North Rose–Wolcott Central School District

Board of Education Handbook

A Resource Guide for Board Members

Developed by the Board of Education

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This document is intended to be resource for new and returning Board of Education members.
It is not intended to provide legal interpretations.

REVISED: 5/09/19

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Introduction and Oath of Office

A School Board of Education is a governing body whose primary responsibility is to ensure high levels of student achievement, particularly in the areas of critical thinking skills, technological proficiency and global awareness. With authority to work and take action only as a unit, the members of the board strive to have a positive impact on school operations and relationships with the superintendent, staff and community but it is student performance and success that is the leading indicator of the effectiveness of board governance.

This handbook is for the use of North Rose-Wolcott School Board of Education members. The information contained within covers most aspects of serving on the school board – roles, responsibilities, expectations and participation. It is meant to be a quick reference and help in understanding the essentials of being a board member and for building effective team governance with the Superintendent of Schools. Board members should refer to NR-WCSD Policies and NYS School Law for in depth information.

PUBLIC OFFICER'S OATH

New York State Constitution, Article XIII § 1

I, _____, do solemnly swear (or affirm)

that I will support the Constitution of the United States,

the Constitution of the State of New York,

and that I will faithfully discharge the duties as a Board of Education member

to the best of my ability

in the North Rose - Wolcott Central School District.

An Oath of Office must be taken by school board members
at the beginning of each term of office. It is kept on file by the district clerk.

The North Rose –Wolcott Central School District

The North Rose-Wolcott School District is located in northeastern Wayne County bordering on Lake Ontario. Rural in character, it is comprised of the Towns of Butler, Huron, Rose and Wolcott, the Village of Wolcott and hamlets of Butler, South Butler, North Rose and Rose. Within the 160 square miles of the District, businesses are primarily agriculturally related, with apple production dominating. Approximately 11,000 people live in the area (2010 census).

The North Rose-Wolcott School District serves a population of approximately 1200 pupils in three schools. The Elementary School in North Rose serves students in pre-school through fourth grade; the Leavenworth Middle School in Wolcott serves students fifth grade through eight grade; and the High School serves students ninth grade through twelfth grade.

The mission of the NR-WCSD is to prepare each student for a successful future. Core beliefs are that 1) the potential of each child will be achieved, 2) learning is a shared responsibility of all, 3) each child will be provided a safe, creative, and encouraging environment, and 4) each child will be prepared for their future. We strive to be a "student" centered school with an adopted academic "Strategic Action Plan" that drives all academic priorities, decisions and expenditures.

Programs for students are designed to be challenging while taking into account the personal needs of each child. In addition to general studies mandated by NYS Education Standards, students receive remediation, accommodation of special needs, extended studies, and advanced placement opportunities. Courses are offered in career skills, technology, music and art, and team sports are also available with participation in Section 5 competitions. Career and technical courses are available for our students at Wayne Finger Lakes BOCES and our district participates in reciprocal student opportunities with other school districts.

NR-WCSD has a professional staff of approximately 178 and a support staff of approximately 105. The 2018-2019 budget is $28,467,400 (see Appendix 1, Budget 2018-2019 Overview).

North Rose-Wolcott School Board of Education

The North Rose-Wolcott School Board is composed of 7 members.

Terms of office are for 5 years and follow the July 1st-June 30th school year. There are no term limits. Terms are staggered so all board positions are never open at the same time. Vacancies are filled to finish the remaining years of a term.

Within the first year of board membership, every newly elected or appointed school board member is required to take six hours of approved training on fiscal oversight, accountability, and fiduciary responsibilities and complete general training on the powers, functions and duties of school boards and other governing and administrative authorities affecting public education (see Appendix 9, Policy #2110 – Committees of the Board).

2018-2019 School Year

Linda Eygnor, President
Current Term: 2016-2021
4 Years of Service

Edward Magin, Vice-President
Current Term: 2015-2019
15 Years of Service

John Boogaard
Current Term: 2015-2019
9.5 Years of Service

Lucinda Collier
Current Term: 2018-2023
6 Years of Service

Jason Sloan
Current Appointment: 2018-2019
.5 Years of Service

Paul Statskey
Current Appointment: 2018-2019
.5 Years of Service

Izetta Younglove
Current Term: 2017-2022
5.5 Years of Service

Vision, Mission, Core Beliefs, Standards

The **VISION** of the NR-WCSD Board of Education is that through the education of our students, our community and world will be a better place for all.

The **MISSION** of the NR-WCSD (see Appendix 12, Strategic Action Plan) is to prepare each student for a successful future.

The **CORE BELIEFS** of the NR-WCSD (see Appendix 12, Strategic Action Plan) are that:

The potential of each child will be achieved.
Learning is a shared responsibility of all.
Each child will be provided a safe, creative and encouraging environment.
Each child will be prepared for their future.

The **STANDARDS*** of the NR-WCSD Board of Education are:

Vision, Leadership, & Accountability: to commit to a vision of high student achievement and effective instruction, specify clear goals to realize that vision, demand for accountability for results, and support for continuous improvement of the district.

Board Governance & Policy: to work effectively as a team and collaborate with the superintendent, exhibit a shared understanding of board and superintendent roles, maintain a set of board operating procedures, and lead/govern the district through policy.

Communications & Community Relations: to effectively communicate with the superintendent and the local community, represent community interests and values, and ensure district information and decisions are communicated to the community.

Fiscal Resources Staff Recruitment & Environment: to oversee the fiscal conditions of the district, align resources to meet district goals, ensure appropriate policies for staff recruitment and retention, support of district wide learning and promote conditions for health and safety.

Ethical Leadership: to promote the success of ALL students and staff, and conduct district business in a fair, respectful and responsible manner (see Appendix 11, Policy #6110 – code of Ethics for Board Members and All District Personnel).

* "Essential Evaluation Guide for Boards and Superintendents"
New York State School Boards Association

NR-WCSD Board of Education Goals

BACKGROUND

Four years ago, the North Rose-Wolcott School District was having difficulties. Teachers, support staff, parents and students were struggling to adapt to the NYS Common Core curricula, student scores on State tests at all levels were unacceptably low, NYS Education Department declared our District a Focus District and our Middle School a Focus School, declining enrollment resulted in less needed classroom space, and the community was no longer supportive of the School Board.

SUPERINTENDENT

In 2015, the School Board hired Superintendent Stephan Vigliotti, Sr. to improve students' academic standing. The first charge was to improve the academic achievements of our students throughout the district and the second charge was to solve the building issues in a way that would accommodate student needs and also be supported by the district's community.

STUDENT ACADEMIC ACHEIVEMENT GOAL

Starting with the student academic goal, a district "Strategic Action Plan" was developed with board, teacher, staff and community input. When completed, the Board adopted the Plan and committed people and resources to its implementation and ongoing improvement. Personnel and financial expenditures were implemented to support the Plan. With an astounding amount of hard work and effort by teachers, support staff and administrators, students' achievements and scores have begun to improve. As of January 2019, the District is no longer a Focus District and the Middle School is no longer a Focus School. With the updating of the Strategic Action Plan in the 2018-2019 school year, commitment to successful student achievement continues to be the Board's primary focus.

FACILITIES IMPROVEMENT GOAL

Secondly, the building goal was addressed. With emphasis on student academic needs, community input and careful consideration of how to best utilize potential state funding, a Phase 1 plan was developed and approved by voters for renovating Leavenworth Middle School and upgrading parts of Elementary and High School buildings. That work is under way but due to many unknowns connected to the construction of the old Leavenworth Middle School and North Rose buildings, there have been many delays and cost overruns. These have required excessive amounts of Superintendent oversight and project adjustment. With a planned opening of Leavenworth Middle School for students in the Fall of 2020, the current capital project continues to be a primary goal of the Board. Additionally, in the future, a Phase 2 Capital Project will be needed to address the remaining needs of the Elementary and High School buildings and the Phase 1 Leavenworth Middle School project omissions.

Standard Operating Procedures: Board Meetings

1. Meetings begin typically at 6:00 p.m. on the 2nd Tuesday of the month. In addition, a second meeting and/or workshop meeting may be added if necessary on the 4th Tuesday of any month.

2. Every effort is made to conclude meetings (including executive session) by 8:30 p.m.

3. A quorum is required for official school board action. Our quorum is a simple majority (4 board members). When voting on a potential employee who is related to a board member, a ¾ majority is required.

4. The board shall observe the parliamentary procedures in Robert's Rules of Order (newly revised), using it as a guideline in the conduct of the meeting per policy #1510 (see Appendix 6, Policy #1510 –Regular Board meetings & Rules (Quorum and Parliamentary Procedure), unless it conflicts with state law.

5. The school board approves its agenda to follow at the beginning of every meeting. However, when necessary, the Board President may alter the agenda's order with board consent any time during the meeting.

6. There will be a presentation on educational initiatives, programs and school activities at the first monthly meeting, in addition to district administrative reports and informational updates from building principals, program directors, and the student representative.

7. Workshop meetings are informational for discussion of particular topics and are more informal. No official business or actions occur at workshop meetings.

8. All school board meetings and workshops are open to the public pursuant to NYS law except when in executive session.

9. The school board also includes a High School Student Representative (usually the Student Council president or designee) to sit with the board at meetings. The student representative is given time to report on school activities and can give input on discussions but cannot vote on motions.

Standard Operating Procedures: Board Meeting Agendas

1. A draft agenda is developed by the superintendent and presented to the board president and vice-president for approval five days prior to the meeting for which the agenda is prepared.

2. The draft agenda includes previously scheduled items, new business, and any items required by law.

3. The use of a consent agenda to present multiple items for a single vote conforms to the following guidelines:

   a) Placement of items on the consent agenda are at the discretion of the board president, vice-president and superintendent.

   b) Any individual board member may ask questions or discuss an item on the consent agenda prior to the vote of a motion by asking the president to remove it from the consent agenda for individual consideration.

   c) Following action on the consent agenda, the president allows discussion and action on any item removed from the agenda.

   d) Examples of items that may be included on the consent agenda:

      1) Routine items, including personnel
      2) Minutes of regular and special board meetings
      3) Acceptance of financial reports
      4) Routine bid recommendations in alignment with district policy
      5) Approval of personnel contracts that comply with district policies
      6) Use of facilities

4. Presently being reviewed by the policy committee. Any board member may request an item be placed on the agenda for board consideration by raising the issue during board meeting agenda time for board consideration and approval. (For committee chairpersons, see Standard Operating Procedures: Committees.)

5. A running list of future Board of Education agenda items are maintained by the district clerk, and reviewed by the superintendent, board president and vice-president when creating the agenda for a meeting. The board should periodically assess the status of the list.

Standard Operating Procedures:
Discussion, Debate and Voting

1. Board members wishing to speak on a issue must first be recognized by the president.

2. Board members shall direct comments solely to the business currently under deliberation.

3. The board president shall:

   a) Allow each board member to speak on each issue being considered (a general guideline to follow is three minutes).

   b) Ensure opposing viewpoints are heard.

   c) Ensure that before a member is allowed to speak on an issue for a second time, each member who has not spoken is provided an opportunity.

   d) Ensure that discussion pertains to the current agenda item being addressed.

   e) Halt discussion on issues raised that are not on the agenda. The president will ask if the issue should be placed on a future agenda for discussion.

   f) Have the same right as any board member to make motions and vote. The president will first provide an opportunity for other board members to make a motion before offering his or her own motion.

4. Voting will be by show of hands or roll call.

5. Each board member will exercise his or her right and obligation as an elected official to participate in deliberations and vote on each item before the board unless a conflict of interest exists. A board member abstaining from a vote is required to state the reason for the conflict of interest.

Standard Operating Procedures: Information Requests

Board Meeting Agenda Items

1. Members are encouraged to ask for information related to meeting agenda items prior to the scheduled meeting.

2. Any questions about the agenda items or requests for additional information about them will be directed to the board president and by email, and copied to the superintendent and all board members.

3. Requests for information and questions about any agenda item will be made at least one business day prior to the scheduled meeting. The district staff will make every attempt to provide the information in a timely manner if possible.

4. If a written report is provided in response to the request, all board members will receive a copy of both the request and report prior to the opening of the meeting if possible.

5. Board members may discuss the provided information or ask additional questions about agenda items in the meeting.

Other Informational Items

1. Members should request information not related to a meeting agenda directly from the board president and copied to all board members.

