of outlining our curriculum across grade levels with the new core learning standards. Grade level meetings will be held on Jan. 27, 28, 29, 30 after school to delve deeper into the assessment data that has been made available from BOCES.

Local Assistance Plan (LAP) – Quality Improvement Plan (QIP):

BOCES SESIS Walkthroughs are being completed this week. Our first QIP team meeting will occur next Thursday, Jan. 23rd to review data collected from the walkthroughs.

Annual Professional Performance Reviews (APPRs):

Type of APPR	Completed	Still to do
Announced	54	22
Unannounced	6	70

Staffing:

Type of Staffing	FTE
General Education – Classroom Teachers	35.0
Special Education (Inclusion, 12:1, 8:1, Resource, ESL)	14.0
Special Area (Art, Music, Library, PE, AIS)	11.2
Special Supports (Psychologist, Social Worker, OT/PT, Speech, Nurse)	6.0
Teaching Assistants/Aides	21.0
Secretaries/Attendance Clerk	3.0
Monitor	1.0
Health Aide/LPN	2.0
Security	1.0
Café Monitors (2.5 hrs)	12

Upcoming Events:

Jump Rope for Heart – American Heart Association fundraiser Grades 2-5 in PE classes – February 19 & 20
Puppet Potpourri – Arts-in-Education experience for Kindergarten – February 4
American Heritage Dance Program – Grades 1 & 2 – February 4, 5, & 6
Parents as Reading Partners Kickoff (PARP) – Lou DelBianco – February 24

Highland Central School District

Office of Student Services, 320 Pancake Hollow Road, Highland, NY 12528

Barbara E. Chapman
Director of Student Services

bchapman1@highland-k12.org
845.691.1023
Fax: 845.691.1024

Director's Report
January 21, 2014

Special Education Enrollment (District/out-of-District)

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
13/3	12/2	12/2	12/1	14/2	23/2	23/2	17/4	24/2	23/0	16/3	16/3	13/6	218/32

State Reporting – We have just certified the data in the PD system for the following reports:

VR 1: Preschool Child Count Report by Race/Ethnicity

VR 2: School Age Child Count by Age and Disability

VR 3: School Age Students by Disability and Race/Ethnicity

VR 4: Preschool LRE Setting Report

VR 5: School Age LRE Setting Report

VR 6: District Report of Preschool Students by Primary Service Provider

VR 8: District Report of School Age Students by Building Where Enrolled

The PD 6 report of personnel needed to provide services to special education students is due on February 3 and we are working on collecting that data and verifying its accuracy.

Please let me know if you would like a copy of these reports.

Annual Review Planning and Budgeting – We are beginning to schedule our out of district students for their annual reviews and for planning for the budget process. This involves going to visit some of the programs to see if there are students who need program changes or are ready to return to district. We also identify any students expected to graduate. While we have a very intensive process to determine where our students will be placed and what expenses this will entail and we have been very accurate in the past, this is an unpredictable business as families can move in or out of the district and significantly impact our numbers. We are also finalizing figures for the BOCES ISR (initial service report) for our students receiving or expected to receive BOCES programs and services. Annual review dates for each of the buildings have also been identified and our internal process of meeting with each teacher and reviewing each student's needs in preparation for the Annual Review meeting have also been scheduled.

Attachments:

- Article – "The Eight Characteristics of Effective School Leaders"
- Article – "New Federal School Discipline Guidance Addresses Discrimination, Suspensions"
- Article – "Sight, Sound Out of Synch in Kids With Autism, Study Finds"

Vision Statement: The Highland Central School District, in collaboration with its community and partners, is a student-centered learning community focused on the development of independent, lifelong learners while providing a quality education and promoting positive and healthy student growth.



Nick Morrison, Contributor

I write about leadership in education and careers.

|12/30/2013

The Eight Characteristics Of Effective School Leaders



Institute of Education,
taken by C Ford March 04.

Category:Institute of Education (Photo credit: Wikipedia)

Trying to pin down what makes an effective school leader can be a little like trying to eat soup with a fork, but a group of academics has come up with what looks like a pretty good list.

I reported earlier this month on a study by experts at the Institute of Education (IoE) in London into the turnaround of schools in one of the city's poorest boroughs, from the worst performing in England to among the best in the world.

Not surprisingly, the researchers identified the quality of leadership as one of the key factors driving the transformation, in line with many previous studies into school improvement, such as Kenneth Leithwood and Karen Seashore-Louis' influential 2011 *Linking Leadership to Student Learning*.

But the IoE academics – professors David Woods and Chris Husbands and Dr Chris Brown – went further. Through a study of reports by school inspectors, they came up with a set of characteristics shared by successful school leaders that I thought was worth sharing.

