

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

August 8, 2024

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 August 8, 2024.

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

2. Presentations:

- Special Education Plan – Chelsea Eaton
- Professional Development Plan – Megan Paliotti
- Superintendent Update – Michael Pullen

3. Reports and Correspondence:

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

7000	Students	
7110	Comprehensive Student Attendance	Revised
7540	Suicide Prevention	Revised
7611	Children with Disabilities	Revised
8000	Instruction	
8310	Purposes of Instructional Materials and Academic Freedom	Revised

4. Board Member Requests/Comments/Discussion:

- BOE Committee Appointments:
 - Board of Education Building Liaisons
 - Elementary School
 - Middle School
 - High School
 - Cougar Ops
 - Four County Board of Directors
 - Four County Legislative Committee
 - District Safety Committee
 - Audit Committee
 - Handbook Committee
 - Building & Grounds/Capital Project/Energy
 - Personnel & Negotiations Committee
 - Policy Committee

5. 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.

6. 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 July 11, 2024.

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 12, June 4, 10, 12, July 25, 2024; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

15084	14920	14985	14984	15036	15055			
IEP Amendments:								
13292								

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. 2024 School Tax Warrant

RESOLUTION

Whereas the Board of Education has been authorized by the voters of North Rose – Wolcott CSD to collect School Taxes at the sum not to exceed \$11,235,105 (General Fund) and \$236,100 (Wolcott Public Library and Rose Free Library).

Be it resolved that the tax warrant of the Board, duly signed, shall be affixed to the tax rolls authorizing the collection of said taxes to begin September 1, 2024, and end October 31, 2024, giving the tax warrant an effective period of 61 days, at the expiration of which time the tax collector shall make an accounting, in writing, to the Board of Education.

Be it further resolved that the delinquent tax penalties shall be fixed as follows: September 1, 2024 – October 3, 2024 – No Penalty; October 4, 2024 – October 31, 2024 - 2% Penalty; After October 31, 2024, unpaid taxes turned over to the County will incur additional penalties to be retained by the County.

e. Approval of Special Education Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2024-2025 North Rose-Wolcott Special Education Plan.

f. Approval of Professional Development Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2024-2025 Professional Development Plan.

g. Personnel Items:

1. Letter of Resignation – Jessica Countryman

Jessica Countryman, School Monitor 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 Jessica Countryman as School Monitor, effective July 31, 2024.

2. Letter of Resignation – Charlotte Breese

Charlotte Breese, Food Service Helper 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 Charlotte Breese as Food Service Helper, effective August 1, 2024.

3. Appoint Teacher Aide – Casey Wendt

Karen Haak recommends Casey Wendt as a Teacher Aide.

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 Casey Wendt as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025

Salary: \$15.50/per hour

4. Appoint Teacher Aide – Christy Grimsley

Karen Haak recommends Christy Grimsley as a Teacher Aide.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 26 week probationary appointment of Christy Grimsley as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-February 27, 2025

Salary: \$17.86/per hour

5. Provisionally Appoint Clerk/Typist – Amanda Paylor

Nicole Sinclair recommends Amanda Paylor to fill a Clerk/Typist position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the provisional appointment of Amanda Paylor as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 effective July 22, 2024 at the rate of \$16.12/hr.

6. Provisionally Appoint Clerk/Typist – Allison Walton

Nicole Sinclair recommends Allison Walton to fill a Clerk/Typist position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the provisional appointment of Allison Walton as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 effective July 29, 2024 at the rate of \$16.12/hr.

7. Appoint Long Term Substitute Teacher – Rebecca Thacker

Karen Haak recommends Rebecca Thacker 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 appointment of Rebecca Thacker as a Long-Term Substitute Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Appointment Dates: August 28, 2024-June 30, 2025

Salary: \$247.27/day

8. Appoint Special Education Teacher – Patricia Gommenginger

Nicole Sinclair recommends Patricia Gommenginger to fill a Special Education 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 Patricia Gommenginger as Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Students with Disabilities, Grades 7-12, Initial

Tenure Area: Special Education, Generalist

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step B, \$50,455

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.

