

NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING

June 26, 2025

6:00 PM

Large Group Instruction Room at the District Office

AGENDA

1. Call to Order/Pledge of Allegiance

Approval of Agenda

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of June 26, 2025.

Motion for approval by _____, seconded by _____, all in favor ___-___.

2. In Memory of Shelly Cahoon

RESOLUTION

Be it resolved that flags shall be flown at half – staff on June 27, 2025 and June 28, 2025 in memory of and to commemorate the passing of Board of Education Member Shelly Cahoon.

3. Reports and Correspondence:

- Policy Committee –
 - First Reading: The following policies are being submitted for a first reading.

5000	Non-Instructional/Business Operations	
5685	Maximum Temperature for School Buildings and Indoor Facilities	New
7000	Students	
7316	Use of Internet-Enabled Devices During the School Day	New

4. Public Access to the Board:

This time is provided for residents of the District to address the Board of Education. Persons wishing to speak must complete the sign in sheet and be recognized by the President. The speaker will be allowed three minutes to address the Board of Education.

5. Consent Agenda:

A motion for approval of items as listed under the CONSENT AGENDA ITEMS is made by _____, and seconded by _____ any discussion- All in favor ___-___.

a. Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the meeting minutes of June 12, 2025.

b. Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated March 17, April 8, 22, 24, 30, May 1, 5, 6, 8, 9, 12, 13, 20, 23, 27, 29, June 2, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 2025; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

15080	14422	12795	14991	13665	14761	13922	12738	11955	14520
14864	15168	12901	14452	13254	13642	14587	15186	13846	14028
14970	13449	12919	14985	14984	15159	14727	13236	14820	15202
12366	12677	13829	12447	14945	13076	15154	15206	13619	14666
14872	13899	14294	13169	14069	14842	14500	14939	12924	13434
15040	15209	14995	13764	11335	14685	13350	12334	14546	15066
15170	14732	14786	14882	14266	13870	14325	14888	14369	15101
14657	15068	15020	13685	15092	13866	14463	14931	12972	15055
14763	14887	15047	15047	15046	14670	14414	13899	15120	13009
IEP Amendments:									
11335									

c. Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d. Donation to the District

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the from the American Heart Association and William Mitchell, School Engagement Director. The donation consists of a CPR in School Training Kit, which included resources to train up to 25 students at a time in hands-only CPR.

e. Final Reserve Fund Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Report of Reserve Funds and Use of Reserves Policy to be updated annually.

f. Funds Transfer

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the transfers of up to \$25,000 to the EBALR Reserve, up to \$25,000 to the Unemployment Reserve, up to \$400,000 to the (ERS) Retirement Contribution Reserve Account, up to \$200,000 to the TRS Reserve Account, up to \$1,000,000 to the Capital Bus Reserve, and up to \$3,000,000 to the Capital Building Reserve Account to be funded with unexpended funds as of June 30, 2025, in accordance with the District’s Funding and Use of Reserves Policy.

g. School Comprehensive Education Plan (SCEP)

The board must approve the School Comprehensive Education Plan (SCEP) for the Middle School as required by the State Education Department.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2025-26 School Comprehensive Education Plan (SCEP) for the Middle School and authorizes the Superintendent of Schools to transmit the fully executed document to the State Education Department.

h. Personnel Items:

1. Letter of Resignation – Lucia Copeland

Lucia Copeland, Elementary Teacher, has submitted a letter of resignation.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Lucia Copeland as Elementary Teacher. effective August 24, 2025.

2. Appoint Elementary Teacher – Olivia Pixley

Karen Haak recommends Olivia Pixley to fill an Elementary Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Olivia Pixley as an Elementary Teacher, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Early Childhood Education, Birth-2, Initial

Tenure Area: Elementary

Probationary Period: August 27, 2025-August 27, 2028 (Long-Term Substitute Teacher position counts towards probationary period – August 28, 2024-August 26, 2025)

Salary: Step B- \$50,975

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

3. Summer Curriculum Writing/Professional Development

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individual to participate in curriculum writing workshops in July-August 2025 at \$35.00/hr.

Olivia Pixley

4. Approve Terms & Conditions of Employment

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the Public Relations Specialist for the 2025-2026 school year. The contract is on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the Coordinator of Student Behavior Standards for the period of July 1, 2025-June 30, 2026. The contract is on file with the District Clerk.

5. Co-Curricular Appointments

The following individuals are being recommended to fill co-curricular positions.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individuals to fill co-curricular positions for the 2024-25 school year.

Name	Bldg.	Title	Step	Year	Salary
Kelly Jackson	MS	Musical Set Designer	1	1	\$928

6. Leadership Council

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following to serve on Leadership Council for the 2025-2026 school year at a stipend of \$2500.

Lead Teachers:	Building
Patty Weber	Elementary School
Lindsey Roberts	Elementary School

7. Academic and Enrichment Summer Program Appointments

The following individuals are being recommended to work in the summer academic and enrichment programs that are funded by grants.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals to work various summer academic and enrichment programs from July 1, 2025 through August 27, 2025 conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

Staff	Position	\$/Hr.
Paige Dapolito	Grant Program Nurse	\$43.02/hr.
Rachel Strickland	Grant Program Teacher	\$43.02/hr.
Nathaniel Stevens	Grant Program Teacher	\$43.02/hr.
Julie Norris	Grant Program Teacher	\$43.02/hr.
Miranda Motyka	Grant Program Teacher	\$43.02/hr.
Brenda Mitchell	Grant Program Teacher	\$43.02/hr.
Jennifer Marriott	Grant Program Teacher	\$43.02/hr.
Brad Lefevre	Grant Program Teacher	\$43.02/hr.
Daniel Kim	Grant Program Teacher	\$43.02/hr.
Kaylina Gropp	Grant Program Teacher	\$43.02/hr.
Lucia Copeland	Grant Program Teacher	\$43.02/hr.
Michael VanDoren	Grant Program Teacher	\$43.02/hr.
Ashley Kennedy	Grant Program Teacher	\$43.02/hr.
Melissa Mason	Grant Program Teacher	\$43.02/hr.
David Hahn	Grant Program Teacher	\$43.02/hr.
Brian LaValley	Grant Program Teacher	\$43.02/hr.
Ethan Durocher	Grant Program Teacher	\$43.02/hr.
Jordan Camp	Grant Program Teacher	\$43.02/hr.
Amy Suss	Grant Program Teacher	\$43.02/hr.
Cary Merritt	Grant Program Teacher	\$43.02/hr.
Alison Thompson	Grant Program Teacher	\$43.02/hr.
Stephen Shepherd	Grant Program Teacher	\$43.02/hr.
Jake Hill	Grant Program Teacher	\$43.02/hr.
Karen Burns	Grant Program Librarian	\$43.02/hr.
Sarah Woodland	Grant Program Teaching Assistant	\$20.65/hr.
Amanda Cummings	Grant Program Teaching Assistant	\$20.65/hr.
Marissa Vezzose	Grant Program Teacher Aide	\$16.12/hr.

Makayla Ritchie	Grant Program Teacher Aide	\$16.49/hr.
Lorryn Moore	Grant Program Teacher Aide	\$17.36/hr.
Kursty Mendenhall	Grant Program Teacher Aide	\$16.49/hr.
Kim Youngman	Grant Program Teacher Aide	\$18.00/hr.
Tyler Interlichia	Grant Program Teacher Aide	\$16.00/hr.
Christy Grimsley	Grant Program Teacher Aide	\$18.57/hr.
Tracy Frazer	Grant Program Teacher Aide	\$18.36/hr.
Eryn Youngman	Grant Program Teacher Aide	\$16.00/hr.
Emilee Bundy	Grant Program Teacher Aide	\$16.00/hr.
Colleen Anthony	Grant Program Teacher Aide	\$16.00/hr.
Sundra Wendt	Grant Program Teacher Aide	\$19.03/hr.
Aubrey Liseno	Grant Program Teacher Aide	\$16.49/hr.
Stephanie Kerr	Grant Program Teacher Aide	\$18.01/hr.
Crystal Shaft	Grant Program Teacher Aide	\$16.49/hr.
Jacqueline Harris	Grant Program Teacher Aide	\$16.64/hr.

8. Written Agreement between the Superintendent and North Rose-Wolcott Administrators Association
RESOLUTION

Resolved, that the Board of Education of the North Rose-Wolcott Central School District approves the written agreement between the Superintendent of Schools and the North Rose-Wolcott North Rose-Wolcott Administrators Association, executed on June 25, 2025.

9. Approve Amended Terms & Conditions of Employment
RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Amended Terms and Conditions of Employment for the Director of Business Operations and Finance for the 2024-2025 school year. The contract is on file with the District Clerk.