1. They have consistent, high expectations and are very ambitious for the success of their pupils.
2. They constantly demonstrate that disadvantage need not be a barrier to achievement.
3. They focus relentlessly on improving teaching and learning with very effective professional development of all staff.
4. They are expert at assessment and the tracking of pupil progress with appropriate support and intervention based upon a detailed knowledge of individual pupils.

5. They are highly inclusive, having complete regard for the progress and personal development of every pupil.
6. They develop individual students through promoting rich opportunities for learning both within and out of the classroom.
7. They cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress.
8. They are robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement.

Although this list was drawn up with particular reference to schools in difficult circumstances, they appear to readily translate into different contexts. What is particularly heartening is that there is also considerable overlap with qualities of leadership identified by one of England's most respected school principals.

Sir David Carter is chief executive of the Cabot Learning Federation, a group of 11 schools based in and around Bristol. Many of the schools joined the federation after they were identified as in need of improvement, and Sir David was knighted earlier this year for services to education.

When I interviewed him last month for an article on superheads – principals skilled in turning around struggling schools – he spoke about the need to work relentlessly on behalf of pupils (3), having a clear and consistent vision (1) and working closely with the community the school serves (7).

He also adds other qualities, some perhaps implicit in the IoE list, but all crucial to the successful school leadership. Among these was the ability to balance strategic and operational roles, and the ability to manage change and understand how it works.

Another is talent spotting. Sir David invests a huge amount of time in making the right appointments and in getting people in the right roles.

Effective principals also need to have a high level of emotional intelligence and interpersonal skills. Often, the power of school leaders is vested in their capacity to persuade and influence, rather than to direct. "You have to take people with you, you can't be bullish," Sir David says. "You have got to build collaboration and get people to work together."

Finally, Sir David identifies a sense of moral purpose. While this may be of most significance in disadvantaged areas, the desire to get the best for all children is something every principal should possess. "I don't know many who don't have that," Sir David adds.

Of course, every school leader will have a different list. Many will echo these characteristics, many will emphasise different aspects and some will add their own characteristics. But this list – plus Sir David's additions – seems to offer a set of core qualities.

The next question – and one to which I hope to return in a future article – is whether it is reasonable to expect to find them all in one person, and whether the increasingly onerous requirements of the job are off-putting for people who are eminently suitable to lead our schools.

New Federal School Discipline Guidance Addresses Discrimination, Suspensions

By Evie Blad on January 8, 2014

Leaders of the U.S. departments of Education and Justice have issued new guidance on how school leaders can ensure that discipline policies are drafted and applied in a manner that does not discriminate against racial or ethnic groups.

Leaders should also seek alternatives to "exclusionary" penalties like suspension and expulsion that rob students of valuable classroom time, often for nonviolent offenses, said U. S. Attorney General Eric Holder and U.S. Secretary of Education Arne Duncan, who were scheduled to discuss the guidance at an event this morning at Frederick Douglass High School in Baltimore.

The new guidance clarifies how districts can meet their obligations under Title IV and Title VI of the federal Civil Rights Act of 1964, which relate to fair and nondiscriminatory treatment among schools and recipients of federal aid.

Intent and Application

Schools can violate the laws if they draft policies that unfairly target specific student groups in word or in application, the guidance says. For example, a dress code rule that targets a kind of clothing that school officials associate with a particular racial group without a legitimate educational justification for doing so.

Disciplinary policies, even those drafted without discriminatory intent, may also violate the federal laws if students from certain racial groups are disproportionately affected by them, an effect commonly known as "disparate impact," the guidance says. If students of one race are sanctioned at disproportionately higher rates under a given policy, educators should be prepared to demonstrate that the disciplinary measure is "necessary to meet an important educational goal" and that they have considered alternatives, the document says.

The guidance results from the work of the Supportive School Discipline Initiative, a collaboration that the two federal agencies launched in 2011 to address what's known as the "school-to-prison pipeline," the term critics use for policies that they say result in unnecessary and inappropriate referrals from schools to the criminal justice system. Advocates for school discipline reform have argued that such policies disproportionately impact minority racial and ethnic groups.

"A routine school disciplinary infraction should land a student in the principal's office, not in a police precinct," Holder said in a written statement. "This guidance will promote fair and effective disciplinary practices that will make schools safe, supportive, and inclusive for all students. By ensuring federal civil rights protections, offering alternatives to exclusionary discipline and providing useful information to school resource officers, we can keep America's young people safe and on the right path."

The centerpiece of the materials the federal departments released Wednesday is the guidance, found in a "Dear Colleague" letter that outlines schools' obligations to fair and nondiscriminatory discipline under the Civil Rights Act and details what investigators would use to determine if a complaint of discriminatory discipline practice is valid. The agencies also released a directory of federal school climate and discipline resources, an online catalog of state-level school discipline laws and regulations, and a guide of "best practices" for policymakers and district leaders who seek to improve their policies.

