

**Board of Education
Regular Meeting**

Minutes November 6, 2024

**ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT
ELMIRA HEIGHTS, NEW YORK**

Call to Order: The Regular Meeting of the Board of Education was called to order at 7:00 p.m. on November 6, 2024 by President Joseph Sullivan followed by the pledge of allegiance.

Members Present: Christopher Callas, Dominic Lucarelli, Terry Day, John Cole, Joseph Sullivan, Mikki Yesesky

Member Absent: Jody Buckley

Others Present: Michael Gill, Martha Clark, Krissy McNamara, Megan Molina, Carol Cady, Jessica Green, Michaela Allington, Kathy Oplinger

APPROVAL OF AGENDA/MINUTES

Agenda -

A motion was made by Terry Day, seconded by Dominic Lucarelli and carried 6-0 to approve the agenda **with additions** of the November 6, 2024 Board of Education Regular meeting.

Minutes –

A motion was made by John Cole, seconded Christopher Callas and carried 6-0 to approve the minutes of the following Board of Education Meetings: October 16, 2024 – Board of Education Regular Meeting

Order of Business:

A motion was made by Dominic Lucarelli, seconded by Terry Day, and carried 6-0 to suspend the regular order of business to accommodate guests, special discussion topics and presentations in an order of business as deemed appropriate.

DISCUSSION TOPICS

N-1 PLC Conference presentation – Kindergarten teachers Michaela Allington and Kathleen Oplinger presented what they learned at the PLC conference in Rochester over the summer and how they’ve implemented these strategies and the student data they have so far through recent assessments.

N-2 SRO/School Safety – Officer Ruhmel was not able to attend but will go over the presentation at the next meeting.

N-3 District Plan for review

- Reserve Plan 2024-25 - Business Manager, Martha Clark reviewed the plan for reserves with attention on the 3 properties looking to reduce their tax assessments.

COMMENTS FROM THE PUBLIC AND STAFF

Michael Gill - Superintendent ♦ Regionalization survey work with component BOCES districts looking for cost saving measures. Finding ways to share within our region, not consolidation. ♦ CSO meeting hosted in the community room next Tuesday ♦ Half day ♦ Computer Services/BOCES had switched the platform which has been a rocky road but they are responsive and things are getting fixed ♦ Volleyball team continues on! Football team has had historic season, first time making the playoffs in about 20 years.

Megan Molina – Director of Student Services ♦ Blue Ribbon Commission overview presentation – purpose is to serve children better and what does this look like. Planning stages this year and then soft rollout in the fall, full on by 2029. ♦ Work Base Learning and Career Skills classes have been eventful ♦ TAE Food bank school center is supporting 56 families.

Martha Clark – Business Manager ♦ Finish up “edits” from the state reports from 23-24. ♦ Budget planning. Big unknowns is foundation aid formula ♦ New reports from the state that will be due in December.

PERSONNEL:

A motion was made by John Cole, seconded by Mikki Yesesky and carried 6-0 to approve the following recommended personnel items F-1 through F-2 including additions to F-1, and being further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

F-1 Appointments - approved

Recommendation to approve the following personnel. Be it further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

a. Substitute(s) for the 2024-2025 school year:

Substitute Teacher: Elizabeth Eldridge, John “Jack” Hourihan

Substitute Support: Elizabeth Eldridge, John “Jack” Hourihan, Preston Carroll, Jamila Pratt, Angel Kyser

b. Long-Term Substitute:

Scott Becker

Long Term Substitute: Spanish

Effective: October 9, 2024

Certification Area: Music - Permanent

Compensation: \$232.99/day (Step 1) having completed 26 consecutive days this rate will be in effect from October 9, 2024 through the remainder of the assignment. He is eligible to receive benefits in accordance with Policy 6221: Part Time and Certified Substitute Teacher Employment.

c. Probationary appointments:

Mindi Lewis

Position: Food Service Helper

Effective: November 7, 2024

Probationary Period: one (1) year effective November 7, 2024 through November 6, 2025/Civil Service Regulations

Total Compensation per EHESSA Contract: \$15.94 /hr (Step 1)

Lori Wheeler

Position: Food Service Helper

Effective: November 7, 2024

Probationary Period: one (1) year effective November 7, 2024 through November 6, 2025/Civil Service Regulations

