

SHERBURNE-EARLVILLE CENTRAL SCHOOL  
BOARD OF EDUCATION MEETING – 8/22/16  
Board Meeting – 6:30 p.m. Elem. Library Classroom

AGENDA:

1. Call to Order
2. Pledge to the Flag
3. Public Question and Answer Period (10 mins.)
4. Executive Session
5. Informational Reports
  - A. Nurturing Parenting Program-William Mullin
  - B. Consulting Services – Maple Syrup Production
6. Agenda Modifications
7. Routine Matters
  - A. Approval of Minutes
  - B. Treasurer’s Report
  - C. Correspondence
8. Consent Agenda
  - A. Personnel – Resignations, Appointments
  - B. Business – Tax Warrant, Donation, AIS Plan
9. Discussion/Action Items
  - A. New Business/Old Business
    1. Transgender Discussion
    2. Health Insurance
    3. Campus Safety and Security
    4. FFA and Land Use
    5. Educational Instructional Technology
    6. Forest Stewardship Management Plan
    7. District Energy Use
10. Public Question & Answer Period (10 mins.)
11. Executive Session
12. Adjournment

SHERBURNE-EARLVILLE CENTRAL SCHOOL  
SPECIAL BOARD OF EDUCATION MEETING – August 8, 2016

BOARD MEMBERS PRESENT: Thomas Morris, Thomas Caton, Susan Osborne,  
Michael Khoury, Julie Bigger, Annette Bagnall-Graham,  
Michael Ulrich

BOARD MEMBERS ABSENT: none

The meeting was called to order at 6:00 p.m. in the Elementary Library Classroom by Thomas Morris, President, with the following in attendance: Eric Schnabl, Superintendent; Todd Griffin, Assistant Superintendent; S-E staff members.

Thomas Morris led the Pledge to the Flag.

PUBLIC QUESTION AND ANSWER PERIOD – None

EXECUTIVE SESSION- None

INFORMATIONAL REPORTS - None

AGENDA MODIFICATIONS - None

MINUTES – Minutes of the meeting held on July 25, 2016, were presented for approval. On motion made by Thomas Caton, seconded by Susan Osborne, and carried by members present, the Minutes were approved as presented.

CORRESPONDENCE- none

CONSENT AGENDA

On motion made by Susan Osborne, seconded by Michael Khoury, and carried by members present, the consent agenda was approved as modified.

PERSONNEL

BE IT RESOLVED, upon recommendation of the Superintendent, that the following conditional appointments be made:

Athletics: Stephen Bradley, Modified Girls Soccer Coach, 2016-2017  
John Butzgy, Varsity Boys Golf, 2016-2017  
Steve Paul and Lynda Stoddard, Modified Softball, 2016-2017

Teacher Steve Bradley, Certified K-5, eff. 9/8/16  
Subs:

BE IT RESOLVED, that the Board of Education of the Sherburne-Earlville Central School District hereby accepts the recommendation of the Superintendent to make the appointments listed below, provided that eligibility for tenure as a classroom teacher or certified administrator is contingent upon the appointee's successful completion of the probationary period noted, and having received composite or overall ratings of either "Effective" or "Highly Effective" in at least the last three of the four preceding years, and a rating higher than "Ineffective" in the final year of the probationary period.

Teaching Staff:	Name: Jeffrey Lyons	Tenure Area:	Music
	Date of Commencement of Probationary Service:		9/1/2016
	Date of Expiration of Probationary Service:		8/31/2020
	Certification Status:		Initial

Teaching Staff:	Name: Stephanie Masciola	Tenure Area:	Social Studies
	Date of Commencement of Probationary Service:		9/1/2016

Date of Expiration of Probationary Service: 8/31/2019  
Certification Status: Professional

Teaching Staff: Name: Andrew Roberts Tenure Area: Physics  
Date of Commencement of Probationary Service: 9/1/2016  
Date of Expiration of Probationary Service: 8/31/2020  
Certification Status: Transitional

Teaching Staff: Name: Stefanie Lints Tenure Area: Elementary  
Date of Commencement of Probationary Service: 9/1/2016  
Date of Expiration of Probationary Service: 8/31/2019  
Certification Status: Permanent

**All coaching positions are dependent upon student and League participation.  
All Appointments are pending fingerprint clearance**

BE IT RESOLVED, upon recommendation of the Superintendent, that the following leave of absence be granted:

Regan Pensyl, Child Rearing Leave-1 year unpaid, 9/1/2016 to 6/30/2017

Lori Upton, Leave of Absence- 1 year unpaid, 8/19/16 to 8/19/2017

PUBLIC QUESTION AND ANSWER PERIOD – none

EXECUTIVE SESSION - None

On motion made by Michael Khoury, seconded by Susan Osborne, and carried by members present, the Board Meeting ended so the Board could have their annual retreat.

Thomas Morris adjourned the meeting at 6:07 p.m.