9. Appoint Social Studies Teacher – Jake Hill

Nicole Sinclair recommends Jake Hill to fill a Social Studies 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 Jake Hill as a Social Studies Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Social Studies, Grades 7-12, Initial

Tenure Area: Social Studies

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step A, \$49,014

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.

10. Permanent Appointment – Kayla Byler

RESOLUTION

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

and pursuant to Education Law, approves the permanent appointment of Kayla Byler as Teacher Aide effective September 6, 2024.

11. 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 Human Resources for the 2024-2025 school year. The contract is on file with the District Clerk.

12. Written Agreement between the Superintendent and North Rose-Wolcott Service Employees 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 Service Employees Association, executed on August 5, 2024.

13. 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 individuals to participate in curriculum writing workshops in July-August 2024 at \$35.00/hr.

Rebecca Thacker

Patricia Commenginger

Jake Hill

14. Appoint K-12 Home/School Liaison – Irene Interlichia

The K-12 Home School Liaison will help establish better communication between our schools and homes while reinforcing the importance of higher achievement of all students.

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 Irene Interlichia as Home/School Liaison at \$45.00/hr. for the 2024-25 school year to be funded from the McKinney-Vento Homeless Education Assistance Grant.

15. Appoint Parent Liaisons

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 Parent Liaisons at \$16.00/hr. for the 2024-2025 school year.

Samantha Gardner	Allison Denk	Yvonne Bishop	Meghan Fremouw
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16. 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
Swim Program Director		Autumn Davenport			\$26.00/hr.
Girls Soccer Coach	Varsity	Kala Caster	1	1	\$3,808
Girls Soccer Coach	JV	Joy Fields	1	3	\$2,660
Girls Soccer Coach	Modified	Patricia Jackson	4	24	\$3,403
Boys Soccer Coach	JV	Ethan Durocher	3	7	3,990
Wrestling Coach	Varsity	Jerry DeCausemaker	4	43	\$9,430
Boys Swim Coach	Varsity	Brian Cole	4	18	\$9,430
Volunteer Boys Swim Coach	Varsity	Kelly Cole			Volunteer
Swim Coach	Modified	Kelly Cole	3	8	4,643
Volunteer Swim Coach	Modified	Brian Cole			Volunteer
Girls Basketball Coach	Varsity	Michelle Lancaster	1	3	\$5,715
Girls Basketball Coach	Modified	Patricia Jackson	4	26	\$4,683
Boys Basketball Coach	Varsity	Brad LeFevre	3	7	\$8,573
Boys Basketball Coach	JV	Ethan Durocher	3	7	\$5,984
Girls Volleyball Coach	Varsity	Kurt Laird	4	24	\$6,284
Girls Volleyball Coach	JV	Caroline Strub	1	3	\$2,660
Boys Volleyball Coach	Varsity	David Hahn	2	5	\$5,142
Boys Volleyball Coach	JV	Ron Colon	1	3	\$2,660
Boys Tennis Coach	Varsity	Zachary Norris	2	5	\$4,297
Boys Tennis Coach	Modified	Brian Cole	3	7	\$3,990
Girls Tennis Coach	Varsity	Michael Grasso	4	20	\$5,253
Girls Tennis Coach	Modified	Zachary Norris	2	4	\$3,591
Cross Country Coach	Modified	Nick Wojieck	4	17	\$3,403
Golf Coach	Varsity	Brad LeFevre	1	1	\$3,183
Girls Track & Field Coach	Varsity	George Mitchell	4	35	\$6,284
Boys Track & Field Coach	Modified	Alex Richwalder	4	13	\$4,253
Cross Country Coach	Varsity	Alex Richwalder	4	13	\$5,253
Indoor Track Coach	Varsity	Alex Richwalder	4	13	\$9,430
Volunteer Assistant Indoor Track Coach	Varsity	George Mitchell			Volunteer
Bowling Coach	Varsity	Adam Bishop	1	2	\$3,183