Total Compensation per EHESSA Contract: \$15.94 /hr (Step 1)

Stanley Arnold

Position: Bus Driver

Effective: November 7, 2024

Probationary Period: one (1) year effective November 7, 2024 through November 6, 2025/Civil Service Regulations

Total Compensation per EHESSA Contract: \$21.37 /hr (Step 1)

Cole Barber

Tenure Area: Special Education

Effective: November 7, 2024

*Probationary Period: four (4) years effective November 7, 2024 through November 6, 2028

Certification Area: Initial Students with Disabilities 1-6 expires August 31, 2029

Total Compensation per EHTA Contract: \$46,597 (Step 1 with 0 credits)

*To the extent required by the applicable provisions of Education law §§2509, 2573, 3212 and 3014, in order to be granted tenure the classroom teacher or building principal shall have received composite or overall annual professional performance review ratings pursuant to Education law §3012-c and/or 3012d of either effective or highly effective in at least three (3) of the four (4) preceding years. If the classroom teacher or building principal receives an ineffective composite or overall rating in the final year of the probationary period he or she shall not be eligible for tenure at that time. For purposes of this subdivision, classroom teacher and building principal mean a classroom teacher or building principal as such terms are defined in Sections 30-2.2 and 30-3.2 of this part.

Catrina Arnold

Position: Teacher Aide

Effective: November 22, 2024

Probationary Period: one (1) year effective November 22, 2024 through November 21, 2025/Civil Service Regulations

Total Compensation per EHESSA Contract: \$16.33 /hr (Step 2)

d. Volunteers

Sydni Baldwin - Cheerleading

F-2 Change in Employment Status

- a. Change the following food service helper from a 3.75 hr/day position to a 6.5 hr/day position effective November 7, 2024 with no changes to made to probationary status:

Elena Stone

- b. Tenure awarded to the following staff that have successfully completed their probationary period:

<u>Name</u>	<u>Effective Date</u>	<u>Tenure Area/Position</u>
Sheena Sadler	November 18, 2024	Secondary Science/Biology and General Science

FINANCIAL

G-1 Reports - acknowledged

A motion was made by Dominic Lucarelli, seconded by John Cole, and carried 6-0 to acknowledge the following consent financial reports G1a thru G1f.

- a. Budget Status Report as of October 30, 2024
- b. Revenue Status Report as of October 30, 2024
- c. Budget Transfer Report as of October 30, 2024
- d. Treasurer’s Report for September 2024
- e. Claims Auditor Report for September 2024
- f. Extra Classroom Report for September 2024

FACILITIES

The updates below were reviewed by Construction Manager, Andy Billotte from Welliver.

H-1 Capital Project 2021 / Energy Performance Contract (EPC) Update – Closing out EPC, final pieces finishing up.

H-2 Capital Project 2024 - Transportation Facility Update – State reviewing plans. Bidding in December or January.

H-3 2025 Capital Outlay Update – plans to upgrade camera security system at Cohen and boards.

NEW BUSINESS

J-1 First Reading: Policy 6190 Workplace Violence Prevention Policy Statement

A motion was made by Terrance Day, seconded by John Cole, and carried 6-0 to acknowledge the first reading of new Board of Education Policy:

- 6190 Workplace Violence Prevention

CONSENT

A motion was made by John Cole, seconded by Christopher Callas, and carried 6-0 to approve the following consent agenda items K-1 through K-5.

K-1 CSE Recommendations – approved

The Board approved the student placement determinations from the September 27, October 1, 3, 7, 8, 9, 11, 22, 23, 25 and 31, 2024, CSE/504 meeting(s) and the funds to support such recommendations.

K-2 CPSE Recommendations – approved

The Board approved the student placement determinations from the October 11 and 25, 2024, CPSE meeting(s) and the funds to support such recommendations.

K-3 Donation – Tops in Education Program

The Board accepted with thanks and appreciation, donations from the Tops in Education Program, received during the 2024-25 school year to be used for materials and supplies as specified by each donation for Thomas Edison High School or Cohen Middle School or Cohen Elementary School.

K-4 Donation – Elmira Heights PFO

The Board accepted with thanks and appreciation, the following donations from Elmira Heights PFO:

- Calculators and cases to Mr. Devlin’s classes at Cohen Middle School valued at \$282.00.
- Up to \$200 to purchase cold storage bags in support of the TAE High School Food Center.