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Michele Villante, District Clerk

SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: TRUST & AGENCY TA200

7/31/16	Ending Bank Balance:	126,841.53
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	35,281.01
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>91,560.52</u></u>

OUTSTANDING CHECK LISTING:

DATE	CHECK#	PAYEE	AMOUNT
		SEE ATTACHED	
			<u>35,281.01</u>
GRAND TOTAL			35,281.01
TOTAL CHECKS			9

08/01/16

**SHERBURNE-EARLVILLE CSD**

**Bank Reconciliation Outstanding Checks Listing as of 07/31/16**

<b>CHECK#</b>	<b>ISSUE DATE PAYEE</b>	<b>AMOUNT</b>
7005	5/25/16 VAN STEINBURG, ALISSA	\$50.00
7013	6/1/16 BRAUN, JAMIE	\$20.00
7017	6/1/16 KELLOGG, ZOE	\$10.00
7018	6/1/16 LAGOE, BAILEY	\$25.00
7020	6/1/16 MCDANIEL, NICHOLAS	\$10.00
7035	6/13/16 AZUD, JARED	\$500.00
7061	6/13/16 SMITH, KARAH	\$500.00
7098	7/25/16 BOHNERT, ABIGAIL	\$125.00
7102	7/26/16 EXCELLUS BLUECROSS BLUESHIELD	\$34,041.01
TOTAL CHECKS	9 TOTAL AMOUNT	\$35,281.01

SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: CAPITAL H200

7/31/16	Ending Bank Balance:	12,222.74
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	0.00
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>12,222.74</u></u>

OUTSTANDING CHECK LISTING:

DATE	CHECK#	PAYEE	AMOUNT
		SEE ATTACHED	
			<u>0.00</u>
GRAND TOTAL			0.00
TOTAL CHECKS			0

SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: FEDERAL F200

7/31/16	Ending Bank Balance:	3,192.44
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	0.00
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>3,192.44</u></u>

OUTSTANDING CHECK LISTING:

DATE	CHECK#	PAYEE	AMOUNT
		SEE ATTACHED	
			<u>0.00</u>
GRAND TOTAL			0.00
TOTAL CHECKS			0

SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: GENERAL A200

7/31/16	Ending Bank Balance:	1,075,370.79
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	795,097.18
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>280,273.61</u></u>

OUTSTANDING CHECK LISTING:

DATE	CHECK#	PAYEE	AMOUNT
		SEE ATTACHED	
			<u><u>795,097.18</u></u>
GRAND TOTAL			795,097.18
TOTAL CHECKS			54



08/01/16

**SHERBURNE-EARLVILLE CSD**

**Bank Reconciliation Outstanding Checks Listing as of 07/31/16**

<b>CHECK#</b>	<b>ISSUE DATE</b>	<b>PAYEE</b>	<b>AMOUNT</b>
36444	4/7/16	BROWN, CALEB	\$99.70
36631	5/17/16	SLAUCENBURG, EDNA	\$5.00
36795	6/30/16	CARDMEMBER SERVICE	\$853.00
36831	7/7/16	MADISON-ONEIDA-HERK CONSORTIUM	\$133,639.00
36841	7/7/16	RURAL SCHOOLS ASSOCOATION	\$650.00
36871	7/21/16	GENESIS, INC.	\$230.25
36891	7/21/16	SAANYS INC	\$524.70
36905	7/21/16	SCRUBBER CITY	\$315.87
36907	7/21/16	SHERBURNE NEWS LLC	\$202.40
36915	7/21/16	TOPICAL REVIEW BOOK CO.	\$739.50
36924	7/27/16	ANDERSON CENTER FOR AUTISM	\$4,965.30
36925	7/27/16	APPLE COMPUTER, INC.	\$5,617.95
36926	7/27/16	ARTESSA, JUDY	\$350.00
36927	7/27/16	BCK-IBI GROUP	\$5,923.00
36928	7/27/16	BE PUBLISHING	\$811.39
36929	7/27/16	CARDMEMBER SERVICE	\$4,631.56
36930	7/27/16	CHENANGO CO. TREASURER/DPW	\$36.57
36931	7/27/16	CSI OFTAMPA	\$1,500.00
36932	7/27/16	CXTEC	\$375.71
36933	7/27/16	DEL-CHEN-MADISON-OTSEGO BOCES	\$450.00
36934	7/27/16	FISHER SCIENTIFIC	\$61.08
36935	7/27/16	FREESTYLE SALES COMPANY	\$454.59
36936	7/27/16	HENRY SCHEIN CO.	\$255.66
36937	7/27/16	HOUGHTON MIFFLIN HARCOURT PUB	\$6,065.47
36939	7/27/16	J.W. PEPPER & SON INC.	\$146.65
36940	7/27/16	MATHBITS.COM	\$69.90
36941	7/27/16	MERCEDES-BENZ FINANCIAL	\$441,702.02
36942	7/27/16	NORTHERN INSURING AGENCY, INC.	\$2,729.00
36943	7/27/16	NY SCHOOLS INS. RECIPROCAL	\$147,827.00
36944	7/27/16	NYS COUNCIL SUPERINTENDENTS	\$1,210.50
36945	7/27/16	NYS EDUCATION DEPARTMENT	\$689.90
36946	7/27/16	NYSPHSAA	\$107.60
36947	7/27/16	ORKIN , INC.	\$151.35