The materials include snapshots of data related to how disciplinary measures affect certain racial groups:

"The Civil Rights Data Collection conducted by the [Education Department's Office of Civil Rights] has demonstrated that students of certain racial or ethnic groups tend to be disciplined more than their peers. Although African-American students represent 15 percent of students in the [data], they make up 35 percent of students suspended once, 44 percent of those suspended more than once, and 36 percent of students expelled. Further, over 50 percent of students who were involved in school-related arrests or referred to law enforcement are Hispanic or African-American.

The Departments recognize that disparities in student discipline rates in a school or district may be caused by a range of factors. However, research suggests that the substantial racial disparities of the kind reflected in the [civil rights] data are not explained by more frequent or more serious misbehavior by students of color."

The guidance recommends a focus on positive environments and prevention efforts; clear, appropriate, and consistent expectations and consequences; and continuous efforts to ensure equity.

Investigations

The agencies also assured educators Wednesday that they would continue to investigate allegations of Title IV and Title VI violations triggered by complaints from parents, students, and community members, and that they may also initiate investigations as part of regular compliance monitoring activities.

Examples included in the guidance demonstrated that there are times when schools may be justified in offering different punishments for two students who appear "similarly situated" apart from their race. For example, a Hispanic student who fought with a non-Hispanic peer may receive a harsher discipline if he or she threatens school leaders when they try to disrupt the fight.

But districts are also responsible for ensuring that fairly written rules are applied in a fair manner, the guidance says. For example, a district may violate the civil rights rules if it disproportionately suspends black students for "acting in a threatening manner" when white students engaging in comparable conduct, such as talking loudly in the hallway during class time or talking back to an adult, are flagged for offenses, such as "classroom disruption," that come with lighter punishments. That can be the case when the school's policies lack "a clear definition of the prohibited conduct" that can be fairly applied by all school officials, the guidance says.

"In addition to establishing a system for monitoring all disciplinary referrals, the school should have a system in place to ensure that staff who have the authority to refer students for discipline are properly trained to administer student discipline in a nondiscriminatory manner."

Schools found in violation of Title IV or Title VI will be subject to schoolwide or districtwide remedies, which could include correcting the records of students deemed to be unfairly punished, revising discipline policies, providing training for school personnel, and conducting an annual comprehensive review of school discipline practices.

Updated with reactions:

Here's a link to everything the federal agencies released today.

National school groups and advocates for changes to school discipline policies have anticipated the new guidance for a long time. Here are some of their reactions.

American Federation of Teachers President Randi Weingarten: "What No Child Left Behind did, as zero-tolerance policies did, was shine a light on a problem but solve it with sanctions instead of supports. That cannot continue. The federal government made many positive suggestions, but policies in a vacuum without actual resources and support will not succeed."

Thena Robinson-Mock, project director for the Advancement Project's Ending the Schoolhouse-to-Jailhouse Track Campaign: "Fair and equitable school discipline policies promote school safety and

are not incompatible with school safety, as some have wrongly claimed. The release of the DOJ/DOE guidelines is a watershed moment for us all."

Kenneth S. Trump, the president of National School Safety and Security Services: "While there are legitimate issues on suspensions, expulsions, and arrests, will politicizing it push the pendulum to an extreme that will result in increased discipline problems and school crimes because administrators are more focused on keeping their numbers down and staying out of the federal crosshairs? Will educators solve the numbers problem but not deal with the behavior and crime problems behind this issue?"

Sherrilyn Ifill, the president and director-counsel of the NAACP Legal Defense and Educational Fund: "These much-needed guidelines send a strong message from the federal government that it takes seriously the criminalization of children, particularly children of color, in schools. It acknowledges that race plays an improper role in school discipline practices with long-term negative consequences for students' educational outcomes."

Deborah J. Vagins, American Civil Liberties Union senior legislative counsel: "Today, the federal government has issued groundbreaking guidance that will help all school districts end misguided, discriminatory school discipline policies. This guidance makes it crystal clear for schools what their obligations are under our civil rights laws and provides examples of best practices so that they can easily implement positive alternative practices. This is a victory for all who care about creating environments where students can thrive."

NO NAME-CALLING WEEK

January 20 - 24, 2014

♥ ♥ CELEBRATE KINDNESS ♥ ♥

TUESDAY - PINKY BLUE

- For students who want to make a statement in support of being kind to one another Dignity for All Club members will paint your pinky fingernail BLUE THIS WILL BE DONE AT 6TH, 7TH AND 8TH GRADE LUNCH PERIODS

WEDNESDAY - "POST IT DAY"

During your lunch Dignity for All Club members will have "Post It's" available for you to write something nice on about a friend or someone you don't know but you want to say something kind to the person. The person you give it to will be able to tape it to the "Kindness Matter's" banner in the cafeteria.