17. Co-Curricular Appointments

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
Joe Slaski		Athletic Event Staff			Per NRWTA contract
Gary Lockwood		Athletic Event Staff			Per NRWTA contract
Michael Virts		Athletic Event Staff			Per NRWTA contract
Michael Lockwood		Athletic Event Staff			Per NRWTA contract
Christopher Zerniak		Athletic Event Staff			Per NRWTA contract
Melanie Geil		Athletic Event Staff			Per NRWTA contract
Jerry DeCausemaker		Athletic Event Staff			Per NRWTA contract
Julie Norris		Athletic Event Staff			Per NRWTA contract
Lisa Olmstead		Athletic Event Staff			Per NRWTA contract
Kelly Cole		Athletic Event Staff			Per NRWTA contract

Heather Dennis		Athletic Event Staff			Per NRWTA contract
Amy Chmielewski		Athletic Event Staff			Per NRWTA contract
Ethan Durocher		Athletic Event Staff			Per NRWTA contract
David Hahn		Athletic Event Staff			Per NRWTA contract
Alex Richwalder		Athletic Event Staff			Per NRWTA contract
Jennifer Judge	HS	FBLA Advisor	4	17	\$2,329
Jennifer Judge	HS	Yearbook Advisor	3	7	\$1,835
Caroline Strub	HS	Band – All State Advisor	1	3	\$485
Caroline Strub	HS	Band – All County Advisor	1	3	\$485
Caroline Strub	HS	Musical Pit Band Director	1	3	\$1,224
Caroline Strub	HS	Band – Solo Fest Advisor			\$32.50/hr. 8 hrs. max
Caroline Strub	HS	Marching Band Director			\$32.50/hr. min \$65 per event
Amy Johnson	HS	Musical-Set Construction Advisor	1	1	\$928
Michelle Bartholomew	HS	Musical -Costume Designer/Costumer	3	8	\$1,448
Amy Johnson	HS	Musical Director	2	4	\$4,247
Kelley Allen	HS	Art Club Advisor	4	13	\$2,329
Kristin Gardner	HS	Class of 2025 Advisor	1	1	\$1,774
Brittany Wright	HS	Class of 2025 Advisor	1	3	\$1,774
Michelle Bartholomew	HS	Class of 2026 Advisor	3	9	\$1,385
Maureen Mahoney	HS	Class of 2026 Advisor	2	5	\$1,199
Lori Purcell	HS	Class of 2027 Advisor	1	1	\$670
Christine Schwind	HS	Chorus All-State Advisor	4	17	\$784
Christine Schwind	HS	Chorus All-County Advisor	4	16	\$784
Nick Wojieck	HS	Interact Club Advisor	2	6	\$1,905
Nick Wojieck	HS	Master Minds Advisor	1	1	\$1,411
Nick Wojieck	HS	Science Club Advisor	3	8	\$2,202
Amy Wiktorowicz	HS	Speak-Out Advisor	3	9	\$2,202
Maureen Mahoney	HS	Student Council Advisor	1	3	\$739.50
Kelley Allen	HS	Student Council Advisor	4	17	\$1,220
Kelley Allen	HS	Coordinator Spring Art Festival	4	13	\$1,162
Christine Schwind	HS	Chorus Solo-Fest Advisor			\$32.50/hr. 8 hrs. max
Christine Schwind	HS	Solo Fest Accompanist			\$62.00 per student
Christine Schwind	HS	All-State Accompanist			\$62.00 per student
Christine Schwind	HS	Graduation Accompanist			\$189
Erica Ragan	HS	Creative Writing Club Advisor			Volunteer
Jackie Nelson	HS	Creative Writing Club Advisor			Volunteer
Amy Suss	HS	GSA Advisor	1	3	\$691.50
Amanda Johnson	HS	GSA Advisor	1	3	\$691.50
Jennifer Renzi	HS	Ski Club Advisor	1	1	\$1,411
Brian LaValley	HS	Cougar Cupboard			Volunteer
Kate Nash	ES	AV Club Advisor	2	4	\$1,905
Jordan Camp	ES	Student Council Advisor	2	6	\$1,199
Joanna Samar	ES	Student Council Advisor	2	6	\$1,199
Lindsay Wiegand	MS	Class of 2030 Advisor	1	1	\$670
Adam Bishop	MS	Bus Loader	1	2	\$1,180
Lindsay Wiegand	MS	Bus Loader	1	1	\$1,180
Alex Richwalder	MS	Musical Pit Band Director	4	10	\$2,020
Alex Richwalder	MS	Solo Fest – Band			\$32.50/hr. 8 hrs. max
Alex Richwalder	MS	Band – All County	2	4	\$654