K-5 School Budget Timetable 2025-26

The Board approved the School Budget Timetable – Deadlines and Actions for 2025-26

DISCUSSION TOPICS - See earlier in meeting

NEXT MEETING

Wednesday	November 20, 2024	BOE Retreat (Regular Mtg if needed)	6:00 pm	Comm Rm
Wednesday	December 4, 2024	Regular BOE Meeting	7:00 pm	Comm Rm

EXECUTIVE SESSION:

At 8:09pm a motion was made by Terry Day, seconded by Dominic Lucarelli and carried 6-0 to enter executive session to discuss particular personnel employment histories and student issues.

ADJOURN EXECUTIVE SESSION:

At 10:00pm a motion was made by Terry Day, seconded by Dominic Lucarelli, and carried 6-0 to adjourn executive session.

ADJOURNMENT – At 10:01pm motion was made by Mikki Yesesky, seconded by John Cole, and carried 6-0 to adjourn the meeting.

PROFESSIONAL
LEARNING
COMMUNITY

WHAT IS A PLC

Professional learning communities (PLCs) are schools that empower educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.



Rochester take away



How do we decide



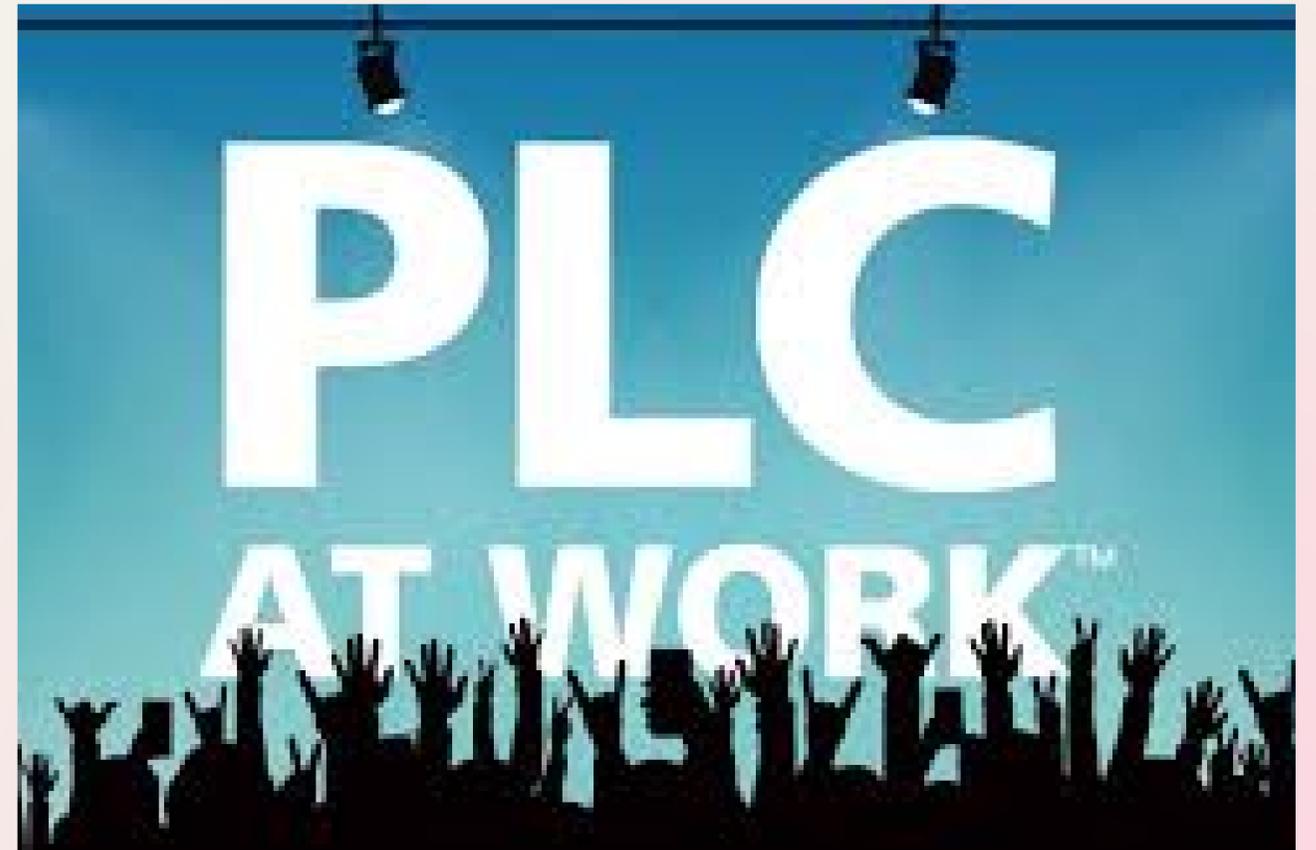
Data review

ROCHESTER

Thank you for the opportunity to attend this conference.

Take aways:

- 4 Key Ingredients: Frequency, Duration, Available, Never New
- Not a cycle
- On going/ always adapting
- Are we providing intervention to students who just need a different means of mastery?
- Remind yourself and others of our Legacy



HOW WE FUNCTION IN TIER 2

- Deemed what is essential.
- Set mastery goal and create Common Formative Assessments.
- Leveled our skills and groups from below grade level to extension skills.
