

SHERBURNE-EARLVILLE CENTRAL SCHOOL
SPECIAL BOARD OF EDUCATION MEETING – 8/29/16
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
 - C. LINKS Plan Presentation
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, Professional Development Plan
(LINKS Plan approval)
 - C. CSE Recommendations
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.

Michele Villante, District Clerk

SHERBURNE-EARLVILLE CENTRAL SCHOOL
BOARD OF EDUCATION MEETING – August 22, 2016

BOARD MEMBERS PRESENT: Thomas Morris, Annette Bagnall-Graham

BOARD MEMBERS ABSENT: Julie Bigger, Michael Ulrich, Susan Osborne, Michael Khoury, Thomas Caton

The meeting was called to order at 6:30 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.

There were not enough Board of Education Members for a quorum, therefore business could not be handled. A Special Board of Education Meeting has been scheduled for August 29, 2016.

Thomas Morris adjourned the meeting at 6:38 p.m.

Regular Meeting

August 29, 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 14th, 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".

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

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".

Mrs. Theresa E. Mastro

TEM
Cc: N Colosi

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 Jennifer Jenkins, Teacher Aide, eff. 9/6/16
Staff: Jennifer Thompson, Teacher Aide, eff. 9/6/16
Tiffany Johnson, Teacher Aide, eff. 9/6/16
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
Mary Lee, Teacher Aide, eff. 9/6/16
Wendy Gillette, Teacher Aide, eff. 9/6/16

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

Extra
Curricular: Erin Carlson as French Club Advisor, 2016-2017

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 Macri | 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 Ackley | 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 _____

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

Earlville 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 |
| Madison Sub Total | 88,150,938 | | | 92,321,733 | | 3,384.16 | | |
| 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 |
| Chenango Sub Total | 237,680,485 | | | 316,886,756 | | 11,615.84 | | |
| Totals | 325,831,423 | | | 409,208,489 | 100.00% | 15,000 | | |
| | Tax Levy | | | Full Value Tax Rate | | | | |
| | 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 |
| Madison Sub Total | 88,150,938 | | | 92,321,733 | | 3,384.16 | | |
| 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 |
| Chenango Sub Total | 237,680,485 | | | 316,886,756 | | 11,615.84 | | |
| Totals | 325,831,423 | | | 409,208,489 | 100.00% | 15,000 | | |
| | Tax Levy | | | Full Value Tax Rate | | | | |
| | 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**

| Township | Assessed Value | Equalization Rates | Exemption | Full Value | % Levy | \$ of Levy | Taxable Value | Tax Rate per \$1,000 | Tax Rate 2015-16 |
|---------------------------|-----------------------|---------------------------|------------------|----------------------------|----------------|-------------------|----------------------|-----------------------------|-------------------------|
| 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 |
| Madison Sub Total | 88,150,938 | | | 92,321,733 | | 1,568,847 | | | |
| 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 |
| Chenango Sub Total | 237,680,485 | | | 316,886,756 | | 5,384,940 | | | |
| Totals | 325,831,423 | | | 409,208,489 | 100.00% | 6,953,787 | | | |
| | Tax Levy | | | Full Value Tax Rate | | | | | |
| | 6,953,787 | | | 16.993262 | | | | | |

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**

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 |
| Madison Sub Total | 88,150,938 | | | 92,321,733 | | 3,384.16 | | |
| 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 |
| Chenango Sub Total | 237,680,485 | | | 316,886,756 | | 11,615.84 | | |
| Totals | 325,831,423 | | | 409,208,489 | 100.00% | 15,000 | | |
| | Tax Levy | | | Full Value Tax Rate | | | | |
| | 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

Regular Meeting

August 29, 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 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> </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

| CHECK# | ISSUE DATE PAYEE | AMOUNT |
|---------------|---------------------------------------|---------------|
| 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

| CHECK# | ISSUE DATE | PAYEE | AMOUNT |
|---------------|-------------------|--------------------------------|---------------|
| 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 CHECK | 54 TOTAL AMOUNT | \$795,097.18 |
|-------------|-----------------|--------------|

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

| CHECK# | ISSUE DATE | PAYEE | AMOUNT |
|---------------|-------------------|--------------------|---------------|
| 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

| CHECK# | ISSUE DATE | PAYEE | AMOUNT |
|---------------|-------------------|-----------------------------|---------------|
| 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 29, 2016

Board of Education – Donations

BE IT RESOLVED, upon recommendation of the Superintendent, to accept the donation of approx 125 binders from Colgate University.