Alex Richwalder	MS	Band – All State	1	3	\$485
Kathleen Vona Winters	MS	Yearbook Advisor	1	2	\$1,176
Ethan Durocher	MS	AV Club	1	2	\$1,411
Tony Tubolino	MS	NJHS Advisor	1	2	\$1,411
Bethany Bemis	MS	Solo Fest Advisor			\$32.50/hr. 8 hrs. max
Bethany Bemis	MS	Class of 2029 Advisor	1	1	\$670
Bethany Bemis	MS	Musical Director	1	3	\$3,146
Bethany Bemis	MS	Chorus – All County	1	3	\$475
Bethany Bemis	MS	Chorus – All State	1	3	\$475
Caitlyn Bishop	MS	Student Council	2	4	\$1,997
Caitlyn Bishop	MS	Musical Director	2	4	\$4,247
David Hahn	MS	Student Council	1	2	\$1,479
Crystal Weigand	MS	Yearbook Advisor	3	7	\$1,835
Margaret Macaluso	MS	Art Club	1	1	\$1,411

18. 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, 2024 through August 27, 2024 conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

Staff	Position	\$/Hr.
Austin Baker	Grant Program Student Worker	\$15.00/hr.
Sandy Motyka	Grant Program Teacher Assistant	\$19.86/hr.
Darcy Guerra	Grant Program Teacher Aide	\$17.91/hr.
Jessica Hadcok	Grant Program Teacher Aide	\$15.86/hr.
Jackie Nelson	Grant Program Teacher	\$41.37/hr.
Jennifer Judge	Grant Program Teacher	\$41.37/hr.
Sarah Maring	Grant Program Teacher	\$41.37/hr.
Amy Chmieski	Grant Program Teacher	\$41.37/hr.
Michele Bartholomew	Grant Program Teacher	\$41.37/hr.
Sara Walworth	Grant Program Teacher	\$41.37/hr.
Whitney Markwica	Grant Program Teacher	\$41.37/hr.
Adam Hawley	Grant Program Teacher	\$41.37/hr.
Charles Furletti	Grant Program Teacher	\$41.37/hr.
Michael Grasso	Grant Program Teacher	\$41.37/hr.
Amy Musengo	Grant Program Teacher	\$41.37/hr.
Brian Cole	Grant Program Teacher	\$41.37/hr.
Chris Ackley	Grant Program Teacher	\$41.37/hr.
Kailea Nelson	Grant Program Teacher	\$41.37/hr.

19. Certify Lead Evaluators

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional performance Review Plan (APPR) for certification as a Lead Evaluator of teachers:

- a) Karen Haak, Principal
- b) Crystal Rupp, Principal
- c) Nicole Sinclair, Principal

- d) Chelsea Eaton, Director of Special Education
- e) Scott Hassall, Assistant Principal
- f) Lisa Visalli, Assistant Principal
- g) Marc Blankenberg, Director of Health, PE & Athletics
- h) Benjamin Stopka, Assistant Principal
- i) Laurie Elliott, Community Schools Administrator
- j) Mark Mathews, Principal
- k) Megan Paliotti, Assistant Superintendent for Instruction

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional Performance Review Plan (APPR) for certification as a Lead Evaluator of principals:

- A. Michael Pullen, Superintendent of Schools
- B. Megan Paliotti, Assistant Superintendent for Instruction and School Improvement

BE IT RESOLVED, that, upon recommendation of the District Superintendent, that the above listed administrators (a- k) be certified as a Lead Evaluators of teachers and that the above listed administrators (A -B) be certified as Lead Evaluators of principals.