THURSDAY - BAD HAIR DAY

Come to school not afraid of how you look and

ENJOY being YOU!

FR DAY - WEAR AS MANY COLORS AS POSSIBLE

Celebrate our diversity by wearing as many different colors as possible!

HIGHLAND CENTRAL SCHOOL DISTRICT

Business Office, 320 Pancake Hollow Road, Highland, New York 12528
Phone: (845) 691-1008 ~ Fax: (845) 691-1003

TO: Deborah Haab, Superintendent of Schools
FROM: Louise M. Lynch, School Business Administrator
DATE: December 23, 2013
RE: **BUDGET TRANSFERS ~ 2013-14 school year**

Louise M. Lynch

Please have the Board approve the budget transfer totaling \$43,500 at the next board meeting.

- Budget Transfer Numbers 5768 \$ 43,500.00

If you have any questions, please don't hesitate to contact me.

Highland CSD 2013-14 Budget Transfer

Date: 12/23/2013

[illegible]

\$43,500.00

\$43,500.00

Explanation: Salary transfers based on staff shifting & leave replacements

Signature: _____
Title: _____

(Originator)

Recommend: Approval () Disapproval ()

Remarks: _____

Signature: Louise M. Lynch
Title: School Business Administrator

Date: 2/23/20

Recommend: Approval (✓) Disapproval ()

Remarks:

Signature: [Signature]
Title: Superintendent of Schools
Date: 9/10/2014

Date of Board Resolution

HIGHLAND CENTRAL SCHOOL DISTRICT

Business Office, 320 Pancake Hollow Road, Highland, New York 12528
Phone: (845) 691-1008 ~ Fax: (845) 691-1003

TO: Deborah Haab, Superintendent of Schools
FROM: Louise M. Lynch, School Business Administrator
DATE: January 7, 2013
RE: Newburgh Enlarged City SD ~ Health & Welfare Contract

Louise M Lynch

The District is in receipt of the 2013-14 health & welfare contract from the Newburgh Enlarged City School District for services for resident students of the Highland Central School District. Pursuant to Education Law §912, the district of origin is responsible to reimburse the District where the students are attending for health & welfare services.

Please have the Board of Education adopt the following resolution.

BE IT RESOLVED that based upon the recommendation of the Superintendent of Schools the Board of Education approve the 2013-14 health & welfare contract for two (2) students at a cost of \$634.31 per student for a total of \$1,268.62 with the Newburgh Enlarged City School District and authorize the Board President and District Clerk to execute the contract.

HIGHLAND CENTRAL SCHOOL DISTRICT

Deborah A. Haab, Superintendent of Schools

Sarah Dudley-Lemek, Assistant Superintendent

January 15, 2014

Dear Highland Central School District Families:

The safety of our students is a primary concern of Highland Schools. Safety includes not only the security of the buildings, but also the environment within the buildings. We strive to provide a safe, healthy, drug free environment that allows our students and staff to focus their attention and energy on the important work of learning.

In recent years, the district introduced several safety measures to improve the security of our buildings, including hiring security personnel in each building, locking all exterior doors, adding security cameras to buildings and buses, among other measures. Within the buildings, our administrators and staff work to provide a positive learning atmosphere by implementing Positive Behavior Interventions and Support (PBIS) and the Dignity for All Students legislation.

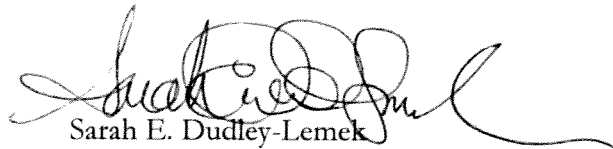
As mentioned above, a drug free school is another element of school safety. In fact, federal legislation requires schools to be a drug free zone. To assist district personnel in enforcing this law, the district, with the help of the New York State Police or Ulster County Sheriff's Office, will use specially trained canines to search for drugs in our schools. The canines used in this program are highly specialized and certified for this purpose.

Students, teachers and staff have the right to expect to learn, teach and work in a drug free environment. A drug free school provides a safer and healthier environment that is more likely to be free from intimidation, threats and victimization. With this goal in mind, the district and Board of Education continually implement programs and initiatives to maintain the safety and security of our students. If you have any questions regarding this letter, please feel free to contact either of us at 691-1014.

Sincerely,



Deborah Haab
Superintendent of Schools



Sarah E. Dudley-Lemek
Assistant Superintendent