10. Correction Aquatics Program

Marc Blankenberg is recommending the following individuals to fill Water Safety Instructors and/or Lifeguard or Program Director positions.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals as Water Safety Instructors and/or Lifeguards or Program Directors for all swim programs during the 2025-2026 school year.

Name	Position(s)	Rate/Hr.
Kat Lange	Program Director – Swim	\$27.85/hr. \$31.19
Amanda Randall	Program Director – Swim	\$27.85/hr. \$31.19

11. Correction - Create and Appoint Public Relations Specialist - Amanda Hogan

RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education of the North Rose-Wolcott Central School District creates the following 1.0 FTE position and approves the following appointment:

Position: Public Relations Specialist

Appointment/Name: Amanda Hogan

Assign./Loc: District

Civil Service Title and Status: Public Relations Specialist, Provisional

Classification/Hourly Rate: ~~Non-Exempt~~ Exempt/ Contract is On File with the District Clerk

Effective Date: July 1, 2025

Board Member Requests/Comments/Discussion:

-

Good News:

Informational Items:

- Claims Auditor Reports

Motion for Adjournment:

There being no further business or discussion, a motion is requested adjourn the regular meeting.

Motion for approval by ____, seconded by ____, with motion approved __-__. Time adjourned: __:__ p.m.

SUBJECT: MAXIMUM TEMPERATURE FOR SCHOOL BUILDINGS AND INDOOR FACILITIES

The District is responsible for addressing the health, safety, and comfort of students and staff on extreme heat conditions days.

For purposes of this policy, the following definitions apply:

- a) Extreme heat condition days means days when occupiable educational and support services spaces are 82 degrees Fahrenheit or higher.
- b) Room temperature means the temperature measured at a shaded location, three feet above the floor near the center of the room.
- c) Support services spaces do not include kitchen areas used in the preparation of food for consumption by students.

Implementation Plan When the Temperature Reaches Eighty-Two Degrees Fahrenheit

The District is required to take action to relieve heat-related discomfort when the occupiable educational and support services spaces temperatures reach 82 degrees Fahrenheit. These actions may include, but are not limited to:

- a) Turning off the overhead lights;
- b) Pulling down shades or blinds;
- c) Turning on fans;
- d) Opening classroom doors and windows to increase circulation, if permitted;
- e) Turning off unused electronics that produce heat; and
- f) Providing water breaks.

Air conditioners, where available, may also be used to keep room temperatures from reaching 82 degrees Fahrenheit. The District may take the actions above earlier in the day or before school starts in an effort to keep the room temperature below 82 degrees Fahrenheit. This does not prohibit using air conditioning in response to a student's Individualized Education Plan, Section 504 Plan, or in response to a documented student medical need.

(Continued)

SUBJECT: MAXIMUM TEMPERATURE FOR SCHOOL BUILDINGS AND INDOOR FACILITIES (Cont'd.)Implementation Plan When the Temperature Reaches Eighty-Eight Degrees Fahrenheit

The District will remove students and staff from educational and support services spaces when the room temperature reaches 88 degrees Fahrenheit where practicable. The Superintendent or designee may direct building principals to evacuate the space by:

- a) Moving students and staff to cooler spaces within the school building(s); or
- b) Closing school early and sending students and staff home according to the District's emergency school closing policy and/or procedure which include communicating with parents and persons in parental relation.

The Board will consider the anticipated number of extreme heat condition days when adopting or adjusting the District's school calendar. The District will also be mindful of collective bargaining agreements.

Education Law Section 409-n

NOTE: Refer also to Policy #3510 -- Emergency School Closings

Adoption Date

Students

SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY

The District consulted with local stakeholders including employee organizations representing each bargaining unit, parents, and students to develop this policy to prohibit the use of Internet-enabled devices by students during the school day on school grounds. This policy aims to ensure that students remain focused on their academic responsibilities throughout the school day, which includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, and passing time.

For purposes of this policy, the following definitions apply:

- a) "Internet-enabled devices" means and includes any smartphone, tablet, smartwatch, or other device capable of connecting to the Internet and enabling the user to access content on the Internet, including social media applications;

"Internet-enabled devices" does not include:

1. Non-Internet-enabled devices such as cellular phones or other communication devices not capable of connecting to the Internet or enabling the user to access content on the Internet; or
 2. Internet-enabled devices supplied by the District, charter school, or Board of Cooperative Educational Services (BOCES) that are used for an educational purpose.
- b) "School day" means the entirety of every instructional day as required by subdivision 7 of the Education Law Section 3604 during all instructional time and non-instructional time, including but not limited to homeroom periods, lunch, recess, study halls, and passing time.
- c) "School grounds" means in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of a district elementary, intermediate, junior high, vocational, or high school, a charter school, or a BOCES facility.

Students are generally prohibited from using Internet-enabled devices during the school day anywhere on school grounds.

However, students may be authorized to use an Internet-enabled device during the school day on school grounds:

- a) If authorized by a teacher, principal, or the District for a specific educational purpose;
- b) Where necessary for the management of a student's health care;

(Continued)

**SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY
(Cont'd.)**

- c) In the event of an emergency;
- d) For translation services;
- e) On a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor for a student caregiver who is routinely responsible for the care and well-being of a family member; or
- f) Where required by law.

Students must be permitted to use an Internet-enabled device where the use is included in the student's:

- a) Individualized Education Program (IEP); or
- b) Section 504 Plan.

On-Site Storage of Internet-Enabled Devices Including Cell Phones

Students must store their Internet-enabled devices in designated on-site storage areas during the school day. On-site storage areas may include, but are not limited to, student lockers, designated storage bins in classrooms, or secure storage areas in the school's main office. The designated on-site storage areas must be easily accessible to students and provide adequate security to ensure the safekeeping of the student's devices. The District will communicate the procedures for storing and retrieving devices, ensuring that students understand their responsibilities in using the on-site storage facilities provided.

Methods for Parents to Contact Students During the School Day

To accommodate necessary communication, parents or persons in parental relation may use the following methods to contact their student during school hours while adhering to this policy:

- a) School Office Phone: Parents or persons in parental relation may call the school's main office, and the office staff can relay messages to the student or call the student to the office to speak with their parent or person in parental relation.

(Continued)

**SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY
(Cont'd.)**

- b) School Messaging Application: Parent Square is available for parents to communicate necessary information to their child's designated contact person.
- e) Written Notes: Parents or persons in parental relation can drop off written notes at the school's main office, which can then be delivered to the student by school staff.

Parents and persons in parental relation will be notified in writing of the methods that are available for contacting their student during school hours upon enrollment and at the beginning of each school year.

Student Discipline for Accessing Internet-Enabled Devices During the School Day

The District is prohibited from suspending a student solely for accessing internet-enabled devices in violation of this policy.

Posting and Translation of Policy

The District will post this policy in a clearly visible and accessible location on its website. Translations of the policy into the 12 most common non-English languages spoken by limited-English proficient individuals in the state will be provided upon request by a student or other persons in parental relation to a student.

Reporting and Mitigation Action Plan

Beginning September 1, 2026 and annually thereafter, the District will publish an annual report on its website detailing enforcement of this policy within the District in the prior school year. This report will include non-identifiable demographic data of students who have faced disciplinary action for non-compliance and analysis of any demographic disparities in enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a mitigation action plan.

Education Law Section 2803

Adoption Date

**NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING MINUTES**

June 12, 2025

6:00 PM

LARGE GROUP INSTRUCTION ROOM @ DISTRICT OFFICE

PRESENT:

BOE Members: Lucinda Collier, Tina Reed, Linda Eygnor, Lesley Haffner, Travis Kerr

Absent: John Boogaard, Shelly Cahoon

Superintendent: Michael Pullen

District Clerk: Tina St. John

Approximately 6 students, staff and guests

1. Call to Order/Pledge of Allegiance

President, Lucinda Collier called the meeting to order at 6:00p.m.

Approval of the Agenda:

Motion for approval was made by Lesley Haffner and seconded by Linda Eygnor with the motion approved 5-0.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of June 12, 2025.

2. Presentations:

- Student Presentation – North Rose Wolcott Elementary School
 - 4^h Grader, Remi Brooks was the student presenter.
- NRW Middle School Comprehensive Education Plan (SCEP) – Crystal Rupp
 - Crystal Rupp presented and answered questions regarding the SCEP.
- School Improvement Plans – North Rose-Wolcott Elementary School - Principal, Vice Principal
 - Karen Haak and Ben Stopka presented their School Improvement Plan and answered questions.
- Superintendent Update – Michael Pullen
 - Mr. Pullen provided important upcoming dates for the remainder of the school year.