20. Appoint Administrative Intern- Director of Business Operations and Finance– Carrie Petrie

RESOLUTION

BE IT RESOLVED, that the Board of Education of the North Rose-Wolcott Central School District hereby appoints Carrie Petrie as an Administrative Intern, Director of Business Operations and Finance for the period of July 1, 2024 through June 30, 2025; and

BE IT FURTHER RESOLVED, that Carrie Petrie shall be supervised by the Superintendent or his Designee; and

BE IT FURTHER RESOLVED, that the Board of Education approves the compensation and conditions of employment agreement of Carrie Petrie effective July 1, 2024 and ending June 30, 2025. Contract is on file with the District Clerk.

7. Items requiring a roll call vote:

A motion for approval of Item #1 is made by _____ and seconded by _____ it was adopted and the following votes were cast:

1. 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
Boys Soccer Coach	Varsity	Michael DeWispelaere	1	1	\$3.808

Lucinda Collier	Voting	___ yes	___ no
Tina Reed	Voting	___ yes	___ no
John Boogaard	Voting	___ yes	___ no
Shelly Cahoon	Voting	___ yes	___ no
Linda Eygnor	Voting	___ yes	___ no
Lesley Haffner	Voting	___ yes	___ no
Travis Kerr	Voting	___ yes	___ no

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: COMPREHENSIVE STUDENT ATTENDANCE

Statement of Overall Objectives

School attendance is both a right and a responsibility. The ~~School~~ District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. ~~Because~~ The ~~School~~ District recognizes that consistent school attendance, academic success and school completion have a positive correlation. ~~the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy~~ This policy has been developed to meet the following objectives:

- a) To increase school completion for all students.
- b) To raise student achievement and close gaps in student performance.
- c) To identify attendance patterns in order to design attendance improvement efforts.
- d) To know the whereabouts of every student for safety and other reason.;
- e) To verify that individual students are complying with education laws relating to compulsory attendance.
- f) To determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The ~~School~~ District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop ~~a Comprehensive Student Attendance Policy~~ procedures based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- e) Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the ~~School~~ District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. A written excuse, signed by a parent or ~~guardian~~ **person in parental relation**, should be presented by the student when returning to school following each absence. Alternatively, parents or ~~guardians~~ **person in parental relation** may call the school with the reason for the absence.

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

Student Attendance Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized pre-K through grade 6 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.) and for grades pre-K through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.
- b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from pre-K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

For summer school and courses meeting 1/2 year or 1/4 year, the same **policy standards** will apply. ~~and a calculation of the absences will be prorated accordingly.~~

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**Disciplinary Consequences**

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's *Code of Conduct*. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of **excused absences**, unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of **excused absences**, unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to this Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 NYCRR §§ 104.1, 109.2 and 175.6

NOTE: Refer also to Policy #7133 -- [Education of Students in Temporary Housing](#)

Adopted: 6/25/02
Revised: 5/5/15;

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE**Statement of Overall Objectives**

School attendance is both a right and a responsibility. The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success and school completion have a positive correlation. This policy has been developed to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop procedures based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- e) Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. A written excuse, signed by a parent or parental relation should be presented by the student when returning to school following each absence. Alternatively, parents or persons in parental relation may call the school with the reason for the absence.

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, oversleeping).

Student Attendance Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized pre-K through grade 6 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.) and for grades pre-K through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.
- b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from pre-K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

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In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

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If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**Disciplinary Consequences**

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's *Code of Conduct*. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to this Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of this policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of this policy; and
- c) Providing copies of this policy to any other member of the community upon request.