36948	7/27/16 PARRY'S	\$92.30
36949	7/27/16 PEARSON EDUCATION INC.	\$288.00
36950	7/27/16 POLISHED CONCRETE SOLUTIONS	\$9,412.00
36951	7/27/16 PYRAMID SCHOOL PRODUCTS	\$957.87
36952	7/27/16 RYDIN DECAL	\$320.95
36953	7/27/16 SAANYS INC	\$1,013.44
36954	7/27/16 SARGENT WELCH	\$34.34
36955	7/27/16 SCHOLASTIC INC.	\$4,234.65
36956	7/27/16 SCHOLASTIC INC.	\$288.53
36958	7/27/16 SCHOOL SPECIALTY	\$636.35
36959	7/27/16 SCHOOL SPECIALTY	\$377.18
36961	7/27/16 SCHOOL SPECIALTY	\$542.11
36962	7/27/16 SCHOOL SPECIALTY	\$896.13
36963	7/27/16 SOCIAL STUDIES SCHOOL SERVICE	\$585.89
36964	7/27/16 STAGAMAN, TROY	\$74.99
36965	7/27/16 STARFALL EDUCATION	\$270.00
36966	7/27/16 SYRACUSE TIME & ALARM CO.	\$329.72
36967	7/27/16 TOP VARIETY, INC.	\$67.64
36968	7/27/16 TRIARCO ARTS & CRAFTS, INC	\$59.07
36969	7/27/16 UNITED CEREBRAL PALSY	\$10,380.80
36970	7/27/16 PAVIA, LISA - LPN	\$843.60

TOTAL CHEC	54 TOTAL AMOUNT	\$795,097.18
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SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: PAYROLL PAY200

7/31/16	Ending Bank Balance:	1,441.99
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	1,441.99
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>0.00</u></u>

OUTSTANDING CHECK LISTING:

DATE	CHECK#	PAYEE	AMOUNT
SEE ATTACHED			

GRAND TOTAL	1,441.99
TOTAL CHECKS	2

08/01/16

**SHERBURNE-EARLVILLE CSD**

**Bank Reconciliation Outstanding Checks Listing as of 07/31/16**

<b>CHECK#</b>	<b>ISSUE DATE</b>	<b>PAYEE</b>	<b>AMOUNT</b>
146966	7/22/16	TAYLOR, REBEKAH	\$149.61
146973	7/27/16	DUNSHEE, HEATHER M	\$1,292.38
TOTAL CHECKS		2 TOTAL AMOUNT	\$1,441.99

SHERBURNE-EARLVILLE CSD

Bank Reconciliation  
 Period Ending 7/31/16

Account: SCHOOL LUNCH C200

7/31/16	Ending Bank Balance:	1,367.84
Add	Deposits in Transit:	0.00
Deduct	Outstanding Checks-See Listing:	1,305.00
Add	Other Credits:	0.00
Deduct	Other Debits:	<u>0.00</u>
7/31/16	Adjusted Ending Bank Balance:	<u><u>62.84</u></u>

OUTSTANDING CHECK LISTING:

DATE CHECK# PAYEE AMOUNT

GRAND TOTAL 1,305.00  
 TOTAL CHECKS 2

08/01/16

**SHERBURNE-EARLVILLE CSD**

**Bank Reconciliation Outstanding Checks Listing as of 07/31/16**

<b>CHECK#</b>	<b>ISSUE DATE</b>	<b>PAYEE</b>	<b>AMOUNT</b>
4839	7/7/16	CHEN. CO. FOOD SERV. ASSOC.	\$98.00
4846	7/21/16	HEARTLAND SCHOOL SOLUTIONS	\$1,207.00
TOTAL CHECKS		2 TOTAL AMOUNT	\$1,305.00

Regular Meeting

August 22, 2016

Personnel – Resignations

BE IT RESOLVED, by the Sherburne-Earlville Board of Education, that the following resignation(s) be accepted:

Theresa Mastro, Typist, eff. 8/25/16

Mayra Gold, Teacher Aide, eff. 8/17/16

Cindy Gale, Clerk .5, eff. 9/2/16

Tiffany Ackley, Teacher Aide, to accept Teaching Assistant Position, eff. 9/6/16

Disposition of Board of Education:      Motion \_\_\_\_\_      Second \_\_\_\_\_

Approved \_\_\_\_\_      Opposed \_\_\_\_\_      Abstain \_\_\_\_\_

Tiffani Ackley  
103 Railroad Ave  
Norwich, New York 13815

August 14<sup>th</sup>, 2016

Superintendent Eric Schnabl  
Sherburne-Earlville Central Schools  
15 School Street  
Sherburne, New York 13460

Dear Superintendent Eric Schnabl,

I am writing to inform you of my resignation as a teacher aide pending Board of Education approval of my hiring as a teaching assistant.

Sincerely,  
Tiffani Ackley



August 16, 2016

To Mr. Schnabl and The Board Of Education:

I, Cindy Gale will be resigning from my position as the .5 Clerk of Buildings and Grounds Department as of September 2, 2016.

Thank You.

Sincerely,

A handwritten signature in cursive script that reads "Cindy Gale". The letters are fluid and connected, with a prominent loop on the 'C' and a long tail on the 'e'.

Cindy Gale

Dear Jolene,

It is with much regret that I inform you that I will not be returning back to SE in September. I am unable to continue to support my family financially if I continue with my employment at SE.

Thank you very much for all the opportunities that you have afforded me during my time there. I will never be able to thank you enough for everything you and the entire SE family has done for myself and my children. I will forever be indebted.

I don't know if this helps any but I would like to recommend a close family friend, Amber Manwarren for a position of Teacher Aide. She was a substitute all last year and is also an SE Alum.

Again thank you for everything.

Sincerely,

Mayra Gold

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135 Merrill Road  
Sherburne, New York 13460

August 9, 2016

Mr. Eric Schnabl, Superintendent  
Sherburne-Earlville Central School District  
13-15 School Street  
Sherburne, New York 13460

Dear Mr. Schnabl:

I will be resigning my position as typist in the attendance office in the Middle/ High School effective August 25, 2016.