- Assess periodically.
- Meet weekly to discuss student data.

MATH DATA

Data collected on 10/5-10/6

1:1 Star Count	1:1 Heart Count	1:1 Cloud Count	Recognize 0-5	Sequence 0-5	Identify 0-5	Write 0-5
5	5	3	6	6	6	10
5	5	3	6	0	6	4
5	5	3	6	5	6	4
5	5	3	1	0	1	1
5	5	3	6	6	6	11
5	5	3	6	6	6	10
5	5	3	6	5	6	9
5	5	3	6	6	6	9
5	5	3	6	6	6	10
5	5	3	6	6	6	9
5	5	3	6	6	6	9
5	5	3	6	6	6	9
5	5	3	6	3	6	7
5	5	3	6	5	6	9
5	5	3	6	0	6	8
5	5	3	6	5	6	8
5	5	5	5	6	5	8
5	5	3	6	6	6	9
5	5	3	6	6	6	10
5	4	3	5	6	6	12
5	5	3	6	6	6	6
5	5	3	6	6	6	12
5	5	3	6	2	6	12
0	0	0	0	0	2	0
5	5	3	6	4	5	12
5	5	3	6	2	6	9
5	5	3	4	4	6	9
5	5	3	6	6	6	10
5	5	3	6	6	6	9
5	5	3	6	6	6	11
4	5	3	6	2	5	3

Data collected on 11/4-11/5

1:1 Star Count	1:1 Heart Count	1:1 Cloud Count	Recognize 0-5	Sequence 0-5	Identify 0-5	Write 0-5
5	4	3	6	6	6	10
5	4	3	6	6	6	9
5	5	3	6	5	6	10
5	4	3	3	0	1	2
5	5	3	6	6	6	11
5	4	3	6	6	6	11
5	5	3	6	5	6	9
5	5	3	6	6	6	9
5	5	3	6	6	6	9
5	5	3	6	6	6	12
5	5	3	6	6	6	12
5	5	3	6	5	6	10
5	5	3	6	5	6	11
5	5	3	6	1	6	12
5	5	3	6	6	6	12
5	5	3	6	6	6	10
5	5	3	6	6	6	10
5	5	3	6	6	6	11
5	5	3	6	6	6	12
5	5	3	6	6	6	11
5	5	3	6	6	6	12
5	5	3	6	6	6	12
5	5	3	6	6	6	10
4	5	3	3	1	3	0
5	5	3	6	6	6	12
5	5	3	6	2	6	12
4	5	3	6	6	6	12
4	5	3	6	6	6	11
5	5	3	6	6	6	9
5	5	3	6	6	6	4

SCHOOL SAFETY & SECURITY



HISTORY LESSON

- In September of 2022, I started the position of School Resource Officer for Elmira Heights Central School District.
- Prior to this the last time Elmira Heights School District had an SRO was approximately 2010. That position ended when state funding stopped.
- Approximately 12 years without a dedicated School Resource Officer in the district.