2. The board president and superintendent will determine if the information requested is available from existing sources or records or if it requires a special, one-time report be developed.

3. If the requested information can be provided from readily available data with no diversion of staff time, then it will be provided as soon as possible.

4. In the event the request requires a special report that will divert staff time from established priorities, the board president will notify the requestor and the board of this fact. Then the board president will place the request for information on the next meeting agenda to determine if a majority of the board agrees the requested information is important for decision-making.

5. If the board agrees that the information is important for decision-making, then the superintendent will direct that a report be developed and provided as requested by the board.

6. All board members will receive a copy of any report generated by a board member's request in accordance with this procedure.

NOTE: Board members generally communicate through school email. However, it is not legal to conduct business that results in decisions because of the Open Meetings Law. Messages may also be subject to Freedom of Information Law (FOIL) requirements.

Standard Operating Procedures: Public Access Time

1. The NR-WCSD Board provides time during meetings for the public to speak to the board. This is not required by law, but made available because the board deems it important to hear public opinions, concerns (sometimes contentious) and once in a great while, agreement or praise.

2. People wanting to speak to the board during Public Access time must sign up on the form provided prior to the beginning of the meeting where they also receive a copy of NR-WCS Board Policy #3220 (see Appendix 10, Policy #3220 – Public Access) and commit to the rules thereof.

3. The Board provides 30 minutes at the beginning of meetings for public access with an approximate 5 minute limitation for each speaker. At the end of 30 minutes, Public Access time ends to enable the Board to proceed with scheduled business. For any remaining speakers, Public Access time will resume at the end of the meeting. However, the President, with board consent, can extend the initial Public Access up to an additional 30 minutes.

4. The Board also provides time at the end of meetings for any public comments pertaining to the Board's discussions and actions of the meeting. Although there is no sign up, the same policy rules apply.

5. As in Board Hearings, the board's responsibility is to "hear" the speakers. Board members are not allowed to make comments, clap, or use body language to express agreement or disagreement. We only listen.

6. If a speaker cites misinformation, the President, and/or Superintendent, will determine whether to give correction at that time or wait until a later, more appropriate time. The President and Superintendent are responsible for any follow up with speakers.

7. If Board members feel a topic presented warrants board discussion or action, the procedures of "Standing Operating Procedures: Board Meeting Agendas" must be followed but not during Public Access time.

8. It is the President's responsibility to hold speakers to the rules of our Public Access policy. However, if a board member feels a speaker is or is beginning to be in violation, that opinion should immediately be expressed to the President, who can then remind the speaker of the policy, terminate the speaker's access, or if necessary, have the speaker removed from the meeting.

Standard Operating Procedures: Executive Session

1. With a majority vote, the school board may go into executive session for discussion pursuant to the Education Law Section 3020-a, Public Officers Law Article 7 and NR-WCSD Policy #1540 (see Appendix 7, Policy #1540 - Executive Session).

2. Matters that may be discussed in executive session are:

   a) Matters that will imperil the public safety if disclosed;

   b) Any matter that may disclose the identity of a law enforcement agent or informer;

   c) Information related to current or future investigation or prosecution of a criminal offense that would imperil effective las enforcement if disclosed;

   d) Discussions regarding proposed, pending or current litigation;

   e) Collective negotiations pursuant to Civil Service Law Article 14;

   f) Medical, financial, credit, or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;

   g) Preparation, grading or administration of examinations;

   h) Proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when the publicity would substantially affect the value thereof.

3. The board may not take action in executive session except to vote on disciplinary charges against a tenured teacher.

4. All matters discussed and information obtained in executive session are required to remain confidential.

Standard Operating Procedures: Committees

1. School Board committees undertake specific tasks related to a particular area of board responsibility. (See Appendix 9, Policy #2210 – Committees of the Board)

2. Committees may consist of up to 3 board members (so as not to create a board quorum) and are assigned by the President at the yearly organizational meeting in July. The Superintendent and/or Designee are considered to be ad hoc members for all BOE Committees.

3. Our standing board committees are:

   Audit (required by law)
   Budget (currently the whole board)
   Buildings & Grounds/Capital Project/Energy (currently the whole board)
   Community Relations (includes 2 community members)
   Four County School Boards Association Liaison (currently the president and vice-president)
   Personnel & Negotiations
   Policy

4. The board president can also establish ad hoc committees for a particular purpose or action. Ad hoc committees cease to exist after the purpose or action is accomplished.

5. Committees can research to gather information on particular issues, and findings are used for reference by the board. A committee has no authority to take action or make decisions for the board.

6. It is the responsibility of committee chairpersons to report the work of their committees to the Board.

7. Committee chairpersons with committee work ready for board action may request item placement on the agenda by contacting the Board President 6 business days prior to the meeting.

8. All school board committee meetings are open to the public pursuant to NYS law. However, public attendees may only observe as there is no Public Access time. Additional Board members (not committee members) may not observe or participate (so as not to establish a Board quorum).

Board and Superintendent Responsibilities: General

	School Board	Superintendent/or Designee
1. General	Leads the District	Advises the Board
2. Policy	Articulates, adopts	Supports, recommends
3. Budget/Finance/Audits	Adopts, monitors, reviews reports	Prepares, administers, reports
4. Personnel	Establishes criteria, approves or rejects	Interviews, recommends, hires, evaluates; promotes and guides staff development
5. Instruction	Establishes criteria, approves, monitors	Recommends, oversees staff efforts
6. Community Engagement	Establishes and maintains engagement programs	Takes actions as directed by the Board
7. Collective Bargaining	Provides guidelines, ratifies contracts	Monitors progress within guidelines
8. Student Services	Establishes criteria, approves, and monitors	Recommends, oversees staff efforts
9. Facilities	Adopts policy on facilities use and oversees conditions, monitors	Implements policy, writes rules and regulations, makes recommendations
10. Transportation and Food Services	Adopts policy for transportation and food service programs	Implements policy, writes rules and regulations, makes recommendations
11. Meetings	In charge of	Serves as a resource
12. Board and Superintendent Relationship	Hires Superintendent, establishes expectations, evaluates the Board and Superintendent	Works at the pleasure of the Board, is Chief Executive Officer of the District

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Board and Superintendent Responsibilities: Meetings

School Board	Superintendent/or Designee
1. Meets together to transact all business coming within the jurisdiction of the district; all duties imposed on the board must be performed at a meeting of the board	Acts as an advisor to the board
2. Establishes, through policy, the operational procedure for maintaining control of the board meeting	Assures compliance with all legal requirements relative to posting of notices and maintenance of meeting of records
3. The board president and vice-president, in consultation with the superintendent, develops the agenda for board meetings	Identifies areas of business which the board must address and cooperates with the board president and vice-president in developing the agenda
4. Prior to the meeting, the board president, vice-president and superintendent determine the information needed for discussion and decision making	Provides board members, in advance of the meeting, the information and data to assist them in making informed decisions
5. Conducts the business of the board necessary to reach decisions	Carries out the board's decisions and instructions; notifies staff and students of board's actions relevant to them; develops plans to follow-up on items determined by the board members
6. Complies with New York State's Open Government Law (Open Meeting Laws) and does not misuse the executive session provisions	Assures that the scheduling and holding of board meetings meets the requirements of the law; refrains from scheduling inappropriate actions in executive session or introducing subjects while in executive session

Board and Superintendent Responsibilities: Policy

School Board	Superintendent/or Designee
1. Articulates vision and goals which shape policies	Articulates vision and goals and develops action plans to achieve them
2. Adopts policies for the governance and management of the school district	Acts as advisor to the Board in areas needing policy development or revision
3. Clearly defines for the Superintendent the intent of the Board	Drafts written policy for Board approval and provides the Board with data and information
4. Reviews, and may adopt, administrative procedures, rules and regulations which implement the Board's policy	Maintains up-to-date recorded manual of district policies
5. Reviews and evaluates board policy at least annually	Implements district policies and assures that the staff, students, and community are aware of the intent and importance of the policies
	Develops and implements rules, regulations, and procedures necessary to implement the Board's policies and to appropriately manage the school district
	Assists the Board to evaluate policies and additionally identifies areas where the Board should revise or rewrite policies as needs of the district or laws and regulations change

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Board and Superintendent Responsibilities: Instructional

School Board	Superintendent/or Designee
1. Establishes an educational philosophy and goals for the instructional programs of the district	Advises the board on the educational needs of the students, the requirements of the State Education Department and Commissioner's regulations
2. Evaluates the educational program; adopts changes as recommended by the superintendent; receives periodic reports	Provides leadership to the staff in the continuous development, implementation, and evaluation of the instructional program, i.e. "Strategic Action Plan" (see Appendix 12, Strategic Action Plan)
3. Reports to the community the status of student achievement in the district	Reports to the board the status of student achievement in the district
4. Approves recommended testing programs	Recommends testing programs to the board; implements testing programs appropriate to the educational objectives
5. Identifies and adopts graduation requirements according to state standards	Recommends appropriate graduation standards and the methods used to measure attainment
6. Establishes criteria for the assignment of staff	Assigns staff and recommends hires
7. Receives and evaluates reports of the professional staff relative to our programs	Regularly schedules presentations and reports by staff on various segments of the instructional program
8. Adopts policies on the selection of instructional materials and equipment	Recommends policy for the selection of instructional materials and equipment according to state standards, legal requirements, and sound instructional practices

Board and Superintendent Responsibilities: Financial

School Board	Superintendent/or Designee
1. Establishes goals for the management of the district, programs to be offered, and services to be provided	Supervises implementation of the district's financial programs and services
2. Establishes criteria for the development of the budget and provides the superintendent with parameters for budget planning	Prepares detailed budget based on board's goals and parameters, and presents to the budget committee and the board for their consideration, approval, and submission to voters
3. Appoints the audit committee to explore with the auditor the internal controls of the district, major changes in fiscal procedures, adequacy of the budget preparation and oversight, and other concerns of the board and auditor	Addresses and implements the issues and recommendations raised by the auditor and Audit Committee
4. Submits for voter approval an annual budget, sets the tax levy, proposes bond issues	Administers the budget and assures that expenditures of district funds are within the legal requirements of the budget
5. Provides information to the community about the budget and bond issues	Provides information to the community about the budget and bond issues
6. Reviews and approves warrants to pay bills, purchase supplies, equipment and services or hires a claim auditor who is directly responsible to the board	Prepares and presents a list of monthly bills for the board's approval; addresses internal control issues raised by the claims auditor
7. Adopts policies for the accounting of all school funds, and for the reporting of fiscal information to the board	Establishes a control system for financial accounting and reporting according to board policy and state law
8. Establishes the purchasing policy for the district in accordance with state regulations	Reports to the board on a regular basis the financial condition of the district
9. Establishes limits for a budget transfer that can be done without board approval	Makes financial reports to the state and federal government as required

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School Board	Supervisor
10. Approves bids for purchases of supplies, materials and equipment in excess of $20,000 and for purchases of services, labor and construction in excess of $35,000	Obtains board approval to transfer funds exceeding the amounts set by board policy
11. Recruits, interviews, and hires an external auditor who is directly responsible to the board	Assists the auditor by collecting appropriate records and assuring that staff and appropriate information are available on request.
12. Receives the audit report from the auditor; Receives the Audit Committee Reports; Receives Claims Audit Reports; Receives Internal Audit Reports; Receives the External Audit Report and Management letter	Acts as a resource to the board; makes copies of the audit available to the board and makes arrangements for a meeting with the board and its auditor

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Board and Superintendent Responsibilities: Personnel