3. Reports and Correspondence: - The Committee chairperson or liaison provided an update.

- Board of Education Building Liaisons
 - Elementary School – Lesley Haffner
 - Middle School – Travis Kerr
 - High School – John Boogaard
 - Cougar Ops – Shelly Cahoon
- Four County Board of Directors – Linda Eygnor
- Four County Legislative Committee – Linda Eygnor
- Handbook Committee – Lucinda Collier, Linda Eygnor, Lesley Haffner
- Audit Committee – John Boogaard, Shelly Cahoon, Travis Kerr
- District Safety Committee – Travis Kerr
- Personnel & Negotiations Committee – Tina Reed, John Boogaard, Lucinda Collier
- Communication Ad Hoc Committee – Tina Reed, Linda Eygnor, Travis Kerr
- Policy Committee – Shelly Cahoon, Lesley Haffner, Tina Reed

4. Public Access to the Board:

- No one addressed the Board of Education

EXECUTIVE SESSION:

A motion was requested to enter executive session to discuss the employment history of specific employees.

The motion was made by Travis Kerr and seconded by Linda Eygnor with motion approved 5-0.

Time entered: 6:37p.m.

Return to regular session at 6.54p.m.

5. Consent Agenda:

A motion for approval of the following items as listed under the CONSENT AGENDA is made by Travis Kerr and seconded by Lesley Haffner with the motion approved 5-0.

a. Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the meeting minutes of May 22, 2025.

b. Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated March 3, April 3, 8, 9, 23, 24, 28, 30, May 5, 6, 7, 9, 13, 15, 16, 19, 21, 23, 29, June 3, 4, and 5, 2025; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

13836	14379	14256	15194	13901	12334	15193	13735	14546	13452
14235	14255	13965	15177	14268	14985	13726	14228	13865	13617
15201	14932	12198	14763	15154	14133	14072	13841	14503	14670
13559	14493	14330	13717	14349	14858	14475	13961	14631	15048
14914	14103	14216	14884	14637					

c. Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d. Treasurer Report

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Treasurer Report for April 2025.

e. Donation to the District

Thomas Maier, has donated approximately 3,000 linear feet of rough cut lumber to the woodworking program valued at approximately \$4,500.00.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the donation of lumber from Thomas Maier.

f. Establish Reorganization Meeting Date - 2025-2026 School Year

RESOLUTION

BE IT RESOLVED, pursuant to § 1707(2) of the NYS Education Law, that the annual reorganizational meeting of the Board of Education of the North Rose-Wolcott Central School District for the 2025-2026 school year will be held on Thursday, July 10, 2025 at 6:00 p.m. in the Large Group Instruction Room of the District Office.

g. Reasonable Assurance Letters

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, authorizes the Director of Human Resources to transmit reasonable assurance letters in compliance with Federal Unemployment Act enacted under Public Law 94-566, to all eligible and active employees for the 2025-2026 school year, commencing on July 1, 2025 and ending June 30, 2026.

h. Personnel Items:

1. Letter of Resignation for purpose of Retirement – Carol Stevens

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Carol Stevens as Elementary Teacher, for purpose of retirement, effective June 30, 2025.

2. Letter of Resignation – Harley Seager

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Harley Seager as Senior Clerk Typist. effective June 30, 2025.

3. Letter of Resignation – Aubrey Liseno

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Aubrey Liseno as Teacher Aide. effective August 2, 2025.

4. Letter of Resignation – Rachel Shellman

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Rachel Shellman as Elementary Teacher, effective June 30, 2025.

5. Letter of Resignation – Amanda Johnson

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Amanda Johnson as Librarian, effective June 30, 2025.

6. Letter of Resignation – Amanda Cummings

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and

pursuant to Education Law accepts the resignation, contingent upon her appointment as Teaching Assistant, from Amanda Cummings, effective with the close of business August 26, 2025.

7. Appoint Food Service Helper – Heather Luther

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52 week probationary appointment of Heather Luther as a Food Service Helper conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: May 27, 2025-May 26, 2026

Salary: \$15.50/per hour

8. Appoint School Monitor – Charity Ingham

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the 52-week probationary appointment of Charity Ingham as a School Monitor conditional upon a criminal history record check according to commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: May 27, 2025-May 26, 2026

Salary: \$15.50/hr.

9. Appoint Bus Driver-Moriah Green

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the 52-week probationary appointment of Moriah Green as a Bus Driver conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 27, 2025-August 26, 2026

Salary: \$25.00/hr.

10. Appoint Teaching Assistant –Amanda Cummings

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four-year probationary appointment of Amanda Cummings as a Teaching Assistant conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Teaching Assistant, Level I

Tenure Area: Teaching Assistant

Probationary Period: August 27, 2025-August 26, 2029

Salary: Step A, \$23,461

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

11. Appoint Teaching Assistant –Sarah Woodland

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four-year probationary appointment of Sarah Woodland

as a Teaching Assistant conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Teaching Assistant, Level I

Tenure Area: Teaching Assistant

Probationary Period: August 27, 2025-August 26, 2029

Salary: Step A, \$23,461

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

12. Appoint Librarian -Emma Yusko

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Emma Yusko as a Librarian, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Library Media Specialist, Initial

Tenure Area: School Media Specialist

Probationary Period: August 27, 2025-August 26, 2029

Salary: Step A- \$49,514

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

13. Appoint Librarian -Karen Burns

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the three- year probationary appointment of Karen Burns as a Librarian, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Library Media Specialist, Professional

Tenure Area: School Media Specialist

Probationary Period: August 27, 2025-August 26, 2028

Salary: Step AA- \$81,422

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

14. Appoint Elementary Teacher - Hannah Decracker

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Hannah Decracker as an Elementary Teacher, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Childhood Education, Grades 1-6

Tenure Area: Elementary

Probationary Period: November 12, 2024-November 11, 2028

Salary: Step B- \$50,975

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

15. Summer Curriculum Writing/Professional Development

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individual to participate in curriculum writing workshops in July-August 2025 at \$35.00/hr.

Emma Yusko

Hannah Decracker

Karen Burns

16. Create and Appoint Coordinator of Student Behavior Standards – Jennifer Searls

RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education of the North Rose-Wolcott Central School District creates the following 1.0 FTE position and approves the following appointment:

Position: Coordinator of Student Behavior Standards

Appointment/Name: Jennifer Searls

Assign./Loc: District

Civil Service Title and Status: Coordinator of Student Behavior Standards, Provisional

Salary: \$61,500 annually

Effective Date: July 1, 2025

17. Appoint Administrative Intern- 9-12 Academic Program - Summer School Principal – Patricia Weber

RESOLUTION

BE IT RESOLVED, that the Board of Education of the North Rose-Wolcott Central School District hereby appoints Patricia Weber as an Administrative Intern, 9-12 Academic Program, Summer School Principal for the period of July 1, 2025-August 22, 2025; and

BE IT FURTHER RESOLVED, that Patricia Weber shall be supervised by the Assistant Superintendent for Instruction and School Improvement and has met all the requirements to hold an Internship Certificate as a School Building Leader by the Commissioner of Education; and

BE IT FURTHER RESOLVED, that the Board of Education approves the compensation of \$4,000 effective July 1, 2025 and ending August 22, 2025.

18. Appoint Administrative Intern- K-4 Academic Program and 5-8 Enrichment Program, Summer School Principal– Lindsey Roberts

RESOLUTION

BE IT RESOLVED, that the Board of Education of the North Rose-Wolcott Central School District hereby appoints Lindsey Roberts as an Administrative Intern, K-4 Academic Program and 5-8 Enrichment Program, Summer School Principal for the period of July 1, 2025-August 22, 2025; and

BE IT FURTHER RESOLVED, that Lindsey Roberts shall be supervised by the Assistant Superintendent for Instruction and School Improvement and has met all the requirements to hold an Internship Certificate as a School Building Leader by the Commissioner of Education; and

BE IT FURTHER RESOLVED, that the Board of Education approves the compensation of \$4,000 effective July 1, 2025 and ending August 22, 2025.

19. Appoint District MTSS Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the appointment of the following individuals to serve as MTSS Coaches and to be paid through grant funds during the 2025-2026 school year.

Name	Position	Stipend
Colleen Barron	MTSS Building Coach	\$2,000
Meagan Pentycofe	MTSS Building Coach	\$2,000
Christine Chapman	MTSS Building Coach	\$2,000
Amy Suss	MTSS Building Coach	\$2,000
Amy Wiktorowicz	MTSS Building Coach	\$2,000

20. Leadership Council

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following to serve on Leadership Council for the 2025-2026 school year at a stipend of \$2500.