VISIBLE OFFICES AT EACH BUILDING



CALLS FOR SERVICE

- SCHOOL YEAR 2022-2023

- Total of **198** calls for service.
- Out of **198** calls for service **48** were cases.
- **5** Juvenile Arrest
- **4** Mental Health Transport
- Youth Court Referrals

- SCHOOL YEAR 2023-2024

- Total of **105** calls for service.
- **4** Juvenile Arrest
- **1** Adult Arrest
- Mental Health Transports
- **2** School Threats – Investigated & Unfounded

2024-2025 TRENDS & BEYOND

- Since September 2022, the calls for service and arrest are trending downwards.
- However, threats against our school are trending upwards, whether anonymous or made by our student body. This trend is occurring not only in our district but nationwide.
- Social media has made this issue difficult for educators and law enforcement officials to tackle.
- As of today, the district has completed five threat/risk assessments that I have been involved in. This number is up compared to last year.

ADDED SAFETY EQUIPMENT

- A new way for our student body to make a report, instead of coming to the office.
- Started in September 2024 at Edison.
- The form can be anonymous, or a name can be left.
- Help with school threat assessment.
- To date there have been 11 reports ranging from vaping concerns to school safety.



ADDED SAFETY EQUIPMENT CONT.



- In 2023 we implemented a **VISTOR MANAGEMENT** system in the district from Raptor Technologies.
- Four stations throughout the district.
- Scans for Sex Offender from all 50 states.
- Prints badge with photo and location of visit.
- Tracks who is in our buildings.

UPDATED FORMS AND PROCEDURES

- Updated our Bomb Checklist from 1992
- New Bomb Threat Procedure check list by Homeland Security.
- Given to every office staff that answers phones

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers at commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders. Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them by phone.
5. If your phone has a display, copy the number and/or letters on the numeric display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and exact instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as instructed as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

• No return address	• Fluffy handwriting
• Excessive postage	• Misspelled words
• Stains	• Incorrect dates
• Strange odor	• Foreign postage
• Strange sounds	• Restrictive notes

- Unexpected delivery

• Refer to your local bomb threat emergency response plan for evacuation criteria.

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@ics.dhs.gov



BOMB THREAT CHECKLIST

DATE: _____ **TIME:** _____

TIME CALLER HUNG UP: _____ **PHONE NUMBER WHERE CALL RECEIVED:** _____

Ask Caller:

- Where is the bomb located? (Building, Room, room #, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of device is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes/No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Street/Address/Room #) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's voice	Background sounds	Threat language
<input type="checkbox"/> Female	<input type="checkbox"/> Ambient sounds	<input type="checkbox"/> Accented
<input type="checkbox"/> Male	<input type="checkbox"/> Heavy noise	<input type="checkbox"/> Accents
<input type="checkbox"/> Accented	<input type="checkbox"/> Multiple voices	<input type="checkbox"/> Slang/Profanity
<input type="checkbox"/> Angry	<input type="checkbox"/> Multiple voices	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Calm	<input type="checkbox"/> Silence	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Loud speaker
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Creaking floor	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Noise	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Quiet	
<input type="checkbox"/> Disoriented	<input type="checkbox"/> Other machinery	
<input type="checkbox"/> Distorted	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Loud	
<input type="checkbox"/> Excited	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lame		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nervous		
<input type="checkbox"/> Pleasant		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Rapidly		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Stammer		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Sullen		

Other Information:

THE FUTURE FOR 2024-2025 & BEYOND???



- In the process to get district staff trained on "Stop the Bleed" procedures.
- Four station cabinets around the district containing, Stop the Bleed equipment. Like an AED station already in our schools.
- Critical equipment in the event of an emergency that can SAVE LIVES!

THE FUTURE FOR 2024-2025 & BEYOND???

- Crisis Alerts and Mobile Apps. (Panic Buttons)
- A single-button activation alerts local responders and administrators immediately of an “I need help incident,” displaying a map showing who needs help and where they’re located on campus.
- Activates full audio and visual communication campus-wide so everyone knows the campus is under threat and can get to safety as soon as possible.



CONTINUED EFFORTS



- Updating our staff on current best practices for Fire Drills & Lockdown Drills.
- District Reunification process.
- Behavioral Threat Assessments training.
- Updating building security i.e., cameras, locked doors, panic button to name a few.

SUMMARY

- Calls for service and arrests are down.
- Threats against schools continue to be an issue and are on the rise.
- Brought back School Resource Officer.
- Implemented new safety programs and equipment and updated building infrastructure.
- Continued training.
- Never done, more to do!