Superintendent _____

Disposition of Board of Education: Motion _____ Second _____

Approved _____ Opposed _____ Abstain _____

Regular Meeting

August 29, 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 _____

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 29, 2016

Board of Education – Professional Development Plan

BE IT RESOLVED, upon recommendation of the Superintendent, to adopt the Professional Development Plan as provided. (LINKS Plan)

(attached)

Disposition of Board of Education: Motion _____ Second _____

Approved _____ Opposed _____ Abstain _____

LINKS 18 GOALS and ACTION STEPS

Goal #1: Building-wide focus on increasing high level cognitive skills.

| Action Step: | Designation: | Timeframe and Results: | Progress Notes |
|---|---|--|----------------------------------|
| Teachers will meet as departments to analyze Regents Examination(s) data, perform item analysis, and/or identify needed skills based on changes in curriculum and/or exams. | All Departments LINKS team members/department chairs as facilitators | During conference days (Oct and Jan) and in department meetings (6-12 and/or K-12) Additional time provided during faculty meetings | complete in progress not started |
| Departments will develop a Google document to highlight and communicate results of their analysis. | All Departments LINKS team members/department chairs as facilitators | During conference days (Oct and Jan) and in department meetings (6-12 and/or K-12) Additional time provided during faculty meetings | complete in progress not started |
| Departments will identify specific strategies, lessons, and activities to address/reinforce the targeted needs. | All Departments LINKS team members/department chairs as facilitators | During conference days (Oct and Jan) and in department meetings (6-12 and/or K-12) Additional time provided during faculty meetings | complete in progress not started |
| Departments will begin to explore vertical alignment (gaps and overlaps) in curriculum maps. | All Departments LINKS team members/department chairs as facilitators | During conference days (Oct and Jan) and in department meetings (6-12 and/or K-12) Additional time provided during faculty meetings | complete in progress not started |
| Departments will summarize/reflect on the | All Departments | During conference days (Oct and Jan) and in department meetings (6-12 | complete in progress not started |

LINKS 18 GOALS and ACTION STEPS

| | | | |
|--|--|---|----------------------------------|
| outcomes they have targeted and include in the shared Google document. | LINKS team members/department chairs as facilitators | and/or K-12) Additional time provided during faculty meetings | |
| Teachers will review their list of Tier 2 and 3 vocabulary terms and will add/share new words, while reinforcing the previous ones. Teachers will discuss vocabulary in department meetings. | All faculty | Continue throughout the school year. During department meetings (6-12 and/or K-12) | complete in progress not started |
| Provide PD and/or resources focusing around higher order thinking skills. | Julie and Nick | Beginning of the school year faculty meeting | complete in progress not started |

Goal #2: Focus on student well-being.

| Action Step: | Designation: | Timeframe and Results: | Progress Notes: |
|---|---|---|----------------------------------|
| Provide PD for all HS faculty and staff on student mental health and well-being, including substance abuse. | Candice, Lauren, Don, Reinian Julie and Nick | Opening day presentation (District and HS) Faculty meeting follow-up | complete in progress not started |

LINKS 18 GOALS and ACTION STEPS

| | | | |
|---|---|---|----------------------------------|
| Identify services, providers, and procedures within the District/HS that address student needs. | Candice and Lauren | Opening day presentation (District and HS) Faculty meeting follow-up | complete in progress not started |
| Redefine the role and function of the SAT to meet the needs of students (MIST-Mobile Intervention and Support Team). | Candice, Lauren, Don, Reinian | Define at LINKS Present: Opening day presentation (HS) | complete in progress not started |
| Investigate ways to expand the mentoring program between upperclassman and all freshman, including adding an advisor to coordinate the program. | Bryan, Betsy and John Mentoring advisor? Student leaders Freshman Class advisors | LINKS-Outline essential elements needed Monthly meetings with mentors Mentor/mentee mtgs/events (2-3) | complete in progress not started |
| Monitor previously identified at-risk grade 10-12 students and focus on any 9 th grade students with three or more absences within the first month of school and beyond. | Links team All faculty and staff | Throughout school year, frequent check-in, or referral to MIST Monitor grades, attendance and behavior. | complete in progress not started |
| Continue to provide intervention programs for substance abuse. | Betsy, Ken, and Amy | Include small/large group presentations two times during the school year (Freshman-fall, 10th-12th-Spring). | complete in progress not started |
| Emphasize the focus on relationship building. | All faculty and staff Julie and Nick | Monthly faculty meeting information and strategies | complete in progress not started |

LINKS 18 GOALS and ACTION STEPS

Goal #3: Focus on strengthening a positive school community.

| Action Step: | Designation: | Timeframe and Results: | Progress Notes |
|---|--|--|----------------------------------|
| Investigate and implement activities for Marauder Meeting. | Kathleen, Darrell, and Ken AV club, Nova, PAC Julie and Nick | Sept: Design/build a MM stage set. Introduce new ideas throughout the school year. Poll students of their ideas. | complete in progress not started |
| Institute Community Service Award(s) each month. | Nick and Julie | Evaluate and determine grade level winners monthly | complete in progress not started |
| Incorporate 3 "Get to Know" staff get-togethers into the school year. | LINKS Team | During the school year LINKS meetings, plan for the 3 gatherings (HS, HS/MS, HS). | complete in progress not started |

Other Action Steps Not Tied to a LINKS goal:

| Action Step: | Designation: | Timeframe and Results: | Progress Notes |
|--|---|--|----------------------------------|
| Include strategies to address the needs caused by Poverty. | All faculty and staff Julie and Nick | Opening Day communication to faculty Monthly faculty meeting information and strategies | complete in progress not started |

SEHS-LINKS 18

Goal #1: Building-wide focus on increasing higher level cognitive skills.