Sincerely,

A handwritten signature in black ink that reads "Theresa E. Mastro". The signature is written in a cursive style with a large, looping initial "T" and a long horizontal stroke at the end.

Mrs. Theresa E. Mastro

TEM  
Cc: N Colosi

To: Mr. Schnabl and Board of Education Members  
From: Nicholas Colosi  
Re: Mitchell Duncan  
Date: August 17, 2016

I am recommending Mitchell Duncan for the long-term substitute position, specially as a High School ELA Teacher. Mitchell earned a Bachelor of Science Degree in English, from SUNY Oneonta, and completed his Master of Arts in Teaching in English Education from Bard College. Mitchell has worked as a tutor and a long-term substitute. Andrew comes highly recommended by both his Masters program field supervisor and apprentice teacher that he worked with.

Amanda Macri joins the S-E Elementary faculty as a Special Education Teacher. Ms. Macri earned a B.A. in English and a M.S. in Education from Le Moyne College. Since 2014, she has been employed by the Manassas City Public Schools in Virginia. Here, she served as a Special Educator and Reading Interventionist. She holds regular education and special education certifications in VA and NY. She returned to the area this summer and is excited to join the S-E family.

To: Mr. Schnabl and Board of Education Members  
From: Nicholas Colosi  
Re: Tiffani Ackley  
Date: August 17, 2016

I am recommending Tiffani Ackley for the High School Teaching Assistant position. Tiffani earned a Bachelor of Science Degree in English Education, from SUNY Oswego. Tiffani has worked as a Teacher's Aide in the district since 2014 and goes above and beyond her job duties. Additionally, Tiffani volunteers with the varsity cheerleading team. Tiffani comes highly recommended by the faculty and staff that she works with on a regular basis.

BE IT RESOLVED, upon recommendation of the Superintendent, that the following conditional appointments be made:

Teacher Steve Bradley, Certified K-5, eff. 9/8/16  
 Subs: Angel Jennings, Uncertified, eff. 9/8/16

Support Tiffany Johnson, Teacher Aide, eff. 9/6/16  
 Staff: Amber Manwarren, Teacher Aide, eff. 9/6/16  
 Angela Buck, Bus Driver, eff. 9/6/16  
 Dee Keller, Bus Attendant, eff. 9/6/16  
 Jessica Schroer, Bus Attendant, eff. 9/6/16  
 Amanda Armlin, Monitor, eff. 9/6/16

Support David Rundell, Sub Bus Attendant, eff. 9/6/16  
 Staff Crystal Heintz, Sub Bus Driver and Bus Attendant, eff. 9/6/16  
 Subs: Barbara Diamond, Sub Food Service Helper, sub monitor, teacher aide sub, eff. 9/6/16

Mitchell Duncan as Long Term Sub for Regan Pensyl, eff. 9/1/16

BE IT RESOLVED, that the Board of Education of the Sherburne-Earlville Central School District hereby accepts the recommendation of the Superintendent to make the appointments listed below, provided that eligibility for tenure as a classroom teacher or certified administrator is contingent upon the appointee's successful completion of the probationary period noted, and having received composite or overall ratings of either "Effective" or "Highly Effective" in at least the last three of the four preceding years, and a rating higher than "Ineffective" in the final year of the probationary period.

Teaching Staff:	Name: Amanda Marci	Tenure Area:	Special Education
	Date of Commencement of Probationary Service:		9/1/2016
	Date of Expiration of Probationary Service:		8/31/2020
	Certification Status:		Initial

Teaching Staff:	Name: Tiffany Acly	Tenure Area:	Teaching Asst.
	Date of Commencement of Probationary Service:		9/1/2016
	Date of Expiration of Probationary Service:		8/31/2020
	Certification Status:		Professional

Teaching Staff:	Name: Dana Gilgan	Tenure Area:	Teaching Asst.
	Date of Commencement of Probationary Service:		9/1/2016
	Date of Expiration of Probationary Service:		8/31/2020
	Certification Status:		Initial

**All Appointments are pending fingerprint clearance**

**All coaching positions are dependent upon student and League participation.**

Disposition of Board of Education:      Motion \_\_\_\_\_      Second \_\_\_\_\_

Approved \_\_\_\_\_      Opposed \_\_\_\_\_      Abstain \_\_\_\_\_



Regular Meeting

August 22, 2016

Business - Tax Warrant

BE IT RESOLVED, upon recommendation of the Superintendent, to approve the tax warrant for the 2016-2017 school year in the amount of \$6,953,787

(see attached)