School Board	Superintendent/or Designee
1. Establishes criteria to be used in hiring; approves hiring of professional, paraprofessional, certified, and all other employees of the district; adopts policies for personnel management	Supervises the work of all employees of the district; establishes procedures for the recruitment, hiring, and assignment of staff
2. Reviews job descriptions	Establishes job descriptions for all positions
3. Decides disciplinary actions or terminations of staff after thorough review of supporting documentation	Recommends staff disciplinary actions to the board according to board policies and legal requirements
4. Reviews personnel actions recommended by the superintendent	Recommends personnel for appointment, promotion, transfer, retirement, and other job assignments according to the board policies and legal requirements
5. Adopts required grievance procedures	Follows required grievance procedures
6. Promotes good working relations with staff, and maintains lines of communication as appropriate	Serves as the board's liaison with staff; notifies personnel of board's actions; maintains working relationships with staff; maintains lines of communication with individual staff members and employee organizations; develops a systematic plan for evaluating the performance of all district staff
7. Approves staff evaluation procedures (in many instances, the evaluation procedures will be negotiated items between the district and the employee bargaining units)	Assures that evaluation procedures comply with all legal requirements and reflect principles of good personnel management
8. Receives recommendations and takes appropriate action(s) based on personnel evaluation	Submits reports and recommendations to the board; documents recommendations for tenure, retention, or dismissal; identifies corrective actions taken on proposals and verifies full compliance with legal requirements and board policy

Board and Superintendent Responsibilities: Transportation/Food Service

TRANSPORTATION	TRANSPORTION
School Board	**Assistant Superintendent for Business and Operations**
1. Adopts policies to implement transportation systems and provide student transportation needs	Recommends transportation policies; assures that board policies are implemented and that the district is in compliance with state standards and laws
2. Establishes criteria for student participation and sets limits on areas where service will be provided	Recommends transportation needs; supervises the transportation system of the district; assigns staff as appropriate

FOOD SERVICE	FOOD SERVICE
School Board	**Assistant Superintendent for Business and Operations**
1. Adopts policies for food service programs	Recommends to the board necessary policies for food service programs; supervises and implements food service programs; assigns staff as appropriate
2. Establishes criteria for funding of cafeteria services	Prepares the budget for food service programs and recommends to the board

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Board and Superintendent Responsibilities: Community Engagement

School Board	Superintendent/or Designee
1. Is the liaison between the school and community; maintains an awareness of community attitudes, values concerns, and interests	Informs the community about its schools; seeks information and perceptions from the community
2. Adopts policies for engaging the community	Recommends community engagement activities
3. Actively participates in programs to engage the community; represents the school at community functions and the community at school functions	Works with parent groups and other organizations; interprets the programs and activities of the schools to community groups
4. Appoints advisory committees/task forces and outlines their responsibilities	Serves as the liaison with advisory committees/task forces
5. Cooperates with the news media for dissemination of information about the board and the school district; the President or designee speaks for the board	Establishes a working relationship with the news media; meets with representatives of the media to provide appropriate information; issues news releases as required
6. Adopts policy for the equitable resolution of community complaints or grievances; works through the superintendent to resolve such complaints and grievances	Serves as liaison with the community to resolve complaints or grievances; makes recommendations to the board for resolution of complaints that cannot be solved at the administrative level

Quick Tips for Effective Boardsmanship

1. **Remember that individual board members do not have authority.** Only the board as a whole has authority. An individual board member should not take unilateral action.

2. **How you conduct yourself at a meeting is important.** Avoid words and actions that create a "bad show," especially when they could make the board look bad. Don't be afraid to make your point, but do it with a carefulness that won't escalate negative impressions or incidents.

3. **Follow your policies, procedures, rules and regulations.** If a policy is outdated, change it. Procedures and rules help keep order and protect you from the unexpected. Regulations are usually legal and must be followed without exception.

4. **Do your homework.** Read and study your agenda and backup information. Email the board president (c.c. superintendent, board members) with any questions you have. If you don't have enough information, ask for more.

5. **Make motions so that the focus is on the action.** Avoid situations in which everyone is talking about a subject without clear focus on the motions or final action.

6. **Keep it short and simple.** Make your point in as few words as possible. There should be very few speeches at a board meeting.

7. **Ask for the superintendent's recommendation before you act.** The superintendent is your chief executive officer and should recommend, propose and suggest on most matters.

8. **Avoid "surprising" the board or the superintendent at a board meeting.** Sudden surprises should be the exception, not the rule. First talk with the board president. Ask to place an item on the agenda instead of bringing it up unexpectedly at the meeting.

9. **"Move the Question"** when discussion gets repetitive. The board meeting is a place for actions, decision and votes. not endless discussion.

10. **Avoid long meetings.** Tired board members tend not to make good decisions. If it's getting late, ask that the board address this problem at a future meeting.

11. **Avoid the overuse of executive sessions.** While these sessions have a purpose, they should be held only when necessary.

12. **Avoid being a 'ball carrier' for others.** Let others present their own issues, problems or proposals. Listen to your constituents and staff, but refer them to the person who can properly address their issues. Follow the "lines of communication" (see Appendix 5, Lines of Communication) and insist that others do too. The last stop, not the first, should be the board.

13. **Be sensitive to hidden agendas or motives.** Be deliberate and careful so that you do not do anything that creates an unwanted precedent or is the first step toward undesired policies.

14. **Avoid playing to the audience.** Your audience should be your fellow board members. Address them. Speak to the issues on the table.

15. **Avoid reacting to emotional outpouring, and threats.** Neither 'cave in' or 'dig in' – don't be reactive. Deal with the issue and depend on your policies and procedures to help deal with the situation – especially remember the 'chain of communication.' Public Comment time, open forums and hearings can also be stressful – people can be emotional, angry and/or accusatory. Occasionally, people must be removed.

16. **Support and help your board president** in his/her role as leader and presiding officer. It's a tough job.

17. **Visit schools as a board member only with sanction of the board.** When visiting a school on board business always set it up with the superintendent and principal and report to the office when arriving. If you're in a school for a personal reason as a parent or attendee, do not expect special treatment or give the impression you're there on board business.

18. **Police yourself.** The board should take care of its own problems by a yearly self-evaluation and by addressing itself to any individual problems, such a poor attendance or leaks of confidential information.

19. **Get training and attend informational programs, retreats or conferences.** Commit time and energy to your professional development as a board member.

20. **Keep Cool.** 'Loose cannons' do not help a board function well. How you conduct yourself is as important as what you say and do.

Quick Tips To Avoid Ineffective Boardsmanship

1. Don't come to meetings and workshops unprepared. Instead, read the informational materials and be ready to engage in discussions, ask questions and seek clarification.

2. Don't expect all members of the Board to agree on issues or vote unanimously. Instead, appreciate the diversity that different people bring from different perspectives.

3. Don't allow yourself to become "heated" or "overwrought" in discussions. Instead, stay calm, controlled and respectful. Be a role model for our students.

4. Don't keep "fighting the fight" after the vote is taken. Instead, accept the majority decision and "move on."

5. Don't "go solo" and push personal issues. Instead, function as part of the Board team and work for all students.

6. Don't attempt to fix problems brought to you by friends, school employees and community members. Instead, refer them to the appropriate staff member in the "lines of communication." (See Appendix 5, Lines of Communication)

7. Don't make assumptions based on hearsay. Instead, get the facts and information - there's always more to every story. Rumor and personal involvements are also filled with inaccuracies, emotions and private agendas. And never assume that what you read in newspapers or on Facebook is correct.

8. Don't try to be an administrator and micromanage. Instead, function within the confines of school board designated responsibilities.

9. Don't question how someone other than the superintendent is doing his/her job. Instead focus on the results the person gets.

10. Don't second-guess individual management decisions. Instead, focus on the effectiveness and efficiency of the system as a whole.

11. Don't inundate the administration with requests for information. Instead, respect their time and follow the board's procedures for obtaining information.

12. Don't go off on your own to investigate issues. Instead, seek Board interest and approval for subject exploration through committee.

13. Don't criticize the decisions of past boards. Instead, realize that they did the best they could with the information they had at the time. Remember, only hindsight is 20/20.

14. Don't forget your oath of office. Instead, always remember that as an elected official, school board membership is a public office and public trust.

A Different Way To Look At It!

MAKE A COMPARISON!

School District	=	Airline
School Board	=	Board of Directors
Superintendent	=	Pilot
Staff/Operations	=	Personnel/Operations
Students	=	Passengers
Graduation	=	Arrival
Future Student Jobs/Study	=	Future Returning Riders

School Boards focus on the ENDS: What? Why? How Well? How Much?
Superintendents focus on the MEANS: How? When? Where? By Whom?

THE SCHOOL BOARD'S VIEW

A school board's view is like looking down from 50,000 feet
You see the general topography but not the elevations and small tributaries.

A school board's view is like looking down at an ant hill
You see the built up mound but not the work that's going on underground by individual ants.

A school board's view like using a GPS
You set the parameters of "where to and from" and the GPS does the work of determining the fastest route and safest way.

APPENDIX

Appendix:

A1. Budget 2018-2019 Overview

A2. Capital Project Overview

A3. Common Educational Acronyms

A4. Glossary of Educational Terms

A5. Lines of Communication

A6. Policy #1510 – Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)

A7. Policy #1540 – Executive Session

A8. Policy #2110 – Orienting and Training New Board Members

A9. Policy #2210 – Committees of the Board

A10. Policy #3220 – Public Access

A11. Policy #6110 – Ethics……

A12. Strategic Action Plan ……..

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North Rose-Wolcott Central School District
Estimated 2018-2019 Revenues

Revenue Source	Current Budget 2017-2018	Proposed Budget 2018-2019	Dollar Amount Change	Percent Change
State Aid	$15,486,375	$15,750,609	$264,234	1.71%
Building Aid	$1,762,910	$1,806,675	$43,765	2.48%
Tax Levy	$9,383,829	$9,383,829	$0	0.00%
Other Income	$919,078	$914,270	-$4,808	-0.52%
Fund Balance	$0	$0	$0	#DIV/0!
Appropriated Reserves	$355,000	$433,724	$78,724	22.18%
Total Revenue	$27,907,192	$28,289,107	$381,915	1.37%

2018-2019 Estimated Revenues	$28,289,107
2018-2019 Estimated Expenditures	$28,467,400
2018-2019 Budget Gap	$178,293 (1.9% of levy)

Increase in Levy	1.00%	1.50%	2.00%	2.50%
	$93,838	$140,757	$187,677	$234,596
Increase in Levy	3.00%	3.50%	4.00%	4.50%
	$281,515	$328,434	$375,353	$422,272

Tax Levy Limit is an increase of $383,459 (4.09%)

4/3/2018

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CAPITAL PROJECT

APRIL 2018 NORTH ROSE-WOLCOTT NEWSLETTER

In February 2017, voters approved a capital project for NRW schools that would have no impact on school taxes. In early 2018, the bids for the project came back higher than initially anticipated, due to an increase in the construction cost index and other unpredictable factors. To move forward with the project, district taxpayers voted to approve the maximum estimated cost of the project by $4,505,000, which covers all expenses associated with phase one of the capital project. The voters also approved the utilization of $2 million of the Capital Reserve. The remaining $2.5 million to cover the costs will come from state aid. This addition to the original capital project will have no impact on the tax levy.

SCOPE OF WORK TO BE ACCOMPLISHED

ELEMENTARY SCHOOL

- Cafetorium Addition – 2,000 sq. ft. addition to cafeteria
- Kitchen renovation
- Media Center renovation
- Replacement of corridor carpet with hard surface flooring
- Addition of a secure entrance
- Roof replacement, 63,000 sq. ft.
- Add emergency lighting as per code
- Emergency generator replacement
- Fire alarm replacement
- PA system replacement
- Miscellaneous electrical updates as per code
- Reconfiguration of bus loop to separate buses and car traffic
- Addition of parking spaces

MIDDLE SCHOOL

- Complete renovation of all instructional spaces – recreating, resizing of all classroom space
- Corridor renovation
- Replacement of all existing lighting
- Auditorium sound, lighting and seating
- Auditorium paint, acoustics and stage rigging
- Gymnasium paint, wall pads, acoustics and equipment
- Roof replacement, 30,000 sq. ft.
- Window replacement, exterior shell
- Air conditioning throughout building
- Addition of a secure entrance
- Library and media center equipment
- Reconfiguration of bus loop
- Temporary classroom rental
- Building asbestos abatement

The extensive reconstruction and asbestos abatement at Leavenworth requires the building be unoccupied for a period of approximately 18-24 months. During this time, 7th and 8th grade students will be temporarily housed at the high school while the 5th and 6th grade students will be housed in temporary classroom spaces at the elementary school.