- Teachers will meet as departments to analyze Regents Examination(s) data, perform item analysis, and/or identify needed skills based on changes in curriculum and/or exams.
- Departments will develop a Google document to highlight and communicate results of their analysis.
- Departments will identify specific strategies, lessons, and activities to address/reinforce the targeted needs.
- Departments will begin to explore vertical alignment (gaps and overlaps) in curriculum maps.
- Departments will summarize/reflect on the outcomes they have targeted and include in the shared Google document.
- Teachers will review their list of Tier 2 and 3 vocabulary terms and will add/share new words, while reinforcing the previous ones. Teachers will discuss vocabulary in department meetings.
- Provide PD and/or resources focusing around higher order thinking skills.

Goal #2: Focus on student well-being.

- Provide PD for all HS faculty and staff on student mental health and well-being, including substance abuse.
- Identify services, providers, and procedures within the District/HS that address student needs.
- Redefine the role and function of the SAT to meet the needs of students (MIST-Mobile Intervention and Support Team).
- Investigate ways to expand the mentoring program between upperclassmen and all freshmen, including adding an advisor to coordinate the program.
- Monitor previously identified at-risk grade 10-12 students and focus on any 9th grade students with three or more absences within the first month of school.
- Continue to provide intervention programs for substance abuse.

Goal #3: Focus on strengthening a positive school community.

- Investigate and implement activities for Marauder Meeting.
- Institute Community Service Award each month.
- Incorporate 3 "Get to Know" staff get-togethers into the school year.

SEHS-LINKS 18

Goal #2: Focus on student well-being.

- Provide PD for all HS faculty and staff on student mental health and well-being, including substance abuse.
- Identify services, providers, and procedures within the District/HS that address student needs.
- Redefine the role and function of the SAT to meet the needs of students (MIST-Mobile Intervention and Support Team).
- Investigate ways to expand the mentoring program between upperclassmen and all freshmen, including adding an advisor to coordinate the program.
- Monitor previously identified at-risk grade 10-12 students and focus on any 9th grade students with three or more absences within the first month of school.
- Continue to provide intervention programs for substance abuse.
- Emphasize the focus on relationship building.

Goal #3: Focus on strengthening a positive school community.

- Investigate and implement activities for Marauder Meeting.
- Institute Community Service Award each month.
- Incorporate 3 “Get to Know” staff get-togethers into the school year.

Strive for excellence

Expect the best

Have confidence in yourself

Succeed through hard work

ase student literacy

Increase student knowledge of academic vocabulary

| 1 Step: | Designation: Who are the collaborative partners? | Timeframe and Results: By when/by what evidence will progress be noted? | Progress Notes (Follow up meetings): Emerging needs, issues, next steps |
|-------------------------|--|---|---|
| ntial vocabulary | Faculty & staff | ongoing | In progress |
| ords and provide isures | Faculty & staff | ongoing | In progress |

| |
|--|
| Improve students short response writing |
|--|

| 1 Step: | Designation: Who are the collaborative partners? | Timeframe and Results: By when/by what evidence will progress be noted? | Progress Notes (Follow up meetings): Emerging needs, issues, next steps |
|---|--|---|---|
| er training on response it elicit | Literacy team leaders | September 28 th Teacher questions will be reviewed by links team after each round | In progress |
| ort response class | All faculty/staff | September through May. Each teacher will turn in 2 SR examples per quarter. 1 exemplary and 1 struggling | In progress |
| ick through re- t response skills | All faculty/staff | Quarterly All teachers will analyze data after each response and complete a Google feedback form and re-teach based on analysis of student work | In progress |

Elementary Math LAP plan

| 1 Step: | Designation: Who are the collaborative partners? | Timeframe and Results: By when/by what evidence will progress be noted? | Progress Notes (Follow up meetings): Emerging needs, issues, next steps |
|---------------------------------------|--|---|---|
| Analyze assessment | Math teachers & administration | October - February- June Pre-assessment and common assessments | Not started |
| Group instruction students after (C) | Math teachers | After the first 5 weeks of school Pre-assessment and common assessments | Not started |
| Elementary award program and students | Math teachers & administration | Progress assessed quarterly and end of year. | Not started |

Strategies to support students in poverty

| 1 Step: | Designation: Who are the collaborative partners? | Timeframe and Results: By when/by what evidence will progress be noted? | Progress Notes (Follow up meetings): Emerging needs, issues, next steps |
|--|--|---|---|
| Concepts from Eric Lipton's <i>Teaching with a Mountain View</i> | Jolene | Opening day and at faculty meeting/conference days | Not started |
| Relationship challenge | Faculty/Staff | End of year survey | Not started |

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.

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: 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.