THANK YOU



Any Questions

Implementing the Blue Ribbon Commission Recommendations

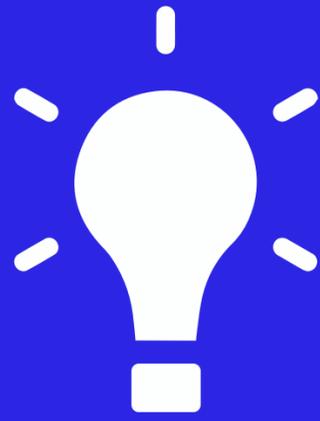
Initial Steps and Regional Planning

November 2024

Purpose

- Recommendations from the Blue Ribbon Commission (BRC)
- Initial steps to take for regional implementation
- Assistance and direction for administrators and educators





Overview of the Blue Ribbon Commission

Background

- Timeline of Key Events
- Key Areas of Focus:
 - Equity
 - Competency-Based Learning
 - Practical Skills
- Methodology and Consultation Highlights
- Impact and Vision:
 - Equity and Excellence
 - Future-Ready Skills
 - Culturally Responsive Education

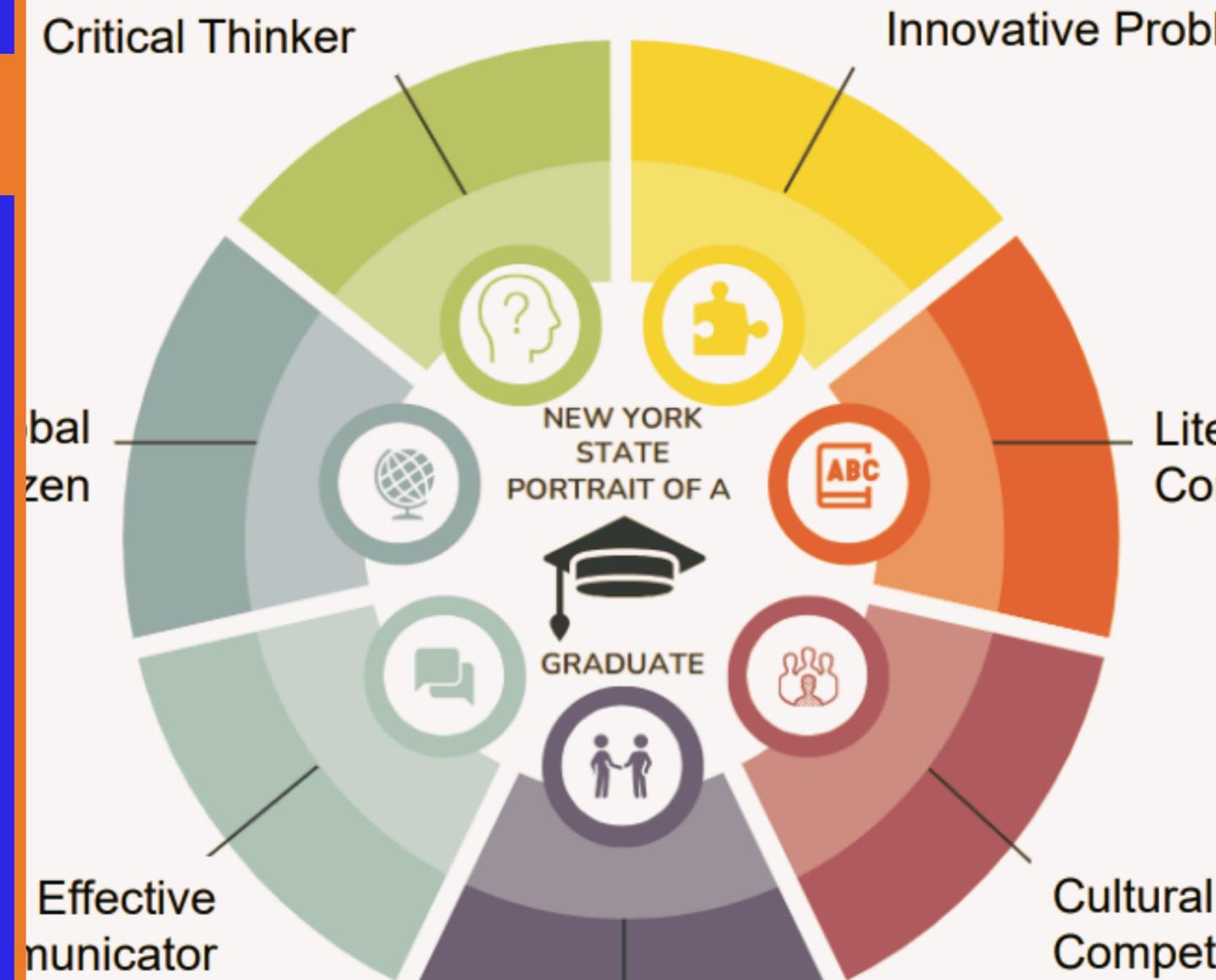
Key Goals

1. Promote Equity and Inclusion
2. Align Education with Workforce Needs
3. Enhance Flexibility and Rigor in Assessments
4. Redefine Credit and Graduation Requirements
5. Foster a Culturally Responsive Education System



Key Recommendations

- Adoption of the New York State Portrait of a Graduate
- Redefinition of Credits
- Sunset Diploma Assessment Requirements
- Move to a Single Diploma Type



Importance of the Recommendations

01

Promotes Equity and Inclusion

- Addresses Disparities
- Fair Access
- Culturally Responsive Practices

03

Enhances Flexibility and Rigor in Assessments

- Multiple Pathways
- Competency-Based Learning
- Increased Rigor

02

Aligns Education with Workforce Needs

- Future-Ready Skills
- Career Pathways
- Partnerships with Industry

04

Redefines Credit and Graduation Requirements

- Competency-Based Credits
- Streamlined Diploma Options
- Holistic Evaluation

Action Steps for Regional Implementation



Regional Training and Workshops

Our focus is to align everyone on proposed recommendations through workshops and information sessions for district leaders, educators, and stakeholders. Sessions will explain the impact on curriculum, assessments, and graduation criteria to prepare participants for upcoming changes effectively.