Superintendent \_\_\_\_\_

Disposition of Board of Education:      Motion \_\_\_\_\_      Second \_\_\_\_\_

Approved \_\_\_\_\_      Opposed \_\_\_\_\_      Abstain \_\_\_\_\_

**Sherburne-Earlville Central School  
2016-17 Tax Warrant**

**Earlville Library**

<b>Township</b>	<b>Assessed Value</b>	<b>Equalization Rates</b>	<b>Exemption</b>	<b>Full Value</b>	<b>% Levy</b>	<b>\$ of Levy</b>	<b>Taxable Value</b>	<b>Tax Rate per \$1,000</b>
Brookfield	1,251,901	98.00%		1,277,450	0.31%	46.83	1,251,901	0.037404
Georgetown	473,984	89.00%		532,566	0.13%	19.52	473,984	0.041187
Hamilton (Erlvl.)	53,360,226	100.00%		53,360,226	13.04%	1,955.98	53,360,226	0.036656
Lebanon	33,064,827	89.00%		37,151,491	9.08%	1,361.83	33,064,827	0.041187
<b>Madison Sub Total</b>	<b>88,150,938</b>			<b>92,321,733</b>		<b>3,384.16</b>		
Columbus	20,849,084	100.00%		20,849,084	5.09%	764.25	20,849,084	0.036656
New Berlin	317,525	106.07%		299,354	0.07%	10.97	317,525	0.034558
North Norwich	30,780,702	61.75%		49,847,291	12.18%	1,827.21	30,780,702	0.059362
Otselic	363,387	46.03%		789,457	0.19%	28.94	363,387	0.079635
Plymouth	4,844,839	59.27%		8,174,184	2.00%	299.63	4,844,839	0.061846
Sherburne (Erlvl.)	138,016,420	80.00%		172,520,525	42.16%	6,323.93	138,016,420	0.045820
Smyrna	42,508,528	66.00%		64,406,861	15.74%	2,360.91	42,508,528	0.055540
<b>Chenango Sub Total</b>	<b>237,680,485</b>			<b>316,886,756</b>		<b>11,615.84</b>		
<b>Totals</b>	<b>325,831,423</b>			<b>409,208,489</b>	<b>100.00%</b>	<b>15,000</b>		
	<b>Tax Levy</b>			<b>Full Value Tax Rate</b>				
	15,000			0.036656				

**Tax Warrant Date: September 1, 2016**

**Board of Education**

\_\_\_\_\_  
Thomas Morris, President

\_\_\_\_\_  
Thomas Caton

\_\_\_\_\_  
Annette Bagnall-Graham

\_\_\_\_\_  
Julie Bigger

\_\_\_\_\_  
Michael Khoury

\_\_\_\_\_  
Susan Osborne

\_\_\_\_\_  
Michael Ulrich

**Sherburne-Earlville Central School  
2016-17 Tax Warrant**

**Sherburne Library**

Township	Assessed Value	Equalization Rates	Exemption	Full Value	% Levy	\$ of Levy	Taxable Value	Tax Rate per \$1,000
Brookfield	1,251,901	98.00%		1,277,450	0.31%	46.83	1,251,901	0.037404
Georgetown	473,984	89.00%		532,566	0.13%	19.52	473,984	0.041187
Hamilton (Erlvl.)	53,360,226	100.00%		53,360,226	13.04%	1,955.98	53,360,226	0.036656
Lebanon	33,064,827	89.00%		37,151,491	9.08%	1,361.83	33,064,827	0.041187
<b>Madison Sub Total</b>	<b>88,150,938</b>			<b>92,321,733</b>		<b>3,384.16</b>		
Columbus	20,849,084	100.00%		20,849,084	5.09%	764.25	20,849,084	0.036656
New Berlin	317,525	106.07%		299,354	0.07%	10.97	317,525	0.034558
North Norwich	30,780,702	61.75%		49,847,291	12.18%	1,827.21	30,780,702	0.059362
Otselic	363,387	46.03%		789,457	0.19%	28.94	363,387	0.079635
Plymouth	4,844,839	59.27%		8,174,184	2.00%	299.63	4,844,839	0.061846
Sherburne (Erlvl.)	138,016,420	80.00%		172,520,525	42.16%	6,323.93	138,016,420	0.045820
Smyrna	42,508,528	66.00%		64,406,861	15.74%	2,360.91	42,508,528	0.055540
<b>Chenango Sub Total</b>	<b>237,680,485</b>			<b>316,886,756</b>		<b>11,615.84</b>		
<b>Totals</b>	<b>325,831,423</b>			<b>409,208,489</b>	<b>100.00%</b>	<b>15,000</b>		
	<b>Tax Levy</b>			<b>Full Value Tax Rate</b>				
	15,000			0.036656				

**Tax Warrant Date: September 1, 2016**

**Board of Education**

\_\_\_\_\_  
Thomas Morris, President

\_\_\_\_\_  
Thomas Caton

\_\_\_\_\_  
Annette Bagnall-Graham

\_\_\_\_\_  
Julie Bigger

\_\_\_\_\_  
Michael Khoury

\_\_\_\_\_  
Susan Osborne

\_\_\_\_\_  
Michael Ulrich

**Sherburne-Earlville Central School  
2016-17 Tax Warrant**

<b>Township</b>	<b>Assessed Value</b>	<b>Equalization Rates</b>	<b>Exemption</b>	<b>Full Value</b>	<b>% Levy</b>	<b>\$ of Levy</b>	<b>Taxable Value</b>	<b>Tax Rate per \$1,000</b>	<b>Tax Rate 2015-16</b>
Brookfield	1,251,901	98.00%		1,277,450	0.31%	21,708	1,251,901	17.340063	17.404948
Georgetown	473,984	89.00%		532,566	0.13%	9,050	473,984	19.093553	18.952055
Hamilton (Erlvl.)	53,360,226	100.00%		53,360,226	13.04%	906,764	53,360,226	16.993262	17.229141
Lebanon	33,064,827	89.00%		37,151,491	9.08%	631,325	33,064,827	19.093553	18.952055
<b>Madison Sub Total</b>	<b>88,150,938</b>			<b>92,321,733</b>		<b>1,568,847</b>			
Columbus	20,849,084	100.00%		20,849,084	5.09%	354,294	20,849,084	16.993262	17.056849
New Berlin	317,525	106.07%		299,354	0.07%	5,087	317,525	16.020799	17.056849
North Norwich	30,780,702	61.75%		49,847,291	12.18%	847,068	30,780,702	27.519452	27.962048
Otselic	363,387	46.03%		789,457	0.19%	13,415	363,387	36.917797	37.323521
Plymouth	4,844,839	59.27%		8,174,184	2.00%	138,906	4,844,839	28.670933	29.107251
Sherburne (Erlvl.)	138,016,420	80.00%		172,520,525	42.16%	2,931,686	138,016,420	21.241577	21.057839
Smyrna	42,508,528	66.00%		64,406,861	15.74%	1,094,483	42,508,528	25.747366	25.843711
<b>Chenango Sub Total</b>	<b>237,680,485</b>			<b>316,886,756</b>		<b>5,384,940</b>			
<b>Totals</b>	<b>325,831,423</b>			<b>409,208,489</b>	<b>100.00%</b>	<b>6,953,787</b>			
	<b>Tax Levy</b>			<b>Full Value Tax Rate</b>					
	6,953,787			16.993262					

