

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT
Hawthorne, New York

<p>SCHOOL BOARD MEETING July 12, 2016 AGENDA</p>

- ❖ **CALL TO ORDER**
- ❖ **PLEDGE OF ALLEGIANCE TO THE FLAG**
- ❖ **APPROVE MINUTES** (Tabled until next meeting on August 23, 2016)
- ❖ **TREASURER'S REPORT** (Tabled until next meeting on August 23, 2016)
- ❖ **CLAIMS AUDITOR REPORT** (Tabled until next meeting on August 23, 2016)
- ❖ **CSE RECOMMENDATIONS** (Tabled until next meeting on August 23, 2016)

- ❖ **REGULAR AGENDA**
 - **RESOLVED**, that the Board approves the Superintendent Contract between the Hawthorne Cedar Knolls Union Free School District and Mark K. Silverstein, for the period of July 1, 2016 through June 30, 2021, as attached, and authorize the President to sign agreement on behalf of the Board of Education.

 - **Approve Resolution** that New York State School Boards Association (NYSSBA) support legislation to ensure that: Special Act School Districts are treated equally to all public school districts; Special Act School District tuition rates are based on public expenditures and reflect current year costs, as per the attached.

 - **Approve Resolution** that the US Department of Education Draft Regulations for Every Students Succeeds Act (ESSA), as per the attached.

- ❖ **PERSONNEL ACTIONS**
 - Tabled until next meeting on August 23, 2016

- ❖ **POLICY:**
 - Tabled until next meeting on August 23, 2016

- ❖ **COMMENTS**

- ❖ **ADJOURN**

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT

226 Linda Avenue, Hawthorne, New York 10532-3795

Resolved that NYSSBA (New York State School Boards Association) support legislation to ensure that:

**Special Act School Districts are treated equally to all public school districts;
Special Act Schools District tuition rates are based on public expenditures and reflect current year costs.**

Rationale:

Special Act Public School Districts (SASD's) are public school districts created by special action of the state legislature for the purpose of providing education and related services to students with disabilities-physical, emotional and/or cognitive. The ten Special Act Districts in NYS serve some of the neediest students in our state, many of whom are placed in these schools as the last option available in the continuum of services. The students also include those at Mt. Pleasant Blythedale UFSD who are recovering from life-threatening illnesses or surgeries.

This current system is unsustainable. Over the past few years, 10 SASD's have been forced to close (half of the original number), leaving fewer and fewer viable options for New York State's neediest students.

Despite being public school districts, the methodology to calculate SASD tuition rates is the same as that used for non-public schools. Yet, unlike private schools, SASD's have additional public school expenses in order to: comply with all federal and state regulations; meet all mandates; adhere to NYS curriculum standards, assessments and graduation requirements; make NYS ERS and TRS contributions; and hire NYS certified faculty. At the same time, SASD's have been closed out of most NYS aid categories, and cannot access many of the funding sources available to public school districts (such as Medicaid funding, textbook and library aid, academic intervention, etc.)

It is also imperative that the authority of governance for SASD's, like all local school districts, remain with the local school board. Special Act school districts consistently must be treated the same as all other NY public school districts, and not as residential treatment centers.

All SASD tuition rates should be based on public education tuition expenses and reflect current year costs. Currently, the tuition formula is based on costs from two years ago, and thus does not reflect current costs, staffing requirements, and mandates. The current system is chaotic, unpredictable and punitive to children. These students are high risk and underserved, yet, given the tuition formula, it is impossible to provide the minimally required academic programs and services for a sound basic education.

Without adequate funding to support these students on the path to high school graduation, we risk them becoming unproductive citizens who will burden our public welfare and criminal justice systems for decades. It is imperative that Special Act School Districts be adequately funded now, or we will all face a higher cost to society in the future.

Signed by _____ Date _____



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US Department of Education Draft Regulations for Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) expressly replaces NCLB's overly prescriptive federal system of school accountability with statutory language that gives increased flexibility for state and local decision-making while maintaining federal guardrails to protect the intent of Title 1-A. Yet provisions in the US Department of Education (DOE) draft regulations would perpetuate federal overreach in areas that ESSA specifically delegates to the states and to local school districts.

WHEREAS, provisions in the proposed DOE regulations run contrary to the language and spirit of ESSA by imposing narrow, prescriptive mandates that would hamper the ability of states and districts to devise their own accountability systems; and

WHEREAS, there is explicit statutory language that ESSA not override "a State or local law regarding the decision of a parent to not have the parent's child participate in the academic assessments." Draft regulation 200.15 would require states to choose one of three sanctions for a school in which less than 95% of students take the state tests, including lower the ranking or identify the school as needing "targeted support;" and

WHEREAS, ESSA requires four school accountability indicators, the fourth being an indicator that is not based on test scores or graduation rates. DOE proposed regulation 200.14 would insist that there is research proving a linkage between the fourth indicator and achievement or graduation rates. [While ESSA allows for the inclusion of school climate, safety, engagement, etc. in the fourth indicator, the draft regulations would restrict what factors a state can choose to include.]; and

WHEREAS, ESSA requires states to create a growth score as an indicator for elementary and middle schools. DOE draft regulation 200.13 would require that the academic indicators give equal weight to proficiency on state reading/language arts and mathematics assessments. [Continuing the NCLB over-emphasis on ELA and math state assessment scores.]; and

WHEREAS, there is no mention in ESSA of providing a single grade for schools. DOE Draft regulation 200.18 would mandate that states combine multiple indicators into a single "summative" score or rating, derived by combining at least three of the four indicators used to assess its performance. [Undermining the use of alternative methods of accountability such as dashboards, and continuing the opaque grading of schools under NCLB.]; now, therefore, be it

RESOLVED by the **Hawthorne Cedar Knolls Union Free School District** that the US Department of Education regulations must comply with the letter and intent of the Every Student Succeeds Act (ESSA); and be it further

RESOLVED that the flexibility for state and local decision-making embedded in the spirit of ESSA must be fully incorporated into the federal regulations.

Signed by _____ Date _____