Lead Teachers:	Building
David Hahn	Middle School
Jill Ricci	Middle School
Adam Bishop	Middle School
Mike Groth	Middle School
Lindsey Wiegand	Middle School
Meagan Pentycofe	Elementary School
Christine Chapman	Elementary School
Daniel Kim	Elementary School
Jordan Camp	Elementary School
Melissa Mason	Elementary School

21. Academic and Enrichment Summer Program Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals to work various summer academic and enrichment programs from July 1, 2025 through August 27, 2025 conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

Staff	Position	\$/Hr.
Vickie Randall	Grant Program Nurse	\$43.02/hr.
Brandon Karcinski	Grant Program Teacher	\$43.02/hr.
Holly Smith	Grant Program Teacher	\$43.02/hr.
Ryan Haskin	Grant Program Teacher	\$43.02/hr.
William McDermott	Grant Program Teacher	\$43.02/hr.
Casey Harrigan	Grant Program Teacher	\$43.02/hr.
Kurt Laird	Grant Program Teacher	\$43.02/hr.
Tony Tubolino	Grant Program Teacher	\$43.02/hr.
Kaitlyn Bouwens	Grant Program Teacher	\$43.02/hr.
Lillian Sauer	Grant Program Teacher	\$43.02/hr.
Eric Simpson	Grant Program Teacher	\$43.02/hr.
Nina VanDeLister	Grant Program Teacher Aide	\$16.00/hr.
Jennifer McKnown	Grant Program Teacher Aide	\$19.98/hr.
Cindy O'Dell	Grant Program Teacher Aide	\$19.03/hr.

22. Appoint Extended School Year (ESY) Summer School Staff

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individuals to fill positions for Special Education Summer School, from July 1, 2025 through August 27, 2025.

Name	Position	Salary
Sara Vanderlinde	ESY Teacher Aide	\$19.66/hr.
Carol Hull	ESY Teacher Aide	\$22.67/hr.
Melissa Stevens	ESY Teacher Aide	\$22.62/hr.
Jessica Hadcock	ESY Teacher Aide	\$16.49/hr.
Tina Guerra	ESY Teaching Assistant	\$20.65/hr.
Jaime Akerley	ESY – Speech	\$43.02/hr.
Cathy LaValley	ESY – Teacher	\$43.02/hr.
Kristin Winslow	ESY – Teacher	\$43.02/hr.
Stephanie Rice	ESY – Teacher	\$43.02/hr. effective 8/11/25

23. Aquatics Program

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals as Water Safety Instructors and/or Lifeguards or Program Directors for all swim programs during the 2024-2025 school year.

Name	Position(s)	Rate/Hr.
Brian Cole	Program Director – Swim	\$26.78/hr.

24. Appoint Pool Operator – Michael Lockwood

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Michael Lockwood as Pool Operator for the 2025-2026 school year at a stipend of \$1,000.00.

25. Coaching and Athletic Department Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching and athletic department appointment for the 2025-26 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

Position	Name	Step	Years	Salary
Aquatics Director	Amy Chimieleski	4	22	\$10,317

26. Aquatics Program

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals as Water Safety Instructors and/or Lifeguards or Program Directors for all swim programs during the 2025-2026 school year.

Name	Position(s)	Rate/Hr.
Kat Lange	Program Director – Swim	\$27.85/hr.
Helen Palmer	Program Director – Swim	\$27.85/hr.

Amanda Randall	Program Director – Swim	\$27.85/hr.
Matthew Cole	Program Director – Swim	\$27.85/hr.
Brian Cole	Program Director – Swim	\$27.85/hr.
Kaitlyn Cox	Program Director – Swim	\$27.85/hr.
Carleigh Sutton	Lifeguard	\$15.50/hr.
Gunner Bjerga	Lifeguard	\$15.50/hr.
Ryan DeWispelaere	Lifeguard	\$15.50/hr.
Jolee Stubbe	Lifeguard	\$15.50/hr.
Margaret Wanek	Lifeguard	\$15.50/hr.
Matthew Ingersoll	Lifeguard	\$15.50/hr.
Emarie Lange	Lifeguard	\$15.50/hr.
Autumn Davenport	Lifeguard	\$15.50/hr.
Leah Decker	Lifeguard	\$15.50/hr.
Teagan Lynn	Lifeguard	\$15.50/hr.
Cooper Connelly	Lifeguard	\$15.50/hr.

27. Provisional Employment of Staff

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, authorizes the Superintendent to provisionally employ staff necessary for the Academic and Enrichment Program Appointments for the 2025-2026 school year until their official Board of Education appointment.

28. Approve Terms & Conditions of Employment

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for employees deemed Confidential for the 2025-2026 school year. The contracts are on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the Senior Maintenance Mechanic for the 2025-2026 school year. The contract is on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the employees deemed Automotive Mechanic for the 2025-2026 school year. The contracts are on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for Child and Youth SPOA Coordinator for the period of July 1, 2025-June 30, 2026. The contract is on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for Director of Human Resources for the period of July 1, 2025-June 30, 2026. The contract is on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the Assistant Superintendent for Instruction and School Improvement for the period of July 1, 2025-June 30, 2026. The contract is on file with the District Clerk.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Terms and Conditions of Employment for the Director of Business Operations & Finance for the period of July 1, 2025-June 30, 2026. The contract is on file with the District Clerk.

29. Create and Appoint Public Relations Specialist – Amanda Hogan

RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education of the North Rose-Wolcott Central School District creates the following 1.0 FTE position and approves the following appointment:

Position: Public Relations Specialist
Appointment/Name: Amanda Hogan
Assign./Loc: District
Civil Service Title and Status: Public Relations Specialist, Provisional
Classification/Hourly Rate: Non-Exempt / Contract is On File with the District Clerk
Effective Date: July 1, 2025

30. Correction Coaching and Athletic Department Appointments

Marc Blankenberg recommends the following individuals to fill coaching positions.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2024-25 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

Position		Name	Step	Years	Salary
Softball Coach	Modified	Paul Maring	1 2	1 -5	\$2,577 \$3,479 prorated from 4/21/2025

31. Appoint Volunteers

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to work as a volunteer in the district for the 2024-2025 school year.

Misty Kaiser Leanna Ryder Shawn Donk
Heidi Schwitek-Barnes Rodney Terrien

6. Items requiring a roll call vote:

A motion for approval item #1 and #2 is made by Tina Reed and seconded by Lesley Haffner with the following votes being cast:

1. Appoint District MTSS Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the appointment of the following individual to serve as an MTSS Coach and to be paid through grant funds during the 2025-2026 school year.

Name	Position	Stipend
Sara Boogaard	MTSS Building Coach	\$2,000

2. Aquatics Program

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals as Water Safety Instructors and/or Lifeguards or Program Directors for all swim programs during the 2025-2026 school year.

Name	Position(s)	Rate/Hr.
Avery Boogaard	Lifeguard	\$15.50/hr.

Lucinda Collier	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Tina Reed	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
John Boogaard	Voting	absent	
Shelly Cahoon	Voting	absent	
Linda Eygnor	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Lesley Haffner	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Travis Kerr	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no

A motion for approval item #3 is made by Linda Eygnor and seconded by Tina Reed with the following votes being cast:

3. Aquatics Program

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals as Water Safety Instructors and/or Lifeguards or Program Directors for all swim programs during the 2025-2026 school year.

Name	Position(s)	Rate/Hr.
Marcus Haffner	Lifeguard	\$15.50/hr.

Lucinda Collier	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Tina Reed	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
John Boogaard	Voting	absent	
Shelly Cahoon	Voting	absent	
Linda Eygnor	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Lesley Haffner	Voting	abstained	
Travis Kerr	Voting	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no

Board Member Requests/Comments/Discussion:

- Rose Historical Society Tour of NRWE
- Honorary Ceremony for the Foreign Exchange Student

Good News:

- Festival of the Arts

Informational Items:

- Claims Auditor Reports

Adjournment:

A motion was requested to adjourn the regular meeting.

Motion for approval was made by Linda Eynor and seconded by Tina Reed with motion approved 5-0.

Time adjourned 7:00p.m.