Establishing a Regional Advisory Committee

A specialized task force, including superintendents, curriculum directors, and representatives from local businesses and higher education, will supervise and support the implementation, adapting as necessary. Regular meetings will ensure goal alignment and address concerns promptly.



Development of a Regional Implementation Plan

An implementation plan tailored to the region's needs will be created in collaboration with district leaders and educational advisors. It will outline actions to integrate suggestions into current educational systems, addressing regional challenges and opportunities for a successful implementation.



Create a Feedback and Support System

Continuous feedback will be gathered from teachers, students, and parents through surveys, focus groups, and regular check-ins. Resources and professional development will aid educators in adapting to new standards. Incremental improvements will be made based on feedback to ensure successful implementation and meet evolving educational needs.

Initial Planning and Support Strategies

Initial planning and support strategies are crucial for implementing Blue Ribbon Commission recommendations, aiding the integration of new graduation metrics into regional education systems.



Develop a Comprehensive Communication Plan

Make sure there is clear and consistent communication regarding the recommendations and implementation strategy of the Blue Ribbon Commission.



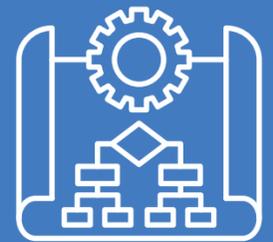
Coordinate with Regional and Local Educational Leaders

Align regional and local educational initiatives with the suggestions of the Blue Ribbon Commission.



Align Existing Resources and Support Systems

Make sure to maximize the use of existing resources and support systems to back the new initiatives.