**Tax Warrant Date: September 1, 2016**

**Board of Education**

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Susan Osborne

\_\_\_\_\_  
Michael Ulrich

**Sherburne-Earlville Central School  
2016-17 Tax Warrant**

**Smyrna Library**

Township	Assessed Value	Equalization Rates	Exemption	Full Value	% Levy	\$ of Levy	Taxable Value	Tax Rate per \$1,000
Brookfield	1,251,901	98.00%		1,277,450	0.31%	46.83	1,251,901	0.037404
Georgetown	473,984	89.00%		532,566	0.13%	19.52	473,984	0.041187
Hamilton (Erlvl.)	53,360,226	100.00%		53,360,226	13.04%	1,955.98	53,360,226	0.036656
Lebanon	33,064,827	89.00%		37,151,491	9.08%	1,361.83	33,064,827	0.041187
<b>Madison Sub Total</b>	<b>88,150,938</b>			<b>92,321,733</b>		<b>3,384.16</b>		
Columbus	20,849,084	100.00%		20,849,084	5.09%	764.25	20,849,084	0.036656
New Berlin	317,525	106.07%		299,354	0.07%	10.97	317,525	0.034558
North Norwich	30,780,702	61.75%		49,847,291	12.18%	1,827.21	30,780,702	0.059362
Otselic	363,387	46.03%		789,457	0.19%	28.94	363,387	0.079635
Plymouth	4,844,839	59.27%		8,174,184	2.00%	299.63	4,844,839	0.061846
Sherburne (Erlvl.)	138,016,420	80.00%		172,520,525	42.16%	6,323.93	138,016,420	0.045820
Smyrna	42,508,528	66.00%		64,406,861	15.74%	2,360.91	42,508,528	0.055540
<b>Chenango Sub Total</b>	<b>237,680,485</b>			<b>316,886,756</b>		<b>11,615.84</b>		
<b>Totals</b>	<b>325,831,423</b>			<b>409,208,489</b>	<b>100.00%</b>	<b>15,000</b>		
	<b>Tax Levy</b>			<b>Full Value Tax Rate</b>				
	15,000			0.036656				

**Tax Warrant Date: September 1, 2016**

**Board of Education**

\_\_\_\_\_  
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Susan Osborne

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Michael Ulrich

# Sherburne-Earlville Central School District



## ACADEMIC INTERVENTION SERVICES

Initial Development – 2000

*Updated 7/2002, 8/2004, 6/2007, 8/2015, 8/2016*

### **Introduction**

*Academic Intervention Services* means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and assist students in meeting the State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English language arts, mathematics, social studies, and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students to the extent consistent with the student's individualized education program.

The Sherburne-Earlville Central School District, located in both Chenango and Madison Counties, has an approximate student enrollment of 1,300 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on the analysis of multiple measures to support their success in meeting the New York State Learning Standards. Academic Intervention Services (AIS) include:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improve academic performance

Services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 9-12.

### **Eligibility for Academic Intervention Services**

Eligibility for AIS will be determined by State assessment results, local assessment results, and teacher, parent, and/or counselor referral based on daily progress and academic growth.

## **Determination for Eligibility**

Sherburne - Earlville will identify students to receive AIS through a two-step process. First, all students performing at or below the median scale score between a level 2 (partially proficient) and a Level 3 (proficient) on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. The district-developed procedure, to include multiple measures, will be applied uniformly at each grade level in order to determine which students shall receive AIS. Multiple measure may include, but are not limited to, the following:

- K-12 teacher designed/selected benchmarks/lesson based assessments for reading and math
- Common formative assessments and/or curriculum-based measures
- K-12 unit and lesson assessments for ELA, math, science, social studies, LOTE

After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies.

## **District Procedures**

In grades where no state assessments are given or in situations where students have not taken the grade level state assessments, students will be eligible for AIS if they are determined to be at risk of not meeting State Standards, according to criteria established by the District. The District procedure will be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

The following criteria will be used in determining eligibility.

### **Screening Mechanisms:**

- ELA 3-8 State Assessments, Math 3-8 State Assessments, Regents Examinations
- District-created assessments
- Response to Intervention Data Collection (i.e. DIBELS, STAR, etc.)
- Anecdotal records (behavioral indicators)
- Writing samples
- Report card grades (identified criteria)
- Classroom performance (class work, chapter and unit tests, participation, homework)
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, other school staff

## **Types of AIS Services That May be Provided**

The Sherburne-Earlville Central School District will provide Academic Intervention Services (AIS) in the areas of academic instruction. Decisions related to the frequency and intensity of service will be made by teachers, counselors, and administrators and will be based upon individual student needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State Performance Standards or District approved procedures. Additionally, Limited English Proficient (LEP)/English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS. When needed, the District contracts with DCMOS BOCES for assistance with LEP/ELL students.