HIGH SCHOOL

Roof replacement 37,000 sq. ft.
Replacement of exterior windows and select exterior doors
Replacement of corridor doors as per code, 25 sets
Student locker room renovation
Replacement and addition of emergency lighting as per code
Miscellaneous electrical updates as per code
Addition of smoke detectors/pull stations and strobes as per code
PA system replacement
ADA access to soccer field
ADA access to softball field
Replacement of selected cracked sidewalk panels and storm manholes
Replacement of lighting on soccer field

BUS GARAGE

Installation of a new oil/water separator as per code

HANDBOOK NOTE: State Building Aid is determined on a "building by building" basis and based on the upgrading of the aid percentage of a building's approved capital projects within the previous five years. If there are no projects, there are no aid percentage upgrades. Therefore Phase 1 includes needed work on all four buildings in order to maximize our percentage upgrades for the future Phase 2.

Acronyms, Initialisms and Terms

3020-a	Process for discipline of tenured employees
504 Plan	Section 504 Accommodation Plan - Rehabilitation Act of 1973
AADA	Adjusted Average Daily Attendance
AAESA	American Association of Educational Service Agencies
AASA	American Association of School Administrators
ACCESS	Adult Centers for Comprehensive Education and Support Services
ACE	Alternative Comprehensive Education (or American Council on Education)
ACT	American College Testing Assessment Program
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADM	Average Daily Membership
ADP	Average Daily Participation
AEA	Adult Educaiton Act
AED	Automated External Defibrillators
AFT	American Federation of Teachers
AHERA	Asbestos Hazard Emergency Response Act
AI/DP	Attendance Improvement /Dropout Prevention
AIDS	Acquired Immune Deficiency Syndrome
AIDS	Academic Intervention Services
ALE	Adult Literacy Program
AOE	Approved Operating Expense (for state aid purposes)
AP	Advanced Placement Program
APE	Adaptive Physical Education
API	Alternate Performance Indicators
APPR	Annual Professional Performance Review
ASBO	Association of School Business Officials
ASCD	Association for Supervision in Curriculum Development
ASL	American Sign Language
Assessed Valuation	Value of real property as determined by assessors
AYP	Adequate Yearly Progress
BAN	Bond Anticipation Notes
BEDS	Basic Education Data System; a state education department activity to compile educational data
Big 5	Buffalo, New York City, Rochester, Syracuse and Yonkers
BOCES (bo-sees)	Board of Cooperative Educational Services
BOE	Board of Education
CAD	Computer-aided Drafting for design
CAP	Ceiling on Aid
CAR	Comprehensive Assessment Report
CAT	California Achievement Tests
CBT	Computer-Based Testing
CBVH	Commission for the Blind & Visually Handicapped
CCLS	Common Core Learning Standards
CCSS	Common Core State Standards
CDC	Centers for Disease Control
CDEP	Comprehensive District Education Plan
CDOS	Career Development and Occupational Studies
CEL	Center for Experiential Learning
CHAPS	Comprehensive Health and Pupil Services
CIMS	Comprehensive Instructional Management System
CNP	Child Nutrition Program
COLSBA	Council of Local School Boards Associations
Congruence	The link between developmental and remedial programs resulting in a common educational plan for learners
CPSE	Committee on Pre-School Education
CRC	Career Resource Center
CSD	Central School District
CSE	Committee on Special Education
CSEA	Civil Service Employees Association

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CSHN	Coordinated School Health Network
CSI	Charter Schools Institute
CSIP	Comprehensive School Improvement Plan
CSO	Chief School Officer
CTB	Comprehensive Test of Basic Skills
CTC	Controlled Testing Center
CTE	Career and Technical Education
CTEPP	CTE Program Plan
CUNY	City University of New York
CWR	Combined Wealth Ratio
DARE	Drug Abuse Resistance Education
DASH	Division of Adolescent and school Health
DD	Developmental Disabilities
DDI	Data Driven Instruction & Inquiry
DDSO	Developmental Disabilities Service Office
DEC	Department of Environmental Conservation
Distance learning	Computer assisted instruction with teacher providing lessons to students in remote locations
DO	District Office
DRP	Degree of Reading Power
DS	District Superintendent (also serves as Chief Executive Office for BOCES)
DSS	Department of Social Services
ECCC	Erie Canal Cultural Center
ED	Education Department (U.S. Department of Education)
EDP	External Diploma Program
EduTech	Genesee Valley/Wayne Finger Lakes Educational Technology Service
EIEP	Emergency Immigrant Education Program
ELA	English Language Arts
ELL	English Language Learner
Emotionally Disabled	Handicapping condition that is determined by a psychologist
EMR	Educable Mentally Retarded; student with an I.Q. Between 50 and 75
EMSC	Office of Elementary, Middle, Seconday and Continuing Education
EOP	Education Opportunity Programs
EPA	Environmental Protection Agency
E-Rate	E-Rate Universal Discount Program
ERIC	Educational Resources Information Center
ERS	Employees Retirement System
ERSS	Educationally Related Support Services
ESEA	Elementary and Secondary Education Act
ESFLP	Even Start Family Literacy Partnership
ESL	English as a Second Language
ESTEC	Elementary Science Training Education Center
ESY	Extended School Year
ETS	Educational Testing Service
F & CS	Family & Consumer Sciences
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FCSBA	Four County School Boards Association
FDA	Food and Drug Administration
FERPA	Family Educational Rights & Privacy Act of 1974
Flat Grant	Minimum Apportionment of Aid
FLCC	Finger Lakes Community College
FLTCC	Finger Lakes Technical and Career Center
FS-10	Budget Form
FTE	Full Time Equivalent
FRPL	Free and Reduced Price Lunch
GAO	General Accounting Office
GEA	Gap Elimination Adjustment
GED	General Education Development Test
Gifted	Student with an I.Q. of 140 or more
GMAT	Graduate Management Admission Test
GRE	Graduate Record Examinations General Test
Grievance	Defined by individual contracts but generally means claim of violation of one or more contractual provisions

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Grievance Arbitration	Final step in resolving grievance through a neutral; unless designated otherwise, decision binding
GVSBI	Genesee Valley School Boards Institute
Hearing Panel	Three persons to hear and decide on charges made on tenured teacher; one each selected by employer and employee and neutral (selected by other two members)
HEOP	Higher Education Opportunity Program
HSE	High School Equivalency Diploma
HVAC	Heating Ventilation Air Conditioning
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan; program designed to meet the individual needs of a handicapped student
Individualized Education	Instruction designed to meet a given student's educational needs
ILL	Inter-Library Loan
IPE	Individualized Plan for Employment
IPT	IDEA Proficiency Test for Limited English Proficiency standards
IQ	Intelligence Quotient
ISS	Improved School Services
IST	Instrutional Support Team
ITBS	Iowa Tests of Basic Skills
JMT	Joint Management Team
LAKENet	(Learning Access Knowledge Education Computer Network)
LAN	Local Area Network
LAP	Local Assistance Plan
LD	Learning Disabled (or disorder); student not classified as handicapped yet requires special
LEA	Local Educational Agency
LEP	Limited English Proficiency
LOTE	Language Other Than English
LRE	Least Restrictive Environment
LSAT	Law School Admission Test
LUST	Leaking Underground Storage Tanks
LYC	Law, Youth and Citizenship Program
Mainstream	Incorporating handicapped student into regular classroom
MASLA	Management Advocates for School Labor Affairs
MAT	Miller Analogies Test
M/C	Managerial/Confidential
MCAT	Medical College Admission Test
MCSBA	Monroe County School Boards Association
Mediation	Process using neutral to facilitate agreement between negotiating parties
MH	Multiple Handicapped
MPC	Materials Processing Center
MR	Mentally Retarded
MSA	Metropolitan Statistical Area
MSDS	Material Safety Data Sheet
MST	Mathematics, Science and Technology
NAEP	National Assessment of Educational Progress
NARA	National Archives and Records Administration
NASSP	National Association Secondary Schools Principals
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act
NEA	National Education Association
NEA-NY	National Education Association of New York Affiliated with NEA
NMSQT	National Merit Scholarship Qualifying Test
NOVEL	New York Online Virtual Electronic Library
NSBA (niss-bah)	National School Boards Association
NSLP	National School Lunch Program
NSPRA	National School Public Relations Association
NTE	National Teaching Examination
NYSAA	New York State Alternate Assessment
NYSCOSS	New York State Council of School Superintendents
NYSED	New York State Education Department
NYSPHSAA	New York State Public High School Athletic Association
NYSSBA	New York State School Boards Association

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NYSSPRA	New York State School Public Relations Association
NYSTRS	New York State Teachers Retirement System
NYSUT	New York State United Teachers; affiliated with AFL-CIO
OCFS	Office of Children and Family Services
OCR	Office of Civil Rights
OGS	Office of General Services
OHI	Other Health Impaired
OJT	On-the-Job Training
OMB	Office of Management and Budget
OMH	Office of Mental Health
OMRDD	Office of Mental Retardation and Developmental Disabilities
OSES	Office for Special Education Services
OSHA	Occupational Safety Health Administration
OT	Occupational Therapy
PAP	Professional Assistance Program
PAR	Pupil Attendance Report
PARCC	Partnership for Assessment of Readiness for College & Career
PART 100	State Regulations – mandates for education programs
PART 200	State Regulations – mandates for students with disabilities
PCEN	Pupils with Compensatory Education Needs
PEF	Public Employees Federation
PERB	Public Employment Relations Board
PET	Program Evaluation Test
PINS	Persons In Need of Supervision
PL	Public Law
PPS	Pupil Personnel Services
PreK	Prekindergarten
PSAT	Preliminary Scholastic Assessment Test
PSEN	Pupils with Special Education Needs
PSPAA	Public School Personnel Administrators Association
PT	Physical Therapy
PTA	Parent Teacher Association
PTO	Parent Teacher Organizaion
Quota Pupil	Pupils using transportation system who are countable for state aid purpose
RCT	Regents Competency Test
REGS	Regulations (Abbreviated)
RFP	Request For Proposal
RIC	Regional Instructional Council
RIF	Reading is Fundamental
RIF	Reduction in Force
RT	Recreation Therapist
RTI	Response to Intervention
RTTT	Race to the Top
RWADA	Resident Weighted Average Daily Attendance used in computing state aid
SAANYS	School Administrators Association of New York State
SARA	State Archieves and Records Administration
SAS	Supplementary aids and services
SASS	Systems of Accountability for Student Success
SAT	Scholastic Aptitude Test
SAVE	Safe Schools Against Violence in Education
SDM	Shared Decision-Making
Section V	Four County Section of the New York State Public High School Athletic Association
SED	State Education Department
SEE	Signing Exact English
Self-Contained	All academic instruction usually provided on one classroom
SEQA	Special Education Quality Assurance
SETRC	Special Education Training Resource Center (for Parents and Teachers)
SI	Speech Impaired
SOSHA	State Occupational Safety Health Administration
SPE	Speech
Special Education	Instruction of students with mental, physical and/or emotional handicapping condition or learning disability
SRP	Statewide Reference Point

Updated: 8/13/2015

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SRO	State Review Officer
SSA	Social Security Administration
SSD	Social Skill Development
SSDI	Social Security Disability Income
SSFC	Statewide School Finance Consortium
SSI	Social Security Income
ST-3	School District Annual Financial Report
STAC	Systems for Tracking and Accounting for Children
STARR	School Tax Relief
Staff Development	Continuous professional growth directly relating to changing program needs
STEP	Science and Technology Entry Program
STW	School-to-work
SUNY	State University of New York
SURR	Schools Under Registration Review
TAP	Tuition Assistance Program
TAPU (ta-poo)	Total Aidable Pupil Units; used in computing state aid
TBI	Traumatic Brain Injury
Tenure	Permanent status earned by staff member after completing probationary period. Can be removed only through special provisions of Education Law Section 3020a.
TIMSS	Third International Mathematics and Science Study
Title I	Federal education funding for schools targeted for children from low-income families
Title IX	Education Amendments of 1972 bans sex discrimination in schools receiving federal funds, whether in academics or athletics
TMR	Trainable Mentally Retarded; student with an I.Q. between 35 and 50
TOEFL	Test of English as a Foreign Language
TONYSS	Tests of New York State Standards
TOT	Teachers for Tomorrow
TRC	Teacher Resource Center
TRS	Teachers' Retirement System
True (Full) Valuation	Value of real property after applying equalization formula determined by the State Board of Equalization and Assessment
TWPU	Total Wealth Pupil Units; used in computing state aid
UFSD	Union Free School District
UFT	United Federation of Teachers
USDA	United States Department of Agriculture
USDOE	United States Department of Education
USNY	University of the State of New York
VATEA	Carl D. Perkins Vocational and Technical Education Act
VESID	Office of Vocational & Educational Services for Individuals with Disabilities
VI	Visually Impaired
VR	Vocational Rehabilitation
VTEA	Vocational and Technical Education Act
WADA	Weighted Average Daily Attendance
WAN	Wide Area Network
WEP	Work Experience Program
WIA	Workforce Investment Act
WTCC	Wayne Technical and Career Center