Tina St. John, Clerk of the Board of Education

UNOFFICIAL



NORTH ROSE – WOLCOTT CENTRAL SCHOOL DISTRICT

Report of Reserve Funds and Use of Reserves Policy

Updated June 2025

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Overview

The establishment and funding of reserves is an important consideration in the maintenance of a sound financial plan for any school district. While strict adherence to state law is required to ensure reserves are both legal and appropriate, adequately funded reserves are vital to the long-term health and stability of the school district. This concept is recognized by the New York State Comptroller:

Saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good times, money not needed for current purposes can often be set aside in reserves for future use. (*Office of the New York State Comptroller – Local Government Management Guide – Reserve Funds, Pg. 1*)

The North Rose – Wolcott Central School District believes that judicious use of reserves greatly reduces long-term borrowing costs, smooths large fluctuations in tax rates, and minimizes the possibility of draconian mid-year budget cuts which would have a direct impact on students. It believes it is in the best interest of both the students and taxpayers to prudently establish and use reserves to weather the financial storms and uncertainties that will occur. Again, the Comptroller notes:

The practice of planning ahead and systematically saving for capital acquisitions and other contingencies is considered prudent management. Saving for future capital needs can reduce or eliminate interest and other costs associated with debt issuances. Similarly, certain reserve funds can be utilized to protect the budget against known risks (a potential lawsuit) or unknown risks (a major ice storm). (*Office of the New York State Comptroller – Local Government Management Guide – Reserve Funds, Pg. 2*)

This quote reflects the two purposes for the establishment of reserves:

1. Saving money for a large, one time future expenditure such as a capital reserve for the replacement of a roof as an example.
2. Reserves which are intended to protect the district against a large, currently unforeseen risk.

Since New York State law mandates that expenditures can be no greater than the budget approved by the voters in May, the North Rose – Wolcott Central School District budgets conservatively and practices fiscal prudence throughout each budget year to ensure that unanticipated expenditures do not result in mid-year budget cuts which would have an immediate impact on students. This practice has allowed and will allow the district in the future to weather state aid holdbacks and other negative budget impacts without impacting instructional programs. However, conservative budgeting can also result in budget surpluses at year-end. The Board of Education reviews any budget surpluses and determines the best use of these surpluses including transfers to voter or Board of Education approved reserves or to a reduction in the ensuing year's tax levy. Legally established reserves can provide many benefits to the school district and to its taxpayers. However, these reserves can also cause confusion when their purpose is not clearly understood by the community. The purpose of this document is to detail the North Rose – Wolcott Central School District's plan for the purpose, accumulation, use, and maintenance of reserve funds.

TAX CERTIORARI RESERVE

Purpose: Any School District may establish a reserve fund for the payment of judgments and claims in tax certiorari proceedings in accordance with article seven of the real property tax law, without approval of the qualified voters of the District, provided, however, that the total of the monies held in such reserve fund shall not exceed that amount which might reasonably be deemed necessary to meet anticipated judgments and claims arising out of such tax certiorari proceedings.

Use of Unexpended Balances: Funds reserved for tax certiorari judgments and claims pursuant to Education Law, Section 3651[1-a] that are not expended for the payment of judgments or claims arising out of tax certiorari proceedings for the tax roll in the year the monies are deposited to the fund and/or that will not be “reasonably required to pay any such judgment or claim”, must be returned to the General Fund on or before the first day of the fourth fiscal year following the deposit of such monies to the reserve fund.

<u>Balance June 30, 2020:</u>	\$0
<u>Balance June 30, 2021:</u>	\$21,324
<u>Balance June 30, 2022:</u>	\$42,864
<u>Balance June 30, 2023:</u>	\$42,864
<u>Balance June 30, 2024:</u>	\$42,864
Estimated Balance June 30, 2025:	\$42,864

Ideal Balance: Potential liability for all outstanding judgments or claims arising out of tax certiorari proceedings.

Discussion: This reserve was funded in August of 2020 when we received notice of five potential tax certiorari proceedings. The remaining funds should remain in the reserve until a final determination is made on the remaining property. We will continue to fund and liquidate as appropriate. No adjustment to the reserve is recommended.

WORKERS' COMPENSATION RESERVE

Purpose: An expenditure shall be made from such fund only for the payment of compensation and benefits, medical, hospital or other expense authorized by article two of the workmen's compensation law and expenses of administering the self-insurance program for such School District.

Use of Unexpended Balances: If the monies in the fund exceed the amounts required to be paid for compensation, benefits and expenses, plus any additional amount required to pay all pending claims, the governing board, within 60 days of the close of such fiscal year, may elect to transfer all or part of the excess amount to certain other reserve funds or may apply all or part of the excess to the budget appropriation of the next succeeding fiscal year.

<u>Balance June 30, 2018:</u>	\$228,734
<u>Balance June 30, 2019:</u>	\$203,552
<u>Balance June 30, 2020:</u>	\$175,937
<u>Balance June 30, 2021:</u>	\$176,071
<u>Balance June 30, 2022:</u>	\$150,797
<u>Balance June 30, 2023:</u>	\$156,172
<u>Balance June 30, 2024:</u>	\$164,366
Estimated Balance June 30, 2025:	\$170,000

Ideal Balance: Approximately equivalent to one year of the District's annual contributions to the consortium.

Discussion: The district is projecting the 2025-26 contribution to the consortium to be \$146,299 which represents a decrease from the 2024-25 contributions to the consortium which was \$157,175. No adjustment to the reserve is recommended.

UNEMPLOYMENT INSURANCE RESERVE

Purpose: An expenditure shall be made from such fund only as required by law to pay into the unemployment insurance fund an amount equivalent to the amount of benefits paid to claimants and charged to the account of such school district in accordance with the provisions of paragraph (e) of subdivision one of section five hundred eighty-one of the labor law.

Use of Unexpended Balances: If at the end of any fiscal year the monies in such fund shall exceed the amounts required to be paid pursuant to subdivision four of this section plus any additional amount required to pay all pending claims, the School Board may within sixty days of the close of such fiscal year, elect to transfer said excess, or any part thereof, to any fund authorized by this article or section 3651 of the education law; and/or (b) apply said excess, or any part thereof to the budget appropriation of the next succeeding fiscal year.

<u>Balance June 30, 2018:</u>	\$124,755
<u>Balance June 30, 2019:</u>	\$128,369
<u>Balance June 30, 2020:</u>	\$32,535
<u>Balance June 30, 2021:</u>	\$31,255
<u>Balance June 30, 2022:</u>	\$31,309
<u>Balance June 30, 2023:</u>	\$32,425
<u>Balance June 30, 2024:</u>	\$32,126
Estimated Balance June 30, 2025:	\$35,000

Ideal Balance: Approximately 0.25% of general fund payroll appropriations (\$35,684 is 0.25% of 2024-25 payroll appropriations).

Discussion: The BOE determined that this reserve was overfunded and transferred money out of it and into the Capital Building Reserve in August of 2017.

In 2020-21, the government has started to fund unemployment costs through the pandemic. As a result, the district maintains a credit balance with the NYS Labor Departments Unemployment Division. This credit will be applied to our account to pay future costs. No adjustment to the reserve is recommended.

CAPITAL BUILDING RESERVE

2022 Capital Reserve

Authorized: May 2022
Term: 10 Years
Funding Cap: \$15,000,000

Purpose: Used to pay the cost of any object or purpose for which bonds may be issued. Voter authorization is required for both the establishment of the reserve and for payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law.

Use of Unexpended Balances: The Voters may authorize the transfer of all or any part of this reserve fund to any other reserve fund established pursuant to §3651 of the Education Law. Whenever the Voters shall determine that the original purpose for which a reserve fund has been established is no longer desirable, the school authorities may liquidate, first applying its proceeds to any outstanding bonded indebtedness and the balance to the annual tax levy.

<u>Balance June 30, 2018:</u>	\$629,688
<u>Balance June 30, 2019:</u>	\$647,928
<u>Balance June 30, 2020:</u>	\$657,757
<u>Balance June 30, 2021:</u>	\$3,036,697
<u>Balance June 30, 2022:</u>	\$2,250,000
<u>Balance June 30, 2023:</u>	\$4,830,198
<u>Balance June 30, 2024:</u>	\$5,113,515
Estimated Balance June 30, 2025:	\$6,300,000

Ideal Balance: Up to the maximum amount authorized by the Voters.

Discussion: On 5/16/17, the voters authorized establishment of a \$5 m reserve. This 2017 Capital was fully funded as of June 30th 2021. The balance of this reserve was applied to fund the District's \$11.1M Capital Project approved in December 2021. On May 17, 2022, the voters authorized a new Capital Reserve known as the **2022 Capital Reserve Fund** with a 10-year life and a funding cap of \$15M (plus accrued interest). In December of 2023, the BOE passed a resolution for the 2023 Capital Improvement Project. \$4,250,000 was allocated to this project from this reserve. The district is prioritizing the funding of this reserve in anticipation of the next capital project to be presented to the voters in December 2025. As such, it is recommended that up to an additional \$2,000,000 be transferred to this reserve from unexpended funds (surplus) as of June 30, 2025 to cover the future capital project local expenses in accordance with the district's funding and use of reserves policies.