This general plan is intended to describe services for students in the District in grades K-12. Additionally, the District will review individual building needs each year by disaggregating data on:

- needs analysis of student performance to determine root cause including gender, poverty, disability, and mobility
- the number of students receiving AIS at each grade level and within each area of the New York State Standards
- the range of performance levels of eligible students as determined through State assessments and District approved procedures
- staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- ongoing oversight, monitoring and review by the Building and District Administrators
- Reviews such as a Literacy Audit K-4 (completed January 2003), an Internal Literacy Audit 5-8 (completed May 2006), an External Literacy Audit 5-8 (completed November 2006), and a Math Audit (completed Spring 2004)

## **Funding of AIS/Title I Services**

In addition to local funds used to support the AIS and remedial programs in the District, NCLB monies (formerly Title I) will be utilized to enhance these programs.



## **Possible Range of Academic Interventions**

The intensity of service will be determined based on individual need.

- scheduling options including additional class time (i.e. AIS classes, Fast Lane classes, etc.)
- collaborative teaching
- individualized instruction
- small group instruction
- after school programs
- summer school programs
- introductory courses at the H.S. (math, science)
- Homework Center/Study Table

## **Additional Support Services**

Based on individual need, services could address the following:

- attendance issues
- discipline issues
- family related issues (need for counseling/social worker services)
- health related issues
- nutrition related issues
- mobility/transfer issues

## **Procedures for Parent Notification**

Building principals will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the Standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences, or consultations each semester, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

## **Parental Notification – Student Progress Reports**

Student progress reports will document progress of students, and assist in determining when the student warrants being discontinued from AIS. Quarterly progress reports will be sent to parents describing the nature and intensity of service provided, how the service was provided, and by whom, and the reasons for continuation or discontinuation of the AIS, including State assessment data and the measures of evidence used in the District procedure.

### **Criteria for Ending AIS**

Academic Intervention Services will end when the student has successfully attained the District Standards according to the State and/or District criteria for beginning services.

### **Process and Timeline**

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed. This will be determined individually for each student based on need.

## **Possible Strategies for Academic Intervention Services**

- counseling / social worker services
- small class sizes
- curriculum alignment with Standards
- small student-to-teacher ratio
- instructional modifications
- study skills instruction
- acceleration/pre-teaching class
- Response to Intervention
- individual and small group instruction
- collaborative teaching
- behavior plans
- health care services
- related services (OT/PT/speech, etc.)
- referral to outside agencies
- computer-based instruction (i.e. iXL, Reading A-Z, etc.)

## **District/Building Services to Address the Support Issues**

- Instructional Support Team K-5; Student Assistance Teams 6-8, 9-12
- school psychologists
- school counselors
- school social worker
- in-building alternative education program 9-12
- inter-agency cooperation (i.e. community & schools)
- transition programs for at-risk students
- mentor programs – student and adult mentors
- parent outreach (i.e. Open House, parent conferences, parenting classes etc.)
- part-time school resource officer
- on-site Bassett Health Care Center (counseling, medical, and dental services)

## **Entrance Criteria for AIS Language Arts**

### **Elementary**

- Initial Kindergarten screening (DIAL)
- Curriculum-based measures (i.e. DIBELS)
- Response to Intervention referral
- Level 1 or Level 2 (below the median scale score) on the NYS ELA Grade 3 or 4
- Teacher, parent, or counselor referral

### **Middle School**

- Level 1 or Level 2 (below the median scale score) on the NYS ELA Grade 5, 6, or 7
- Teacher, parent, or student referral
- Common assessments or benchmarks

### **High School**

- Level 1 or 2 (below the median scale score) on the NYS ELA Grade 8
- Students who score below 65 on the English Regents
- Teacher, parent, counselor, or student referral

## **Exit Criteria for AIS Language Arts**

### **Elementary**

- Exceeding the criteria established for entrance
- Level 3 or 4 on the NYS ELA Assessment
- Teacher recommendation

### **Middle School**

- Exceeding the criteria established for entrance
- Teacher recommendation
- Level 3 or 4 on the NYS ELA Assessment
- Meeting standards on parallel assessments

### **High School**

- Teacher recommendation
- Passing of the NYS English Regents Examination

## **Entrance Criteria for AIS Math**

### **Elementary**

- Initial Kindergarten screening (DIAL 4)
- Curriculum-based measures (i.e. DIBELS Math)
- Response to Intervention referral
- Level 1 or Level 2 (below the median scale score) on the NYS MATH Grade 3 or 4
- Teacher, parent, or counselor referral

### **Middle School**

- Level 1 or Level 2 (below the median scale score) on the NYS MATH 5, 6, or 7
- Teacher, parent, or student referral
- Common assessments or benchmarks

### **High School**

- Level 1 or 2 (below the median scale score) on the NYS MATH Grade 8
- Students who score below 65 on the Algebra Regents Examination
- Teacher, parent, counselor, or student referral
- Teacher recommendation for introductory courses

## **Exit Criteria for AIS Math**

### **Elementary**

- Exceeding the criteria established for entrance
- Level 3 or 4 on the NYS MATH Assessment
- Teacher recommendation