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A Glossary of Education Terms

Academic Intervention	Services required of the school district to provide extra help to students who are not yet meeting the learning standards, as mandated under the federal No Child Left Behind Act.
Accountability	The obligation of states, school districts and individuals to ensure that students meet performance standards, and the obligation of school boards to fulfill their stewardship responsibilities.
Adequate yearly progress	The measure each state must establish to determine the progress of all students and students in certain specified accountability groups in each public school, school district and charter school within the state toward attaining proficiency in state assessments, as specified under the federal No Child Left Behind Act.
Appropriation	An authorization from the board of education or voters to make expenditures and to incur obligations for specific purposes.
Assessed valuation	The monetary worth of all property in the district as determined by the municipal assessor.
Assessment	Measuring or judging the learning and performance of students, teachers, administrators and the board itself.
Average daily attendance	The aggregate days of attendance during a given reporting period divided by the number of days school is in session during that period.
Basic Education Data System (BEDS)	The State Education Department's system for collecting basic information on all the state's elementary and secondary schools.
Block grants	Federal or state funding distributed in a lump sum directly to states or localities to administer and direct programs.
BOCES	Boards of Cooperative Educational Services that are formed by a voluntary cooperative association of school districts in a geographical area that band together to provide services, such as special education and vocational programs, to their component local school districts.
BOCES aid	State funds to reimburse a district for part of the cost of BOCES services.
Categorical aid	State or federal aid which is intended to finance or reimburse a specific category of instructional or supporting program or to aid a particular target group of pupils.

A Glossary of Education Terms (cont'd)

Charter school	An independent and autonomous public school established under the state Charter Schools Act, eligible for funding from both private and public local, state and federal monies.
Cohort	A group of students who share the same statistical or demographic characteristics, such as grade level.
Commissioner of Education	The chief executive appointed by the Board of Regents to execute, supervise and enforce laws and policies relating to the state education system.
Contingency budget	The budget adopted by the board of education after a proposed budget is defeated.
Cooperative service application (Co-Ser)	A BOCES request to the commissioner of education for approval to operate a service.
Core curriculum	The body of knowledge that all students are expected to learn.
Criterion-referenced tests	Tests designed to determine whether students have acquired predefine knowledge or mastered specific skills; measures how well students perform in relation to established criteria, rather than how students compare with each other.
Data-based decision making	Analyzing quantitative information from varied sources to make decisions about the school or district.
Deficit	The amount by which total expenditures exceed total revenues for the fiscal year.
Distance Learning	A course taken and/or taught simultaneously in two or more locations using video and computer technology.
Equalization rate	The percentage of full value at which taxable real property in a county, city, town or village is assessed as determined by the New York State Board of Real Property Services.
Executive Session	A portion of the school board meeting that is not open to the public.

A Glossary of Education Terms (cont'd)

Freedom of Information Law (FOIL)	A law that gives the public access to government records, as a way to foster increased understanding of and participation in government. The law provides a list of the kinds of records that are exempted.
Fund balance	The reserves districts have to protect education programs and avoid property tax spikes when state aid is reduced or unexpected contingencies occur.
GASB	Governmental Accounting Standards Board, which sets the accounting rules for all governmental entities, including school districts.
Individualized education program (IEP)	A written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of the student.
Magnet school	A school that offers enriched curriculum in one or more subject areas; sometimes used as a means of desegregation.
Norm-referenced tests	Tests designed to compare student performance to a representative sample of students known as the norm group. Focus is on comparing a student's score to performance of other students at the national, state or local level.
Performance-based assessment	Tests which measure students' abilities to perform tasks and solve problems rather than choosing answers from a number of possibilities.
Schools Under Registration Review (SURR)	Schools identified by the Commissioner of Education as being farthest from meeting state benchmarks for measuring student performance.
Triborough	An amendment to the Taylor Law, part of the Civil Service Law, that requires the term of an expired collective bargaining agreement to remain in effect until a new one is negotiated.
Value-added assessment	Using test scores to measure the gains made by individual students – as well as their school districts – from year to year, providing a snapshot of student achievement.
Voucher	A way to allocate and distribute education money directly to parents to pay for their children's education in a public or private school.

A Glossary of Education Terms (cont'd)

Wicks Law	A section of the General Municipal Law that requires school districts to award separate contracts for plumbing, heating/air/ventilation and electrical work.

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LINES OF COMMUNICATION

WHERE TO ADVISE PEOPLE TO GO WIH CONCERNS

For concerns about a teacher, go to the building principal.

For concern about a principal, go to the Assistant Superintendent for School Improvement and Instruction

For concerns about special services (handicapped programing, buildings and grounds, transportation, or food service), go to the department head.

If a concern remains unresolved, go to the next person on the chain of command:

teacher
principal
assistant superintendent for school improvement and instruction
assistant superintendent for business and operations
superintendent

special service providers
department head
supervisor
assistant superintendent for business and operations
superintendent

Always notify the superintendent and board president if you make a referral.

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POLICY

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE)

All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A "meeting" is defined as an official convening of a public body for the purpose of conducting public business and a "public body" is defined as an entity of two or more persons which requires a quorum to conduct public business, including committees and subcommittees. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

Whenever such a meeting is to take place, there must be at least 72 hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law. When the District has the ability to do so, notice of the time and place of a meeting shall be conspicuously posted on the District's internet website.

If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Regular meetings of the Board of Education of North Rose - Wolcott Central School District shall take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Superintendent to prepare the agenda and review it with the Board President for each meeting of the Board. The agenda for each meeting shall be prepared during the week prior to the meeting. The agenda shall be distributed to Board members no later than the Friday before such regular meeting. Whenever the President or other members of the Board wish to bring a matter to the attention of the Board, such request should be made to the Superintendent through the Board President and/or Vice President so that the same can be placed on the agenda. Whenever individuals or groups wish to bring a matter to the attention of the Board, such request shall be addressed in writing to the Superintendent through the Board President and/or Vice President. The Superintendent shall present such matter to the Board.

The District Clerk shall notify the members of the Board of Education in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

(Continued)

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (Cont'd.)

The Superintendent and members of his/her staff at the Superintendent's discretion shall attend all meetings of the Board. The Superintendent shall attend all executive session meetings of the Board except those that concern his/her evaluation, employment status, and salary determination. The Board may request the attendance of such additional persons as it desires.

Recording of Meetings

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of the equipment and/or personnel used to photograph, broadcast, webcast and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during meetings and written copies provided, upon request, to meeting attendees.

Public Expression at Meetings

Public expression at such meetings shall be encouraged and a specific portion of the agenda shall provide for this privilege of the floor. At its discretion, the Board may invite visitors to its meetings to participate in the Board's discussion of matters on the agenda.

The Board of Education reserves the right to enter into executive session as specified in Policy #1540 -- Executive Sessions.

Quorum

The quorum for any meeting of the Board shall be four members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

Use of Parliamentary Procedure

The business of the Board of Education shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

Education Law Sections 1708 and 2504
General Construction Law Section 41
Public Officers Law Article 7, Section 103(d), 104 and 107

(Continued)

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURE) (Cont'd.)

NOTE: Refer also to Policies #1520 -- Special Meetings of the Board
#1540 -- Executive Sessions
#5410 -- Purchasing
#6211 -- Employment of Relatives of Board of Education Members
#8340 -- Textbooks/Workbooks/Calculators/Instructional Computer Hardware

Adopted: 1992
Revised: 11/12/03; 1/9/07; 4/3/12; 4/14/15

A7

POLICY

2017 1540

By-Laws

SUBJECT: EXECUTIVE SESSIONS

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the Board may conduct an executive session for discussion of the below listed purposes only, provided, however, that no action by formal vote will be taken except on an Education Law Section 3020-a probable cause finding. For all other purposes, the action by formal vote will be taken in open meeting and properly recorded in the minutes of the meeting. Attendance at an executive session will be permitted to any Board member and any persons authorized or requested to attend by the Board.

a) Matters that will imperil the public safety if disclosed;

b) Any matter that may disclose the identity of a law enforcement agent or informer;

c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;

d) Discussions regarding proposed, pending or current litigation;

e) Collective negotiations pursuant to Civil Service Law Article 14;

f) Medical, financial, credit, or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;

g) Preparation, grading, or administration of examinations;

h) Proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

Motions for executive sessions should state the subject or subjects to be discussed in executive session. It is insufficient to merely recite statutory language.

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

Education Law § 3020-a
Public Officers Law Article 7

Adopted: 1992
Revised: 6/13/17

A8

POLICY

2017 2110

Internal Operations

SUBJECT: ORIENTING AND TRAINING NEW BOARD MEMBERS

The Board and its staff will assist each new member-elect to understand the Board's functions, policies, and procedures before he or she takes office, by the following methods:

a) The electee will be given selected materials relating to the responsibilities of Board membership, which material is supplied by the New York State School Boards Association, the National School Boards Association, and/or other professional organizations;

b) The electee will be invited to attend Board meetings and to participate in its discussions;

c) The Clerk will supply material pertinent to meetings and explain its use;

d) The electee will be invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board;

e) A copy of the Board's policies and by laws will be given to the electee by the Clerk;

f) The opportunity will be provided for new Board members to attend the New York State School Boards Association orientation program.

Board Member Training

Within the first year of election or appointment, each Board member must complete a minimum of six hours of training on the financial oversight, accountability, and fiduciary responsibilities of a school board member and a training course acquainting him or her with the powers, functions, and duties of Boards, as well as the powers and duties of other governing and administrative authorities affecting public education. Re-elected Board members will not be required to repeat this training. The curriculum and provider of this training must be approved by the Commissioner of Education.

Upon completing the required training, the Board member will file with the District Clerk a certificate of completion issued by the provider of the training. Actual and necessary expenses incurred by a Board member in complying with these requirements are a lawful charge to the District.

Education Law § 2102-a
8 NYCRR § 170.12(a)

Adopted: 1992
Revised: 6/13/17

A9

POLICY

2007 2210

Internal Operations

SUBJECT: COMMITTEES OF THE BOARD

The Board and/or the President of the Board may at its discretion establish committees for the purpose of undertaking a specific task in connection with Board activity. These committees, however, cannot make legal decisions for the entire Board.

At the request of the Board, the President shall appoint temporary committees consisting of less than a quorum of the full membership for special purposes. These committees shall be discharged on the completion of their assignment. The President of the Board shall be an ex-officio member of such committees.

The Board of Education recognizes that it may be necessary from time to time to authorize advisory committees for the purpose of enlisting opinions and counsel of the general public. Such committees shall be appointed by the Board of Education. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

Audit Committee

The Board has established an audit committee to oversee, and report to the Board on, the annual audit of the District.

Visitation Committees

The Board of Education shall appoint one or more committees, to visit every school or department at least once annually, and report on their conditions at the next regular meeting of the Board.

Meetings of Committees of the Board of Education

All committees and/or subcommittees of the Board of Education must abide by the provisions of the Open Meetings Law. Such committees must meet publicly, go into executive session only on a motion and only for one of the permitted topics, give advance notice of meetings, make public minutes and otherwise comply with all requirements of the Open Meetings Law.

The only exceptions to this policy are District Committee meetings called by the administration rather than the Board of Education and meetings of the Committee on Special Education.

Education Law Sections 1708, 2116-c and 4601
Public Officers Law Sections 97.2 and 108.3

NOTE: Refer also to Policy #5572 -- Audit Committee

Adopted: 1992
Revised: 11/12/03; 1/9/07

A10

POLICY

1999 3220

Community Relations

SUBJECT: PUBLIC PARTICIPATION AT BOARD MEETINGS

All regular and special meetings of the Board of Education will be open to the public. Because the Board desires to hear the viewpoints of citizens throughout the District, it will schedule one period during each meeting to provide an opportunity to address the Board. The meetings are not public forum meetings. but are meetings held in public.