CAPITAL BUS RESERVE

2022 Bus Reserve

Authorized: May 2022
Term: 10 Years
Funding Cap: \$6,000,000

Purpose: To be used to pay for bus purchases. Voter authorization is required for both the establishment of the reserve and payments from the reserve.

Use of Unexpended Balances: The Voters may authorize the transfer of all or any part of this reserve fund to any other reserve fund established pursuant to §3651 of the Education Law. Whenever the Voters shall determine that the original purpose for which a reserve fund has been established is no longer desirable, the school authorities may liquidate, first applying its proceeds to any outstanding bonded indebtedness and the balance to the annual tax levy.

<u>Balance June 30, 2018:</u>	\$1,295,314
<u>Balance June 30, 2019:</u>	\$1,229,826
<u>Balance June 30, 2020:</u>	\$1,090,392
<u>Balance June 30, 2021:</u>	\$1,239,371
<u>Balance June 30, 2022:</u>	\$1,766,970
<u>Balance June 30, 2023:</u>	\$2,020,000
<u>Balance June 30, 2024:</u>	\$2,133,158
Estimated Balance June 30, 2025:	\$2,500,000

Ideal Balance: Up to the maximum amount authorized by the Voters.

Discussion: In May of 2019 the voters approved the creation of a new reserve with a maximum funding level of \$2.0 m. As of June 30, 2021, this reserve's cumulative funding was at \$1,236,869. We, therefore, have authorization to contribute an additional \$763,131. Our plan is to annually replenish this reserve with both the aid we receive for prior bus purchases and the estimated share of our local costs to provide an appropriate level of funding for future bus purchases. On May 16th, 2022, the voters authorized the purchase of 5 buses for 2022-23 in the net amount of \$727,668. The voters also authorized the establishment of a new 5 year Bus Reserve with funding up to \$6,000,000. On May 20th, 2025, the voters authorized the purchase of 5 buses in the amount not to exceed \$925,000 to be paid from the bus reserve fund. It is recommended that up to an additional \$1,000,000 be transferred to this reserve from unexpended funds (surplus) as of June 30, 2025 to cover future bus purchases in accordance with the district's funding and use of reserves policies.

LIABILITY RESERVE

Purpose: To establish and maintain a program of reserves to cover property loss and liability claims.

Use of Unexpended Balances: The balance of the reserve shall not exceed three percent, exclusive of any planned balance presently authorized, of the annual budget of the district to cover property loss and liability claims. Separate funds may be established for property loss and for liability claims and the separate identity of each fund may be maintained. Such reserve funds shall not be reduced to amounts less than the total of the amounts estimated to be necessary to cover incurred but unsettled claims or suits including expenses in connection therewith other than by payments for losses for which such amounts were established. Payments from such reserve funds shall not be made for purposes other than those for which such funds were established without authorizations by Vote of the electors of the Districts, except that such Board May authorize use of such funds other than amounts allocated for unsettled claims or suits including expenses in connection therewith to pay premiums for insurance policies purchased to insure subsequent losses in areas previously self-insured, in the event of dissolution of the self-insurance plan.

<u>Balance June 30, 2019:</u>	\$870,466
<u>Balance June 30, 2020:</u>	\$952,918
<u>Balance June 30, 2021:</u>	\$967,362
<u>Balance June 30, 2022:</u>	\$969,012
<u>Balance June 30, 2023:</u>	\$1,005,551
<u>Balance June 30, 2024:</u>	\$803,833
Estimated Balance June 30, 2025:	\$838,700

Ideal Balance: Approximately 3% of the budget

Discussion: After discussions with our external auditors and insurance representative, potential uncovered risks exist in the areas of:

- Cyber security
- Pollution Remediation Claims
- Special Education Claims
- Employment Related Claims
- Potential 3020a cases tied to the new APPR
- Other potential litigation

The fund is near 3% of our budget, therefore no transfer is being recommended as of June 30, 2023. The BOE passed a proposition in May of 2024 to transfer \$250,000 from the liability reserve to fund the repair reserve. No adjustment to the reserve is recommended.

EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE

Purpose: These monies can be used to pay for unused sick leave, holiday leave, vacation leave, and time allowance granted in lieu of overtime compensation and other forms of payment.

Use of Unexpended Balances: If the School Board determines that such fund is no longer needed, any remaining monies may be transferred to any other reserve fund authorized by General Municipal Law or , a reserve fund established under Education Law Section §3651, but only to the extent that the monies in the employee benefit accrued liability reserve fund exceed a sum sufficient to pay all liabilities incurred or accrued against the employee benefit accrued liability fund, as certified to the School Board by the fiscal and legal officers of the school prior to the discontinuance of the fund.

Balance June 30, 2018: \$83,498

Balance June 30, 2019: \$89,498

Balance June 30, 2020: \$86,633

Balance June 30, 2021: \$2,013

Balance June 30, 2022: \$197,962

Balance June 30, 2023: \$255,018

Balance June 30, 2024: \$289,222

Estimated Balance June 30, 2025: \$296,000

Ideal Balance: In accordance with an annual calculation of current year liability for employees at the close of the year.

Discussion: The balance in this reserve currently approximates the estimated liability at year end. It was recommended to transfer an additional \$50,000 to this reserve from surplus as of June 30, 2023, to cover the estimated liability beyond one year. We have appropriated \$20,000 for the 2023-24 budget. I am recommending up to an additional \$25,000 to be transferred to this reserve from unexpended funds (surplus) as of June 30, 2024 to cover future liability expenses in accordance with the district's funding and use of reserves policies.

RETIREMENT CONTRIBUTION RESERVE (ERS)

Purpose: The governing board of a school district, by resolution, may establish a reserve for the purpose of financing retirement contributions made to the NY State and Local Employees' Retirement System. Establishing or expending the reserve does not require voter approval. Expenditures may only be to finance retirement contributions. Effective April 1, 2019, the law allows school districts and BOCES to establish a sub-fund in the retirement contribution reserve fund to include amounts payable to the New York State Local Retirement System (NYSLRS). This ERS sub-fund can be used to pay amounts due to ERS or to offset all or some of the costs.

Use of Unexpended Balances: The Board may authorize the transfer of a portion of the moneys in the retirement contribution reserve to a reserve fund established pursuant to Sections 6-c, 6-d, 6-e, 6-f, or 6-g of the General Municipal Law, or a reserve fund established pursuant to Section §3651 of the Education Law. Such a transfer is subject to a public hearing. If the Board determines that the retirement contribution reserve is not longer needed, the Board may terminate the fund by resolution. The resolution must transfer any monies remaining in such fund to other reserve funds established pursuant to Section §3651 of Education Law.

<u>Balance June 30, 2018:</u>	\$879,857
<u>Balance June 30, 2019:</u>	\$877,752
<u>Balance June 30, 2020:</u>	\$955,750
<u>Balance June 30, 2021:</u>	\$1,549,529
<u>Balance June 30, 2022:</u>	\$1,251,840
<u>Balance June 30, 2023:</u>	\$1,668,973
<u>Balance June 30, 2024:</u>	\$1,752,983
Estimated Balance June 30, 2025:	\$1,829,000

Ideal Balance: Three to five years' worth of annual contributions to the NY State and Local Employees' Retirement System

Discussion: We have appropriated \$425,000 from this reserve to support ERS costs in 2022-23. In 2023-24, we have reduced that level to \$375,000. This is more in line with actual ERS general fund. In 2024-2025, \$350,000 was appropriated to support the budget. The same amount was again appropriated to support the 2025-26 budget. It is recommended that up to \$350,000 be transferred to this reserve from unexpended funds (surplus) as of June 30, 2025 to cover future annual contributions to the NY State and Local Employee's Retirement System expenses in accordance with the district's funding and use of reserves policies.

TEACHER’S RETIREMENT (TRS) RESERVE

Purpose: The Board of Education may authorize expenditures from this Reserve Sub-Fund. Except as otherwise provided by law, moneys in this Reserve Sub-Fund may only be appropriated to finance retirement contributions to the New York State Teachers’ Retirement System, and/or to offset all or a portion of the amount deducted from the moneys apportioned to the District from the State for the support of schools pursuant to Section 521 of the Education Law.

The moneys contributed annually to the Reserve Sub-Fund shall not exceed 2% of the total compensation or salaries of all teachers employed by the District who are members of TRS paid during the immediately preceding fiscal year.

The balance of the Reserve Sub-Fund shall not exceed 10% of the total compensation or salaries of all teachers employed by the District who are members of TRS paid during the immediately preceding fiscal year.