### **Middle School**

- Exceeding the criteria established for entrance
- Teacher recommendation
- Level 3 or 4 on the NYS MATH Assessment
- Meeting standards on parallel assessments

### **High School**

- Teacher recommendation
- Passing of the NYS Algebra Regents Examination

## **Entrance Criteria for AIS Social Studies / Science**

### **High School**

- Teacher recommendation
- Results on Global Studies I Final Examination
- Results of Global History and Geography Regents Examination
- Results of United States History and Geography Regents Examination
- Results of Living Environment Regents Examination

## **Exit Criteria for AIS Social Studies/Science**

### **High School**

- Successful completion of Regents examination
- Teacher recommendation

# Sherburne-Earlville High School

September 2016

Dear Parents/Guardians:

RE: \_\_\_\_\_

The New York State Education Department has mandated schools to provide Academic Intervention Services to students believed to be in jeopardy of not succeeding on the New York State Regents Examinations.

Your child has been identified to receive additional academic support based upon individual evaluation, teacher recommendation, or performance on the ELA 8, Math 8, or an initial Regents Exam. Your child will be receiving remediation to assist him/her in being successful on the following exam(s):

- English Regents
- Math Regents
- Science Regents
- Social Studies Regents

Please be advised that your child must satisfactorily meet the established New York State Standards in English/language arts, mathematics, social studies, and science. These Standards have been assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these Standards during your child's secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Services is being recommended at this time to better prepare your child to meet these Standards.

Ongoing evaluation will help determine the specific level of intervention and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements

Thank you for your continued support.

Sincerely,

Julie L. Thompson  
Principal

# Sherburne-Earlville Middle School

September 2016

Dear Parents/Guardians:

RE: \_\_\_\_\_

Your child has been identified for additional help in (subject) based upon performance on the (type and grade) test, teacher recommendation, or individual evaluation. This extra help will be provided through (AIS\_\_\_\_), as you will note on your child's schedule. AIS stands for Academic Intervention Services. AIS classes are taught by a certified teacher or teaching assistant who focuses on certain skills necessary for success in a specific subject area. Your child may have been receiving similar services in past years.

Your child's state assessment scores will be reviewed each year to determine whether or not your child is still in need of these services. If your child is successful on the New York State Assessment, he/she will no longer receive these services.

Ongoing evaluation will determine the type of help your child receives and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting New York State graduation requirements.

Thank you for your continued support of your child's education. If you have any questions, please contact the Middle School office at 674-7350.

Sincerely,

Jolene Emhof  
Principal



# Sherburne-Earlville Elementary School

September 2016

Dear Parents/Guardians:

RE: \_\_\_\_\_

At Sherburne-Earlville Elementary, we are committed to continuous improvement of our instruction and student results. In our effort to improve student achievement, we are identifying students for support in reading. Using available assessment data (state and/or local - depending on your child's grade level), individual evaluation and teacher recommendations, we have determined that your child will benefit from small group work on specific skills. This instruction will be coordinated between teachers working with your child.

You will receive reports about your child's progress quarterly, along with his/her report card. At this time, data collected will be shared with you. All students are benchmarked at least three times per year. Progress monitoring on specific skills will occur more frequently. If you feel that your child is not making adequate progress with this support, we encourage you to discuss your concerns with your child's teachers. You have the right to request an evaluation for special education services.

We would like to continue to build home-school connections to enhance your child's reading skills. We hope that you had a chance to visit our school library or do so in the future. Our librarian can assist you in choosing books to read with your child during the school year, as well. In addition, the local libraries have leveled their books to help children find "just right" books outside of school.

We will be hosting a parent informational meeting regarding academic intervention support on \_\_\_\_\_ at \_\_\_ pm in the cafeteria (prior to open house). If you are the parent of a 4th grade band student, stop in when you are done with the band meeting.

Contact us at any time if you have any questions regarding our program.

Sincerely,

Antoinette Halliday

Elementary Principal

## **Sherburne-Earlville Middle School or High School**

Dear (name of parent/guardian):

We are pleased to inform you that \_\_\_\_\_ (student's name)  
has completed \_\_\_\_\_ (remediation course) from  
\_\_\_\_\_ (dates). Your child was originally placed in Academic  
Intervention Services due to (list criteria).

(Name of testing and/or teacher recommendation) show that he/she has obtained the  
competencies necessary to perform at an acceptable level for his/her grade at this time.

Attached you will find the exit criteria for (AIS provided). If you have any questions, please  
contact (staff member/telephone number).

Sincerely,

## **Sherburne-Earlville Elementary School**

Dear Parents/Guardians:

According to our most recent testing and teacher observations, your child has met current benchmark expectations in . We have attached data showing his/her progress. At this time, your child will not continue to receive additional support outside of the regular program. However, we will continue to monitor his/her progress. If, at any point in the future, we determine additional support is needed, we will contact you again.

We appreciate your continued partnership in your child's education. Contact us if you have any questions regarding our program.

Sincerely,

Antoinette Halliday  
Elementary Principal

Regular Meeting

August 22, 2016

Board of Education - 2015-2016 Budget

BE IT RESOLVED, upon recommendation of the Superintendent, to adopt the AIS Plan as provided.

(attached)

Disposition of Board of Education:      Motion \_\_\_\_\_      Second \_\_\_\_\_

Approved \_\_\_\_\_      Opposed \_\_\_\_\_      Abstain \_\_\_\_\_