A reasonable period of time, not to exceed 30 minutes (which may be waived by the President of the Board) shall be set aside during the first part of each regular and special Board meeting. Generally, the speaker will be allowed five minutes to address the Board.

Persons wishing to speak should first complete the sign-in sheet and be recognized by the President, then identify themselves, any organization they may be representing at the meeting, and the agenda topic or other matter or public concern they wish to discuss.

Speakers may offer such objective criticism of school operations and programs with which they are concerned. However, the Board will not hear, in public session, personal complaints of School District personnel, nor complaints against any person connected with the School System. Such complaints are to be addressed first through proper administrative channels. Only in those cases where satisfactory adjustment cannot be made by the Superintendent's office should complaints be submitted, in writing, to the Board.

In accordance with provisions of state law, discussion or action by the Board on an item presented under the Public Participation agenda topic is not permitted. The President will advise speakers that no response of any kind will be made by any member of the Board of Education or administration either during or at the conclusion of the speakers remarks. Questions concerning matters which are not on the agenda may be taken under consideration and addressed at a subsequent Board meeting.

The presentation should be as brief as possible and relate to school matters. All speakers are to conduct themselves in a civil manner. Obscene language, libelous statements, threats of violence, statements advocating or implying racial, religious, or other forms of prejudice will not be tolerated. The Board vests in its President or other presiding officer the authority to terminate the remarks of any individual when the individual does not adhere to established rules.

The President is responsible for the orderly conduct of the meeting and shall rule on such matters as the time allowed for public discussion, the appropriateness of the subject being presented, and suitability of the time for such a presentation. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Copies of this policy will be made available to any interested individual(s) prior to a Board Meeting.

The Board of Education reserves the right to enter into executive session as specified in Policy #1530.

Adopted: 1992
Revised: 1/26/99

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL

General Provisions

Officers and employees of the District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This policy establishes those standards.

The provisions of this policy are intended to supplement Article 18 of General Municipal Law Sections and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members, and employees of the District.

Gifts

No person may directly or indirectly solicit, accept, or receive any gift having a value of $75 or more under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of his or her official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form.

Confidential Information

No person may disclose confidential information acquired by him or her in the course of his or her official duties or use this information to further his or her personal interests.

Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when he or she, individually, or as a member of the Board, has the power or duty to: negotiate, prepare, authorize, or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer, or his or her deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or for investment of funds of the District.

(Continued)

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

No employee, officer, or agent will participate in selecting, awarding, or administering a contract supported by a federal award if he or she has a real or apparent conflict of interest. These conflicts could arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in or a tangible personal interest benefit from a firm considered for a contract. The employees, officers, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The District may, however, set standards for situations where the financial interest is not substantial or the gift is an unsolicited item of nominal value.

"Interest," as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of: his or her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he or she is a member or employee; a corporation of which he or she is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by him or her.

The provisions of the preceding four paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District. Likewise, no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

Disclosure of Interest in Contracts and Resolutions

Any District officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest, and must be filed with the person's immediate supervisor and the Board. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

(Continued)

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

Investments in Conflict with Official Duties

No person may invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his or her official duties, or that would otherwise impair his or her independence of judgment in the exercise or performance of his or her official powers or duties.

Private Employment

No person may engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

Future Employment

No person may, after the termination of service or employment with the District, appear before the District on behalf of his or her employer in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with the District or which was under his or her active consideration while he or she was with the District.

Notice of Code of Ethics and General Municipal Law Sections 800-809

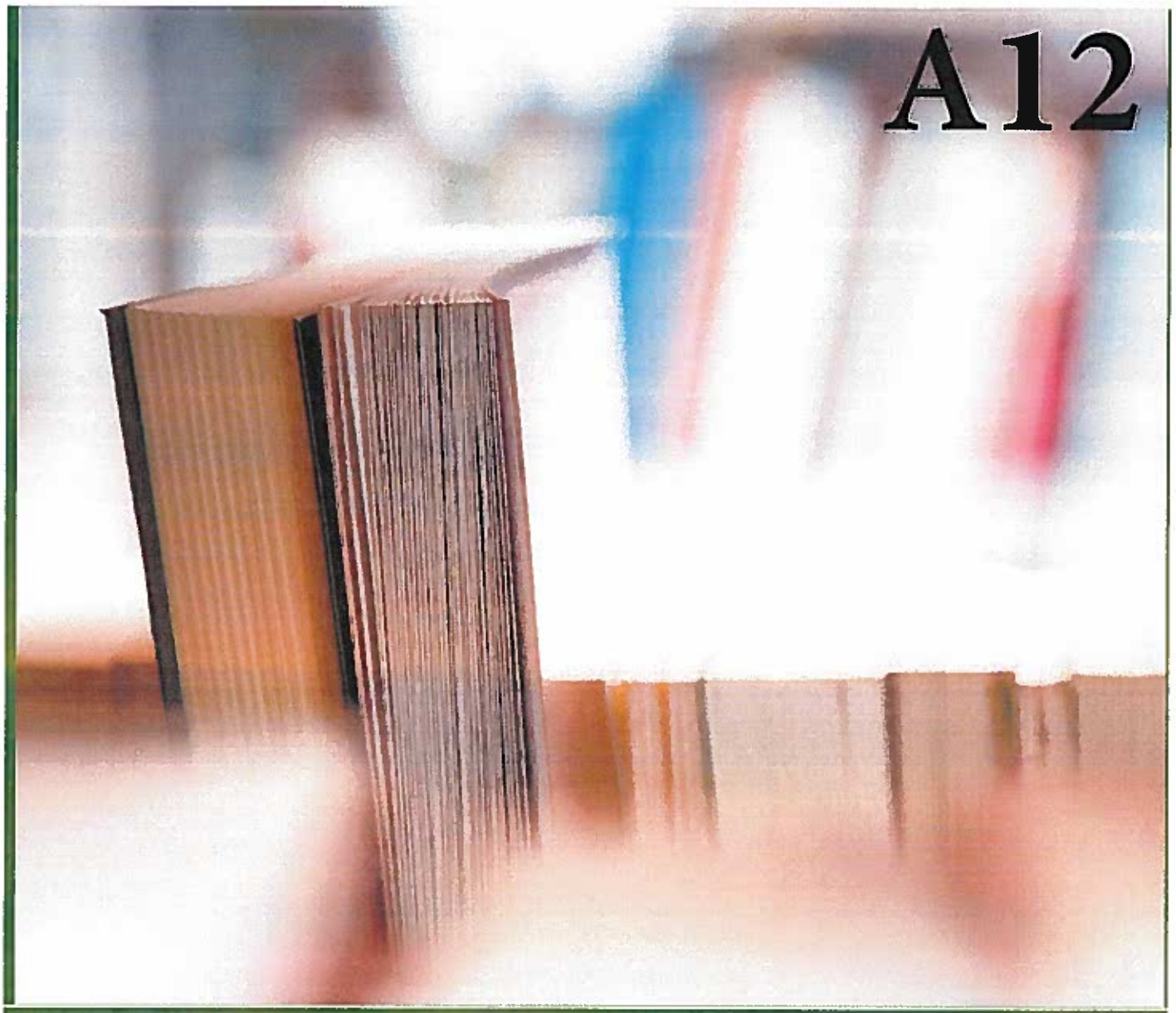
The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions, or the ability of the District or other relevant authorities to enforce them.

Penalties

Any person who knowingly or intentionally violates any of the provisions of this policy may be fined, suspended, removed from office or employment, or subject to additional or other penalties as provided by law.

Education Law § 410
General Municipal Law Article 18 and §§ 800-809
2 CFR § 200.318(c)(1)

Revised: 6/24/97; 1/9/07; 3/20/12; 2/27/18



District Strategic Action Plan

2018-2021

North Rose - Wolcott

Cougar Pride

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Revised: 9/2018
Original Adopted: 2017

The ***MISSION*** of the North Rose-Wolcott Central School District is to prepare each student for a successful future.

The ***CORE BELIEFS*** of the North Rose-Wolcott Central School District are that:

- The potential of each student will be achieved.
- Learning is a shared responsibility of all.
- Each student will be provided a safe, creative and encouraging environment.
- Each student will be prepared for their future.

Strategic Goal 1: By June 2021, all students taking a state assessment will be proficient (3 or 4, 65 or higher).

Strategic Goal 2: By June 2021, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.

Strategic Goal 3: By June 2021, by the end of second grade, all students will read at or above grade level.

Strategic Goal 4: By the 2020-2021 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.

Focus Area 1: Multi-Tiered Systems of Supports

Action Step 1: Refine the district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.

1. Core beliefs about MTSS will be developed and communicated district wide.
2. Further explore and refine the implementation of common reliable screening tools to measure and monitor student progress.
3. Tier 1 teams will use data to inform instruction.
4. Utilize the Leverage Leadership model to support teachers in their implementation of MTSS.
5. Collaborate on building-level systems to accommodate efficient student transitions (ex: scheduling, records and info).
6. Incorporate social-emotional supports and interventions at all 3 Tiers.

Implementation Partners: Coordinator of MTSS-building level MTSS teams; Teachers; Administrators; Counselors; MTSS coaches; Psychologists; Social worker; Support staff; Data Coordinator; Grants consultant; Wayne Behavioral

Resource Use: School Climate Transformation Grant; Leadership Council; Tier 1 Instructional team time; SchoolTool; Ongoing training for staff; Education Elements (personalized learning); Tiered Fidelity Inventory; Interim Assessments; Tier 1 Minutes; Leverage Leadership notes; Why Try; Skills Streaming; Renew/Wrap Around: Check in/ Check Out; Check and Connect; Responsive Classroom; Conscious Discipline book study; Positivity Project; After School Family Counseling 2 nights/week

Evidence of Completion: District-wide implementation of common beliefs; Ongoing PD on MTSS; Progress monitoring data related to common screening tool; Action plans including monitoring from SBIP; End-of-year status report for PL; Data meetings; Individual group action plans based on data; Individual teacher meetings with NYS data to develop plans to move students levels on NYS assessments

Progress: We will continue to work on improving cyclical review, analysis, and use of assessment data, both formative and summative.

Action Step 2: Develop opportunities for targeted instructional time for students who are not meeting benchmarks.

1. Department of Curriculum and Instruction and district leaders develop extended school year opportunities. (school-year and summer school.)
2. BOCES employees, principals, assistant principals, teachers, community members, utilize grants to support extending instructional time for students
3. Department of Curriculum and Instruction establishes and examines the goals/purpose of Summer school for PK-8 and 9-12
4. Department of Curriculum and Instruction connects MTSS structures to targeted instructional time including extended school day and summer school programs
5. District leaders review past data related to achievement outcomes (pre and post) for students enrolled in summer school in the past 3 years. Data will be used to identify improvement targets for summer school

Implementation Partners: Teachers; Administrators; Grant coordinators

Resource Use: 21- Century Grant and others

Evidence of Completion: LIFT Program at HS; After School Discovery and Summer Escape at the Elementary Building and Middle School; Morning tutoring sessions for grades 3 and 4, and Reading Recovery; All students attending summer school receive math and ELA instruction

Action Step 3: Use assessment information to intervene for students at proficiency and mastery levels

1. Utilize NYS assessment and Regents results to identify students that are high 3's and low 4's to determine what is getting in the way of the 3 becoming a 4 and what is needed so that the 4 stays a 4, etc.
2. Ensure that interim assessments allow students to perform at mastery level, not just at proficiency (Bloom's taxonomy, etc.)
3. Use interim assessment data to progress monitor students
4. Develop individualized student or group plans for students at levels 3 and 4

Implementation Partners: Teachers; Administrators; ASI; BOCES coaches; Leadership Council-lead teacher; Instructional Coaches

Resource Use: NYS testing data; Interim assessments; LinkIt!; Time-summer work and work outside school day; Time-report card work; Money-to pay people for summer work

Evidence of Completion: SBIP Action plans; Interim assessments; LinkIt! reports; PD plan; MTSS meeting notes; Standards-based report card; PD reflections and evaluations

Action Step 4: Develop a continuum of support for students achieving at all levels

1. Continue to develop district assessment plan
2. Progress monitor all students using common district assessments
3. Develop different types of interventions for Tier 1, 2, and 3 for students at proficiency and above
4. Structure schedules so that all students have access to academic intervention supports, including students at proficiency and mastery levels
5. Utilize District MTSS process for moving students in and out of tiered interventions

Implementation Partners: Teachers; Administrators; ASI; Counselors; Parents; Students; LC; BOCES and outside consultants

Resource Use: SCT Grant; Progress monitoring systems e.g. STAR reports; Time; Money for summer work and work outside school day professional development

Evidence of Completion: Student data-interim assessments, NYS testing, Regents data; STAR Data; Grant reports; School and teacher Schedules; Teacher schedules; MTSS plans for students and groups; MTSS meeting notes; PD plan; PD reflections and evaluations; MTSS triangle (Identified interventions at all 3 tiers); Classroom observations

Action Step 5: 100% of students will be reading on grade level or above by the end of grade 2.