Effective April 1, 2019 the law allows school districts and BOCES to establish a sub-fund in the retirement contribution reserve fund to include amounts payable to the New York State Teachers Retirement System (NYSTRS). This TRS sub-fund can be used to pay amounts due to NYSTRS or to offset all or some of the costs

Balance June 30, 2019: \$197,266

Balance June 30, 2020: \$200,259

Balance June 30, 2021: \$406,487

Balance June 30, 2022: \$407,180

Balance June 30, 2023: \$621,693

Balance June 30, 2024: \$775,112

Estimated Balance June 30, 2025: \$809,000

Ideal Balance of sub-fund: Up to 10% of teacher salaries in the prior year

Discussion: The BOE passed a resolution in June of 2019 to establish this sub-fund and has been able to fund this reserve consistently. The district appropriated \$50,000 from this reserve to support TRS costs in 2022-23. For 2023-24, that amount increased to \$75,000. For 2024-25, the amount appropriated was increased to \$175,000. At the conclusion of the 2023-24 school year it was recommended that an additional \$375,000 be transferred to this reserve. It is recommended that up to \$175,000 of the unexpended funds (surplus) as of June 30, 2025 be transferred into the reserve to cover future NY State Teacher Retirement System contribution expenses in accordance with the district’s funding and use of reserves policies.

RESERVE FOR DEBT SERVICE

Purpose: According to General Municipal Law Sec 6-1, the Reserve for Debt Service must be established for the purpose of retiring the outstanding obligations upon the sale of District property or Capital Improvement that was financed by obligations that remain outstanding at the time of the sale. Also, earnings on project monies invested together with unused proceeds are reported here.

<u>Balance June 30, 2019:</u>	\$407,414
<u>Balance June 30, 2020:</u>	\$1,101,706
<u>Balance June 30, 2021:</u>	\$1,705,333
<u>Balance June 30, 2022:</u>	\$1,666,603
<u>Balance June 30, 2023:</u>	\$1,633,917
<u>Balance June 30, 2024:</u>	\$1,940,372

Estimated Balance June 30, 2025: \$1,465,000

Ideal Balance: As determined by unused capital improvement obligations

Discussion: This reserve is used to help offset our debt service costs. In 2022-23 the district appropriated \$100,000 in support of the General Fund Budget. In 2023-24, the district appropriated \$125,000 to support the General Fund Budget. In 2024-25, the district appropriated \$450,000 to support the General Fund Budget and for 2025-26 appropriated \$400,000 . This reserve is accounted for in the Debt Service Fund.

Repair Reserve

Purpose: The Repair Reserve Fund is used to pay the cost of repairs to capital improvements or equipment, which repairs are of a type not recurring annually. Voter approval is required to fund this reserve. Expenditures from this reserve may be made only after a public hearing has been held, except in emergency situations. If no hearing is held, the amount expended must be repaid to the reserve fund over the next two subsequent fiscal years (General Municipal Law, §6-d).

Balance June 30, 2024: \$277,608

Anticipated Balance June 30, 2025: \$280,000

Ideal Balance: As determined by the BOE with recommendation by the Superintendent.

Discussion: The BOE passed a resolution in February of 2024 to establish this fund and has been able to fund this reserve through a resolution passed in May 2024. The resolution authorized the transfer of \$250,000 from the liability reserve and the transfer of \$25,000 from the 2023-24 unreserved, unappropriated general fund balance to the repair reserve.



School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
North Rose-Wolcott CSD	North Rose-Wolcott Middle School	5-8

Collaboratively Developed By:
The North Rose-Wolcott Middle School SCEP Development Team

Crystal Rupp
Megan Paliotti
Chelsea Eaton
Jill Ricci
Maja Swasty
Lindsay Wiegand
Sara Boogaard
Laurie Elliott
Irene Miller
Erica Ragan
Esther Rojo Hernandez
Beatriz Rojo Trejo
Mary Katherine Erwin

And in partnership with the staff, students, and families of North Rose-Wolcott Middle School

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	X
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
Professional Learning Communities	X
Restorative Practices	X

Other (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The team reviewed the student interview responses and used the insights to shape and inform the development of the plan.

The interviews provided a valuable snapshot of the broader student population, offering a clear picture of student perspectives across the school.

Through careful data analysis, the team was able to identify key areas of concern—such as students not feeling safe—and recognize actionable steps that can be taken to address them.

The student interview process was instrumental in highlighting specific concerns, which directly influenced the commitments outlined in the plan.

By examining the responses, the team gained a deeper understanding of how students feel across various domains. This led to thoughtful reflection on potential root causes and the development of targeted strategies for improvement.

Importantly, student voice played a central role in determining the focus areas and identifying key metrics to measure progress moving forward.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

We utilized a wide range of data sources, including input from community members, teachers and staff, to identify the strategies most likely to enhance academic outcomes for our English as a New Language (ENL) population.

Among these strategies, the PD plan holds the greatest potential for impact. By improving classroom instruction and tailoring it to meet the needs of our targeted subgroups, we believe we can drive the progress we aspire to achieve.

A critical component of this approach is positioning ENL instruction as a shared responsibility. All educators must recognize that they are teachers of ENL students and play an essential role in their academic success.

Learning as a Team

We have carefully reviewed the proposed strategies, and their success will depend on cultivating interest and shifting mindsets among staff. The strategies are comprehensive, intentional, and designed to be far-reaching.

Key components include increasing communication and engagement with students and families, utilizing resources to support learning, and providing ongoing and embedded professional development in grade level teams for evidence-based practices for diverse learners.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i></p>
<p>Develop and implement embedded professional development within grade-level teams that focuses on differentiated instruction, evidence-based practices for supporting students with disabilities (SWD), and effective instructional strategies for teaching English as a New Language (ENL), Hispanic, and migrant students. This will be achieved through a collaborative effort led by the instructional coach and ENL teacher to ensure classroom teachers are equipped with accessible resources and tools to support inclusive, engaging, and differentiated lesson planning.</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>This goal is important because it ensures that all staff are equipped to effectively support ENL Students through consistent, ongoing professional development. By embedding best practices into faculty meetings, grade level team planning, and asynchronous learning, the school creates a sustained and school-wide focus on improving instruction for ENL students.</p> <p>Instructional coaching and bi-weekly support from the ENL teacher ensure that strategies are practical, collaborative, and directly tied to classroom needs, leading to more inclusive instruction and improved outcomes for multilingual learners.</p> <p>25-26 school year PD plan will encompass these teachings and best practices for all staff at faculty meetings, grade level teams, and within asynchronous learning.</p> <p>Instructional coaching and planning will be available to teachers to learn more about effective practices for the teaching of English Language Learners.</p>

Instructional Key Strategies for Improvement

		ENL Teacher will go to grade level teams bi-weekly to offer support and resources.
Ensure equitable access to the family survey for ENL, Hispanic, and migrant families by providing the survey in each family's home language and offering the option to complete it verbally through Propio interpretation services.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	This goal is important because it ensures equitable access for ENL, Hispanic, and migrant families by removing language barriers. By offering the survey in home languages and through Propio interpretation services, the school promotes inclusive family engagement, builds trust, and collects more accurate, representative data. It supports student success and ensures all families have a voice in school decisions.
WIN Groups for ENL students will provide targeted interventions to support growth in reading and writing skills, with progress monitored regularly and quarterly reports sent home to families.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>This goal is important because WIN (What I Need) Groups provide targeted, small-group instruction tailored to the specific reading and writing needs of ENL students. Regular progress monitoring ensures interventions are effective and responsive, allowing for timely adjustments. Sharing quarterly reports with families promotes transparency, engagement, and collaboration, helping families stay informed and involved in their child's academic growth.</p> <p>ENL students will have a designated WIN group focused directly on interventions dependent upon their individual need as an ENL learner and will be progress monitored quarterly.</p>

Implementation

How will we do this?