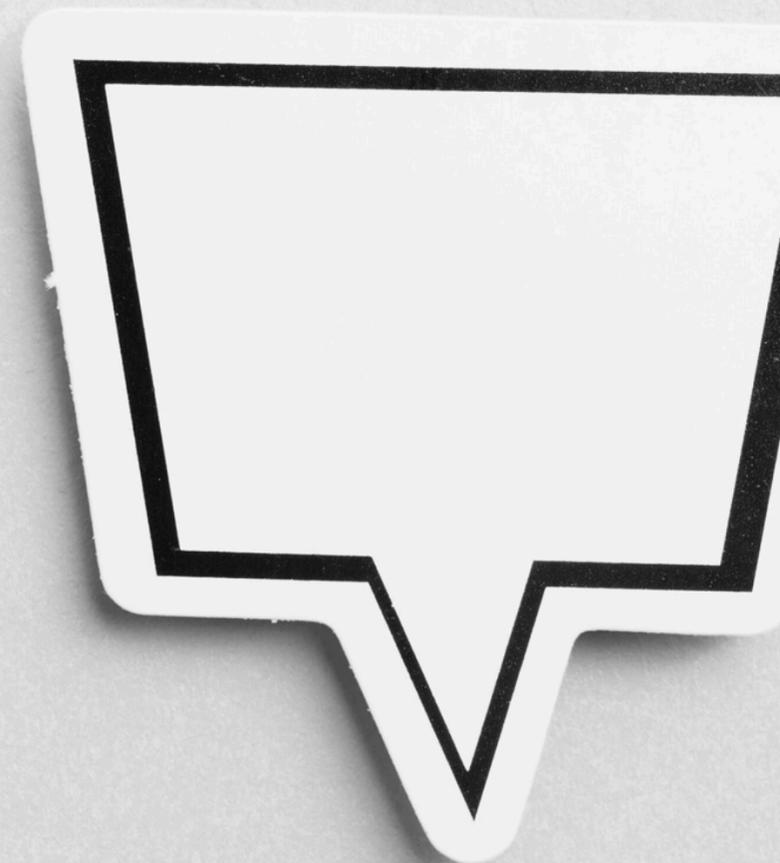
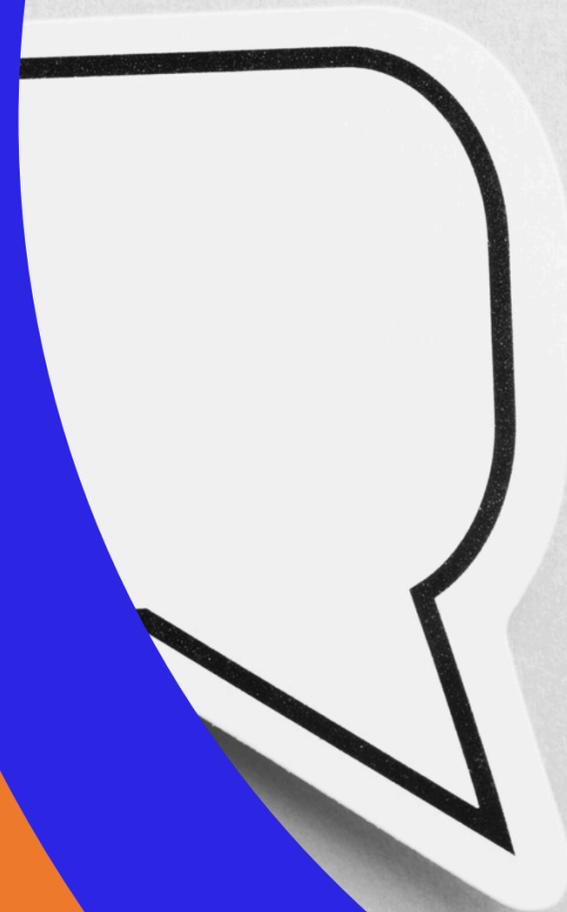


Monitor and Evaluate Implementation Progress

Monitor the impact of implementation strategies and make necessary data-driven modifications to improve results.

Discussion

- What concerns or questions do you have about the recommendations presented?
- How do you foresee these recommendations impacting your specific educational environment?
- What innovative strategies could we explore to effectively integrate these recommendations into our current systems?
- What feedback or suggestions do you have to refine or adjust these recommendations to better align with our regional needs?



Summary of Key Points

- **Blue Ribbon Commission Recommendations**
 - Adoption of the New York State Portrait of a Graduate
 - Redefinition of Credits
 - Sunset of Specific Diploma Assessment Requirements
 - Transition to a Single Diploma Type
- **Importance of Implementation**
 - Ensure Equitable Education
 - Alignment with Workforce Needs
 - Culturally Responsive Practices
- **Call to Action**
- **Collaborative Effort**
 - Engage All Stakeholders
 - Share Best Practices
- **Next Steps**
 - Schedule Regional Meetings
 - Develop Implementation Timelines
 - Engage Stakeholders