1. Teachers at all grade levels will complete a full Fountas and Pinnell and STAR Reading Benchmark three times per year
2. Teachers at all grade levels PK-8 will use the Continuum of Literacy Learning as a guide for Guided Reading and Writing.
3. Reading teachers will provide training for administering assessments. Reading Teachers will also provide quality assurance checks-inter-rater reliability.
4. Fountas and Pinnell Benchmark System
   - Sight Words
   -Reading Record (Words Per Minutes, Accuracy, Self-correction rate, Fluency, Comprehension, Writing
5. The Continuum of Literacy Learning:
   Interactive Read Alouds
   -Shared Reading
   -Writing About Reading
   -Writing
   -Oral, Visual, and Technological Communication
   -Phonics, spelling and word study
   -Guided Reading
6. Ongoing evaluation of our vertical K-12 ELA program
7. Teachers at all grade levels K-2 will use informal running records to facilitate Guided Reading instruction in between Benchmarking periods
8. Any change to the Calendar, master schedule, or academic day due to special events or half-days will continue to prioritize Guided Reading instruction
9. Ongoing staff development on improving reading between benchmark period for K-4 with informal running records.

Implementation Partners: BOCES staff developers; Teachers; Administration; Reading Teachers; Instructional Coach

Resource Use: Continuum of Literacy Learning Book; Fountas and Pinnell Benchmarking Kits for individual teachers; Teacher and reading team collaboration on grade level benchmarking each trimester; Staff development on a full Fountas and Pinnell Benchmark grades K-2; Staff development on using the Continuum of Literacy Learning for Guided Reading and Writing; Statewide Conferences; Supporting teachers with professional development texts yearly

Evidence of Completion: K-2 data will be maintained including local and state student assessment results; Student writing samples match their reading level; Assessment results will improve; Ongoing yearly training offered for new teachers and building substitutes; Curriculum audit for ELA; Adjustments to the PK-6 schedule to formalize guided reading time to implement programming; Ongoing differentiated professional development in guided reading; Ongoing support by the building and district level financially in the expansion of text quality and variety for student use

Action Step 6: Use cohort (grade level) data, group MTSS data, and individual student data to determine appropriate interventions for students who are not meeting grade level benchmarks (K-6 reading).

1. Determine skill specific Tier 2 interventions for the lowest 20% of students for grades K-6
2. Monitor effectiveness of interventions, including Reading Recovery after grade 1, and adjust as data dictates

Implementation Partners: Reading Teachers; Teachers; Teaching Assistants; Administration; Instructional Coaches; Continuing Contact for Reading Recovery through BOCES

Resource Use: Reading Recovery; Leveled Literacy Intervention; Skill Intervention Groups; NYS ELA Assessments results; KDG Data including: sight words from pre-primer and primer lists, letter names and sounds ID, and concepts of print; Reading Recovery Training; LLI Training; Professional Development for Running Records, Fountas and Pinnell Benchmarking, determining sight word lists and running record passages; 1st Grade Data includes: Observation Survey; 2nd Grade Data includes: words per minute, Fountas and Pinnell Benchmarking Components, and Running Records; Utilizing STAR to assess grade 2 fluency and reading comprehension

Evidence of Completion: Building Calendar reflects Tier 1 meetings; Staff Development is scheduled based on data/need/initiative; All teachers performing informal running records between Benchmark Assessment; Staff uses common language surrounding assessments and skills development; Staff participates in varied PD on reading including Wilson and Orton Gillingham programs

Action Step 7: Differentiate Tier 1 Instruction and Support for ELA (elementary Reading)

1. Continue to explore UPK and KDG students concepts of print
2. Reading Recovery strategies will be used during Tier 1 Reading and Writing instruction Pre-K – 4
3. Reading Recovery Teachers will provide PD on direct reading and writing strategies
4. All students will have access to differentiated content during Tier 1 instruction (reteaching, alternate strategies/modalities if needed) through a balanced literacy framework
5. Pull out for Tier 2 or Tier 3 interventions must be scheduled with consideration to individual students' reading and writing priorities within Tier 1
6. Teaching assistants will be used to maximize small group instruction opportunities

Implementation Partners: Teachers; Teaching Assistants; Reading Teachers; Administration; Instructional coaches

Resource Use: Teachers with expertise will provide staff development with UPK-4 grade teachers; Teaching Assistants to run smalls group; Time to collaborate regarding student progress; UPK/HeadStart collaboration

Evidence of Completion: Building Calendar reflects needed staff development;
Incoming Kindergarten and 1 grade students will demonstrate an increased awareness of concepts about print

Action Step 8: All students will have access to interventions in the least restrictive environment *students with IEP's access *Instructional "elbow coaching" (elementary Reading)

1. Teachers will document the effectiveness and attempts at Tier 1 interventions in the Request for Assistance form with a shared intention to to offer the most effective intervention at the least restrictive environment
2. Teachers will provide evidence and data for all Tier 1 interventions used in the classroom prior to a student moving to a Tier 2 intervention for individual referrals
3. All students will have access to Tier 2 and Tier 3 interventions based on the coordination of resources through MTSS meetings/ IEP Team meetings/ CSE meetings.
4. Flexible grouping protocol based on Data Days and grade level grouping to include the lowest 20% of each grade level.

Implementation Partners: Behavioral Health Staff; Related Service Providers; Teachers; Families; BOCES Staff Development as needed; Teaching Assistants; Administration

Resource Use: Professional Development/conferences; List of possible Tier 1 interventions for academic and behavioral needs; Reading Recovery; Leveled Literacy Intervention, reading skill area interventions; Data meetings; Leverage Leadership

Evidence of Completion: Classification rate for students in grades K-2 decreasing; Addition of interventions for all students in the least restrictive environment; Related services are provided as a push-in model if it is determined that it would be beneficial to the student; Consultant teaching model; All active interventions for Tier 1, 2, and 3 are documented; Building Calendar reflects a response to needed staff development; Refinement of student data evaluation at Tier 1 to determine appropriate Tier 2 aligned interventions

Action Step 9: Enroll students PK-12 in STEAM courses each year.

1. Register students to participate in STEAM courses and activities.
2. Collect data on student enrollment in STEAM courses and activities, as well as study hall enrollment. [annually]

Implementation Partners: STEAM Task Force; Counselors; Building admin; STEAM Teachers

Resource Use: STEAM Course Guide; Data on enrollment; Promotional STEAM materials

Evidence of Completion: Data reports showing increased enrollment in STEAM courses and activities; Students K-4 receive once a week class in STEAM (2017-2018); Students in PreK-4 will receive one day a week STEAM incorporating literacy skills, media skills, and STEAM standards. (PreK/K will receive 30 minutes, grade 1-4 will receive 60 minutes per week).

Focus Area 2: **Curriculum**

Action Step 1: Provide access to General Education curriculum for all students.

1. Leadership Council will create a plan for curriculum development and review with timelines based on student achievement data by June 2021.
2. District Tech committee evaluates the use of technology in each building and updates the district technology plan to reflect instructional needs. (June 2019)
3. Teachers, parents, administrators develop a standards-aligned (Next Generation Learning Standards) PK-12 curriculum, outlining what students should Know, Understand, and Do (ongoing) along with assessments aligned to curriculum and standards for each
4. Integrate reading and writing into special areas
5. All teachers gather information from all stakeholders at various stages of the process of curriculum development
6. Teachers develop interim assessments based on Curriculum

Implementation Partners: Teachers; Leadership Council; Administrators; Parents/Community; BOCES staff developers; Coordinator of Technology Integration; Director of Technology

Resource Use: Instructional team; Curriculum Writing teams; Instructional Coaches for each level; IXL and other digital tools

Evidence of Completion: Technology plan for the district that reflects PL work and instructional needs. Creation of process to request software/apps/tech; Completion of ELA program audit at level K-12; Interim Assessments-regular revision; Restorative discipline to decrease suspension from the general education settings.

Action Step 2: Provide access to enrichment opportunities for all students

1. Develop district definition of mastery and what students need to know, understand, and do at each grade level/each class
2. Develop curriculum maps that include higher level texts (above gr. Level) and higher level questioning
3. Incorporate enrichment activities into curriculum maps-determine the assured experiences that are part of each grade level/course
4. Communicate with students regarding which AP courses could be offered, which would be most relevant given the path they are on post-HS, and assess student interest in which AP classes to offer
5. Determine which advanced courses we will continue to offer, when to offer them, and which ones we will discontinue based on data, enrollment requirements
6. Expand advanced course offerings at the MS and HS
7. Increase the total percentage of students participating in advanced classes
8. Provide enrichment opportunities outside the school day for, e.g. Lego, Robotics, Science Olympiad
9. All students will have a written future story starting at grade 5 that is reviewed and revised each year, and that will be used for course selection in HS (Better place for this-2.1.2 also)

Implementation Partners: Teachers; Administrators; ASI; Leadership Council-lead teachers; Data coordinator; Counselors; Technology Director; BOCES coaches

Resource Use: Use of BOCES support for PD; Outside consultants for curriculum mapping and enrichment-money; Addition of extracurricular clubs and activities and staff to support-money; NYLearns or other curriculum mapping program; Google Drive/Classroom; Grants-Math/Science, etc.; Chromebooks, iPads, Laptops

Evidence of Completion: Student Achievement Results: interim assessments, mid- & end-of-module assessments, 3-8 NYS tests, Regents results, STAR Reading and Math; District calendar; SBIP written action plans; District PD Plan; Monitoring protocol notes; MTSS meeting minutes; District Technology Plan; Teacher observations; Student course and enrichment opportunity enrollment; Enrichment opportunities for students in grade 4 rotating through STEAM activities; LIFT at HS ; After School Discovery at the ES and MS; Personalized Learning-Learning Walks

Action Step 3: Promote STEAM learning opportunities through the NRW educational community

1. Provide enrichment/extension activities like Legos or robotics at all levels (before/after school?)
2. Provide opportunities for students to experience STEAM courses before enrolling through family and community events, showcases, and/or presentations.
3. Provide counselors with a STEAM course guide connected to future stories.

Implementation Partners: Students; Teachers; Administration; Data coordinator; Counselors; BOCES; WTCC; P-Tech staff; Community; Colleges; Workforce integration/assistance

Resource Use: Course lists from district schools; Attend conferences through WFL BOCES; Attend National STEM/STEAM conference; Research for related grants; Quality time to visit other district programs; Community and student body survey on web site - include student access to technology outside of school; Community College; 21st Century Grant/other grants; Financial support by buildings and district for materials

Evidence of Completion: STEAM Course Guide; Legos and Literacy Night

Action Step 4: STEAM Task Force members assess curriculum

1. Team members ensure there is a vertically aligned curriculum including PBL in all STEAM areas while integrating the district technology plan.

Implementation Partners: STEAM Task Force; Leadership Council; District Tech Team; Teachers; Students; Counselors; Administrators; Community; PLTW Partners

Resource Use: Superintendent Conference Days; BOE meetings; Leadership Council meetings; Community forums; District PR; Video technology; PLTW Resources; Student Surveys; Vocabulary lists

Evidence of Completion: Vertically-aligned STEAM curriculum; Video/Brochure produced; STEAM teacher attended professional development related to STEAM

Action Step 5: Continue to adjust to meet student needs and abandon what does not work.