KEY STRATEGY 1	Develop and implement professional development and resources that are embedded within grade-level teams and focus on differentiated instruction, effective strategies for teaching ENL, Hispanic, and migrant students, evidence-based practices for supporting students with disabilities (SWD), and techniques to enhance student engagement.
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Embedded professional development plan for grade level teams will be created and communicated.	By firsts day of school
Google Drive will be created for resources and PD throughout the year	By first day of school
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Instructional Coach will provide resources and lesson planning support to teachers	Start of Year

Instructional Key Strategies for Improvement

ENL teacher will attend grade level team meetings bi-monthly to implement embedded PD for our ENL students	Start of Year
Release time will be offered to teachers and ENL teacher to co-plan when needed	Start of Year
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Instructional Coach will provide resources and lesson planning support to teachers	Mid Year
ENL teacher will attend grade level team meetings bi-monthly to implement embedded PD for our ENL students	Mid Year
Release time will be offered to teachers and ENL teacher to co-plan when needed	Mid Year

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Professional Development Plan is created and implemented.	ENL students attendance should increase. ENL students referrals should decrease. ENL students academics should increase.	
Mid-Year Benchmark(s) (outcome data)	Iready Data Attendance Data Parent Communication	ENL students should make individual growth from fall to winter. ENL students attendance should be at 85% or higher. Track parent communication every 5 weeks.	
End-of-the Year Targets (outcome data)	Iready Data Attendance Data Parent Communication	ENL students should make individual growth from fall to spring. ENL students attendance should be at 85% or higher. Track parent communication every 5 weeks.	

Instructional Key Strategies for Improvement

KEY STRATEGY 2	Ensure equitable access to the family survey for ENL, Hispanic, and migrant families by providing the survey in each family's home language and offering the option to complete it verbally through Propio interpretation services.
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Ensure survey is sent out in family's home language - call family to ensure they have received it.	By Start of Year
Call family to ask if they would rather take the survey verbally through our translation system, Propio.	By Start of Year
Create a spreadsheet of ENL, hispanic, and migrant students and identify which families receive communication in a different language. Advisor or ENL teacher will contact family to offer translation services to ensure survey is completed. Communication will be documented.	By Start of Year
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Communicate with families consistently to ensure their needs are being met - this will happen through the point person for every ENL student	By start of Year
Parent meeting set up on conference night in November	By Start of Year
Follow up with families from summer orientation	By Start of Year
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Continue to check in with families and ensure communication is consistent	By Start of Year
Continue to make sure communication is being sent home in preferred languages	By Start of Year

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Family survey completion for ENL, hispanic, and migrant families.	To increase the amount of ENL, hispanic, and migrant families that complete end of year family survey.	

Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Student data sources such as attendance, grades, referrals and benchmarks.</p>	<p>ENL, hispanic, and migrant students attendance should increase.</p> <p>ENL, hispanic, and migrant students referrals should decrease.</p> <p>ENL, hispanic, and migrant students academics should increase.</p>	
<p>End-of-the Year Targets (outcome data)</p>	<p>Student data sources such as attendance, grades, referrals and benchmarks.</p>	<p>ENL, hispanic, and migrant students attendance should increase.</p> <p>ENL, hispanic, and migrant students referrals should decrease.</p> <p>ENL, hispanic, and migrant students academics should increase.</p>	

<p>KEY STRATEGY 3</p>	<p>WIN Groups for ENL students will provide targeted interventions to support growth in reading and writing skills, with progress monitored regularly and quarterly reports sent home to families.</p>
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<p>BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?</p>		<p>When will this be in place?</p>
<p>ENL students being scheduled a WIN group with ENL teacher</p>	<p>Start of Year</p>	
<p>Master scheduling - ensure all ENL students have WIN with ENL teacher and/or support</p>	<p>Start of Year</p>	
<p>FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?</p>		<p>When will this be in place?</p>
<p>Progress monitoring quarterly reports for individualized goals sent home</p>	<p>Start of Year</p>	
<p>Review data and adjust WIN groups if necessary</p>	<p>Start of Year</p>	
<p>SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</p>		<p>When will this be in place?</p>
<p>Progress monitoring quarterly reports for individualized goals sent home</p>	<p>Mid Year</p>	
<p>Review data and adjust WIN groups if necessary</p>	<p>Mid Year</p>	

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Review Fall Iready Data	ENL, hispanic, and migrant students academics should show a need for WIN.	
Mid-Year Benchmark(s) (outcome data)	Review Winter Iready Data	ENL, hispanic, and migrant students academics should increase with Iready from Fall to Winter.	
	Review Q1 and Q2 Grades	Quarter grades in ELA should be at 85% or higher.	
End-of-the Year Targets (outcome data)	Review Quarter Grades	ENL, hispanic, and migrant students academics should increase with Iready from Winter to Spring.	
	Review Iready Growth from Fall to Spring	Quarter grades in ELA should be at 85% or higher.	

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Review Fall to Winter Iready Data Review Q1 and Q2 Grades	Key Strategy 1, 2, and 3	ENL, hispanic, and migrant students academics should increase with Iready from Fall to Winter. Quarter grades in ELA should be at 85% or higher.	

Instructional Key Strategies for Improvement

End-of-the Year Targets	Review Quarter Grades	Key Strategy 1, 2, and 3	ENL, hispanic, and migrant students academics should increase with Iready from Winter to Spring.	
	Review Iready Growth from Fall to Spring		Quarter grades in ELA should be at 85% or higher.	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	My teachers care about me.	Key Strategy 1, 2, and 3		90% of staff agree/strongly agree.	
Staff Survey	This year I differentiated my lessons and activities to meet the needs of my ENL, Hispanic, and migrant students.	Key Strategy 1, 2, and 3		90% of staff agree/strongly agree.	
Family Survey	I have been invited to participate in school events and decision making opportunities.	Key Strategy 1, 2, and 3		90% of staff agree/strongly agree.	

Non-Instructional Key Strategies for Improvement

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice**, **providing opportunities to practice democracy**, and **promoting civic engagement**.

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Ana lyze : Dat a Vari atio n Ide ntifi cati on	Ana lyze : Dat a Vari atio n Sha re and Exp lore	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Ref lect and Syn the size	Pla n Wri ting and Rev isio n
Crystal Rupp	Principal	11/7	12/12	1/9	2/24	3/24	4/30	6/6
Maja Swasty	EN LMS Teacher	11/7	12/12	1/9	2/24	3/24	4/30	6/6
Lindsay Wiegand	ELA Teacher	11/7	12/12	1/9	2/24	3/24	4/30	6/6
Sara Boogaard	Psychologist/Parent	11/7	12/12		2/24	3/24	4/30	6/6
Jill Ricci	Instructional Coach	11/7	12/12	1/9	2/24	3/24	4/30	6/6
Erica Ragan	ENL HS Teacher	11/7	12/12		2/24	3/24		6/6
Laurie Elliot	Community Schools Administrator		12/12			3/24		

Our Team's Process

Chelsea Eaton	Director of Special Education		12/12			3/24		
Megan Paliotti	Assistant Superintendent of Instruction	11/7	12/12	1/9		3/24		6/6
Irene Miller	ENL Teacher	11/7		1/9				6/6
Heidi Barnes	Parent					3/24		
Esther Rojo Hernandez								6/6
Mary Katherine Erwin								6/6
Beatriz Rojo Trejo								6/6

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.

Claims Audit Report NRW Warrant 0103 June-20th 2025

Summary of findings:

I checked all transactions in Warrant 0103 dated 6/20/25 with the following findings:

I audited 25 emailed in an emergency basis.

June 20, 2025
10:34:45 am

North Rose-Wolcott Central School Dist
Warrant Report
Fiscal Year: 2025
Warrant: 0103-Payables 06/20/25

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P.O. Number	Account	Description	TransPayment	Invoice Amt. For This Check	Payment Amt.	Check Date
					8,710.00	
		Total for assigned computer checks			0.00	
		Total for unassigned payments			0.00	
		Total for manual checks			0.00	
		Total for electronic transfers (manual)			0.00	
		Certified warrant amount			8,710.00	
		Total of credits associated with cash replacement checks issued			0.00	
		Total for Warrant Report			8,710.00	
Net Disbursement by Fund - All Payments						
Fund Summary						
CM					\$ 8,710.00	
Bank Account Summary	Computer Checks	Cash Replacement	EFF's	Transactions	\$ 8,710.00	
TE-HIGH YIELD/MUNIC	25 Checks (000543-000567)	0	0	32		

I hereby certify that I have audited the claims for the 25 checks and 9 electronic disbursements above, in the total amount of \$ 8,710.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date 6-20-25 Claims Auditor [Signature]

WinCap Ver: 25.06.03.2247 ** Vendor fiscal year to date amounts include payments on this warrant. Totals exclude expenses for prior year payables.

Russell Harris
Deputy Claims Auditor
585-738-0321

Claims Audit Report NRW Warrant 0101 and 0102 June-18th 2025

Summary of findings:

I checked all transactions in Warrant 0101 and 0102 dated 6/18/25 with the following findings:

One rush check Layla Egnor for event today."Doris Rasbeck Award" no invoice or PO.

PO 25-01527 dated 6-13-25 item received 6-12-25 and invoice 6-6-25 Item ordered prior to permission to purchase and no documentation to show the purchase was otherized.

Russell Harris
Deputy Claims Auditor
585-738-0321