1. During the 2019-2020 school year, investigate the possibility of implementing PLTW modules starting in the 2020-2021 school year in K-8 or K-12 to help with the STEAM initiative.
2. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value.
3. Identify students' interests and aptitudes during the 2019-2020 school year, and every three years after.
4. If something is not working, a collaborative effort will be made to abandon/change current practice/program. Any change will be thoroughly researched and validated based upon data and standards.
5. Teachers review and adjust the course vocabulary lists every three years (first scheduled review would be 2020-2021) or when new standards come out to ensure the vocabulary list is correct and each word is part of the curriculum.

Implementation Partners: STEAM Task Force; Leadership Council; District Tech Team; Teachers; Students; Counselors; Administrators; Community; PLTW Partners

Resource Use: Superintendent Conference Days; BOE meetings; Leadership Council meetings; Community forums; District PR; Video technology; PLTW Resources; Student Surveys; Vocabulary lists

Evidence of Completion: Vertically-aligned STEAM curriculum; Video/Brochure produced; STEAM teacher attended professional development related to STEAM

Focus Area 3: **Community Engagement**

Action Step 1: Utilize families as learning partners

1. Teachers and administrators research what works for making families as partners in learning, based on demographic groups.
2. Based on the research, develop ways to create families as learning partners PK-12, utilizing students as presenters.
3. Provide opportunities for parents/community members to become educated on the resources available in our district.
4. Survey the community to find out their preferred method of engagement.
5. Create a team to review and improve our current practices related to student attendance and achievement and parent attendance to school events. Identify who needs to be engaged and target from there. Strategy should be based on the group we are targeting. "MTSS" for parent engagement.
6. Update parent contact information in the student management system yearly.
7. Practice selective abandonment of strategies for communicating and engaging parents that do not currently work.

Implementation Partners: Public Relations Coordinator; Teachers; Administrators; McKinney-Vento Coordinator; Parent Liaison; Attendance team members; In-district agency support members -- Delphi, Catholic Charities; Wayne Behavioral; Parents/community members; Home/school liaisons; SRO

Resource Use: McKinney-Vento; Publication cost for outreach; Survey and associated costs; Support for parent teams; Costs associated with community nights (food, materials, etc.); 21st Century Grant

Evidence of Completion: Regular surveying the community related to preferred method of engagement was completed at MS/ES; Action Plan from attendance team; Building attendance teams regularly meet to deploy interventions based on data; Establishment of building parent team led/coordinated by liaison(s); HS Family Engagement SIP Group researched and provided multiple evening events to inform and reach out to parents/community; Quarterly family Literacy Nights in partnership with the Wayne Literacy Volunteers

Action Step 2: Create partnerships with parents and community members that support students achieving at mastery level

1. Communicate to parents the District definition of mastery and what it looks like at each grade level/course
2. Establish parent/community advisory groups to share information and solicit feedback regarding curriculum, assessments, enrichment
3. Offer P/T conferences for all students
4. Communicate and celebrate students that achieve at the mastery level and students that maintain at the mastery level
5. Research community businesses, colleges, and agencies that would be willing to partner with the school
6. Establish community and business partnerships that support students extending their learning and applying what they learned in a real-world setting, e.g. Math and Science Partnership grants
7. Partner with area colleges to: expand our advanced course offerings, connect students with colleges early

Implementation Partners: Teachers; Administrators; Parents; Community members and business leaders; ASI; BOCES coaches; Counselors; Outside consultants for Framework for Understanding Poverty; BOCES 2 SBIP trainers; LC Lead Teachers; Parent Liaison

Resource Use: Website and newsletters for communication; Money-for refreshments when we bring parents and community members in; Rewards for students; Transportation of students to area businesses

Evidence of Completion: Website, social media, and other communications; SDM meeting notes and agendas; P/T conference schedules, evening elementary conferences offered to families bi-yearly; K-6 Open House in the fall; Student recognition examples, various celebrations and recognitions of students achieving mastery; Student visits to area colleges and businesses; Meeting notes and agendas from meetings with businesses and colleges; Student future stories

Action Step 3: Establish a culture that fosters a community of readers and writers

1. Provide year-round opportunities for students to engage in interest based reading and writing experiences
2. Track the attendance and participation of literacy nights, author visits, poetry café, Florentina Fun days, etc.
3. Increase opportunities for students to publish, display, and view student work
4. Purposeful use of bulletin boards in/outside of classrooms
5. Expose students to professionals and community members as readers and writers
6. Positive peer partnerships that emphasizes shared reading
7. All students are treated as readers and writers that are continually improving their craft
8. Students and teachers will participate in writing workshop throughout the school year
9. Exposure to rigorous text for all students

Implementation Partners: BOCES Staff Developer and Coach; All School Staff; Teachers; Community Members; Authors; Administrators; Families; Instructional Coaches; Parent Liaison

Resource Use: Daily 5; Writing Workshop; Vertical Grade Level Meetings; Assemblies and School-Wide Events; Literacy Nights and Poetry Night; Purposeful use of bulletin boards in/outside of classrooms to display student writing; Author Visits; Florentina Fun Days; Assemblies and author visits; BOCES Coach; Summer School; Staff Development; Statewide Conferences; Wayne Literacy Volunteers visiting readers

Evidence of Completion: Schedule adjusted to reflect reading and writing priorities; Celebrations of students as readers and writers are added to assemblies; Utilizing BOCES PD staff to explore best practices; School calendar reflects scheduled activities that develop students as readers and writers; Evaluation of current programs outside of the core curriculum for effectiveness; Students published in various national and local texts and on social media; Grant support of text purchases for all students periodically PreK-4; One School One Book project PreK-4

Focus Area 4: **Professional Learning**

Action Step 1: Utilize focused professional learning to support district-wide initiatives.

1. Leadership Council and all stakeholders will collaborate to foster greater understanding and implementation of effective instructional methods and standards across PK-12
2. Provide ongoing building-level professional development related to the 3 tiers of MTSS, both academic and behavioral.
3. Teachers and Leadership Council establish a consistent method of assessment and reworking of curriculum based on student assessments and ability to meet student needs including professional development on assessment writing
   -PD for assessment writing
   -writing of the assessments
   -quality control of assessments
4. Engage in the SBIP process to identify learning targets for professional learning. Analyze student achievement data, identify trends, set targets for PD that address teacher needs based on the data
5. Develop practices to support new teachers based on data, research-based practices, teacher input, etc. New teacher induction
6. ASI, LC, Principals, teachers create a continuum of supports for all teachers and administrators. *PD plan that outlines required learning for all staff, how learning will be measured, monitoring plan
7. Leadership Council recommends professional development initiatives

Implementation Partners: Leadership Council; Teachers; Administrators; Vertical teams; Teacher mentors; Data Coordinator

Resource Use: Curriculum time; Curriculum materials; Focused professional development driven by teacher need; New teacher mentor activities; BOCES coaching

Evidence of Completion: Leadership Council meeting minutes; Professional Development Plan; Regular after school PD offered and attended by teacher; Elementary Building-wide SMART Goal to update math and ELA curriculum based on student assessment data; Interim assessment PD offered for HS; interim assessment schedule implement and LL tied to data analysis as a follow-up; HS SLT reviews data from LL to identify learning targets for staff; Year 1 and 2 teacher meetings monthly at the elementary school

Action Step 2: Provide professional development for staff as it relates to curriculum writing, enrichment, and tiered lessons

1. Provide necessary professional development related to curriculum writing.
2. Research enrichment program options and develop District Gifted and Talented Committee to establish a shared definition of enrichment
3. Research systems for recommending students for advanced classes and explore which classes could be offered

Implementation Partners: Teachers; Administrators; ASI; Leadership Council-lead teachers; Data coordinator; Counselors; Technology Director; BOCES coaches

Resource Use: Use of BOCES support for PD; Outside consultants for curriculum mapping and enrichment-money; Addition of extracurricular clubs and activities and staff to support-money; NYLearns or other curriculum mapping program; Google Drive/Classroom; Grants-Math/Science, etc.; Chromebooks, iPads, Laptops

Evidence of Completion: Student Achievement Results: interim assessments, mid- & end-of-module assessments, 3-8 NYS tests, Regents results, STAR Reading and Math; District calendar; SBIP written action plans; District PD Plan; Monitoring protocol notes; MTSS meeting minutes; District Technology Plan; Teacher observations; Student course and enrichment opportunity enrollment; Enrichment opportunities for students in grade 4 rotating through STEAM activities; LIFT at HS ; After School Discovery at the ES and MS; Personalized Learning-Learning Walks

Action Step 3: Provide professional development for staff around quality assessment writing and data analysis

1. Research Standards-based report card feasibility at MS/HS level
2. Continue SBIP training
3. Provide PD for quality assessment writing

Implementation Partners: Teachers; Administrators; DCI; BOCES coaches; Leadership Council-lead teacher; Instructional Coaches

Resource Use: NYS testing data; Interim assessments; LinkIt!; Time-summer work and work outside school day; Time-report card work; Money-to pay people for summer work

Evidence of Completion: SBIP Action plans; Interim assessments; LinkIt! reports; PD plan; MTSS meeting notes; Standards-based report card; PD reflections and evaluations

Action Step 4: Provide professional development for students, staff, and parents around growth mindset and having a future story

1. Provide PD for staff and students around growth mindset

Implementation Partners: Teachers; Administrators; Parents; Community members and business leaders; ASI; BOCES coaches; Counselors; Outside consultants for Framework for Understanding Poverty; BOCES 2 SBIP trainers; LC Lead Teachers; Parent Liaison

Resource Use: Website and newsletters for communication; Money-for refreshments when we bring parents and community members in; Rewards for students; Transportation of students to area businesses

Evidence of Completion: Website, social media, and other communications; SDM meeting notes and agendas; P/T conference schedules, evening elementary conferences offered to families bi-yearly; K-6 Open House in the fall; Student recognition examples, various celebrations and recognitions of students achieving mastery; Student visits to area colleges and businesses; Meeting notes and agendas from meetings with businesses and colleges; Student future stories

Action Step 5: All teachers of STEAM content will stay up to date with new strategies and curriculum.

1. Teachers will engage in workshops through professional development, superintendent conference days, grade and cross-grade level meetings to acquire and utilize academic vocabulary that is consistent through the STEAM content areas (PK-12).

Implementation Partners: Students; Teachers; Administration; Data coordinator; Counselors; BOCES; WTCC; P-Tech staff; Community; Colleges; Workforce integration/assistance

Resource Use: Course lists from district schools; Attend conferences through WFL BOCES; Attend National STEM/STEAM conference; Research for related grants; Quality time to visit other district programs; Community and student body survey on web site - include student access to technology outside of school; Community College; 21st Century Grant/other grants; Financial support by buildings and district for materials

Evidence of Completion: STEAM Course Guide; Legos and Literacy Night

Action Step 6: Re-evaluate the status of the STEAM initiative to reach the strategic goal.

1. STEAM task force meets at least once per month to adjust and monitor any facet of the program.

Implementation Partners: STEAM Task Force

Resource Use: TBD based on identified next steps

Evidence of Completion: TBD based on identified next steps

For More Information

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Strategic Action Plan Acronym Key

AP-Advanced Placement

ASI-Assistant Superintendent for Instruction

BOCES-Board of Cooperative Educational Services

BOE-Board of Education

CSE-Committee on Special Education

ELA-English Language Arts

ES-Elementary School

HS-High School

IEP-Individualized Education Program

K-Kindergarten

KDG-Kindergarten

LC-Leadership Council

LIFT-Leadership and Investment in Future Talents

LL-Leverage Leadership

LLI-Leveled Literacy Instruction

MS-Middle School

MTSS-Multi-Tiered Systems of Support

NYS-New York State

PBL-Project Based Learning

PD-Professional Development

PK-Prekindergarten

PL-Personalized Learning

PLTW-Project Lead the Way

PR-Public Relations

P/T-Parent/Teacher

SAP-Strategic Action Plan

SBIP-School Based Inquiry Process

SCT Grant-School Climate Transformation Grant

SDM-Shared Decision Making

SIP-School Improvement Plan

SLT-School Leadership Team

SRO-School Resource Officer

STAR-Standardized Test for the Assessments in Reading (however there are STAR tests for other content domains)

STEAM-Science, Technology, Engineering, Art, Math

TBD-To Be Determined

UPK-Universal Prekindergarten

WTCC-Wayne Tech and Career Center