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 NYCRR §§ 104.1, 109.2 and 175.6

NOTE: Refer also to Policy #7133 -- Education of Students in Temporary Housing

Adopted: 6/25/02
Revised: 5/5/15;

Students

SUBJECT: SUICIDE PREVENTION

The District is committed to protecting the health and well-being of all students by creating and maintaining policies, procedures, and plans for the prevention, intervention, and post-intervention of suicide.

~~The Board will enact clear guidelines for prevention, intervention, and post-intervention of suicide, reflecting the District's concern for this serious mental health issue. The Board recognizes the need for suicide prevention and~~ instructs the Superintendent to establish a District ~~crisis intervention~~ Threat Assessment Team. Members of the team should include, but are not limited to, a school administrator, school psychologist, school counselor, school social worker, teacher, school nurse and/or District medical director, school safety professional, and any other District staff member who can be of assistance during a crisis. ~~whose responsibility will be to~~ The crisis intervention team will develop a suicide response plan which will be integrated into the existing District-wide School Safety Plan. The suicide response plan will include education and awareness of risk factors for youth suicide, procedures for intervening if a student exhibits risk factors, including referral services, and a post-intervention plan to help the school and community cope with the aftermath of ~~such a tragic event~~ suicide should it occur.

The administration will inform staff of District policies, procedures, and plans for suicide prevention, intervention, and post-intervention. The District will actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or engage in self-harm. When District staff become aware of a student exhibiting potential suicidal behavior, they should immediately escort the student to a member of the District's ~~crisis intervention team~~ Threat Assessment Team and report the behavior to an administrator.

Suicide prevention will also be incorporated into the curriculum, as developmentally appropriate, to educate students and done in a manner so as not to sensationalize the ~~matter~~ topic, but to provide students with information and resources on this important mental-health issue. In addition, the District will foster interagency cooperation that will enable staff to identify and access appropriate community resources to aid students in times of crisis.

The District will inform students, staff, and parents or guardians of the 988 hotline which connects callers to the National Suicide Prevention Lifeline. Individuals can call or text 988 to be connected to the hotline. The 988 hotline is intended for anyone who is: suicidal; experiencing a mental health or substance use-related crisis; or experiencing any kind of emotional distress.

~~The administration is responsible for informing staff of procedures for suicide prevention, intervention, and post-intervention that have been developed by the District. The District will actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or to do physical harm to himself or herself. Staff training and professional development on suicide and crisis intervention will be made available.~~

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SUBJECT: SUICIDE PREVENTION (Cont'd.)

Professional Development/Learning and Training

Staff training and professional development/learning on suicide and crisis intervention ~~should~~ will be offered annually. The training should include: information on how to identify warning signs for suicide, and the protocols to follow when referring a student thought to be at risk for suicide; a description of the roles and responsibilities of the crisis intervention team; and the flow of communication and the tasks each role of the crisis intervention team undertakes.

NOTE: Refer also to Policies: #3420 -- Non-Discrimination and Anti-Harassment in the District

#5681 -- School Safety Plans

#7550 -- Dignity for All Students

#7553 -- Hazing of Students

Adopted: 1992
Revised: 1/9/18;

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of ~~21~~²² who is entitled to attend public schools and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if ~~his or her~~ their educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics. “Special education” means specially designed instruction which includes special education services or programs, and transportation, provided at no cost to the parents to meet the unique needs of a child with a disability.

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If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Providing the special education needed by the student in order to receive an appropriate education;
- b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting;
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate to meet the needs of the student;
- d) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services;
- e) Recruiting, hiring, training, and retaining highly qualified personnel to provide special education programs and services, and to ensure that teachers and other personnel are appropriately certified for their professional assignments;

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2. Check credentials and requirements listed on applications;¶
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3. Provide guidance/training sessions for interview committee;¶
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4. Special Education teachers are required to have subject matter knowledge appropriate to the level of instruction being provided; when teaching two or more core academic subjects exclusively to children with disabilities, the teacher will meet ~~the~~ all requirements imposed by law of "highly-qualified" per the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or demonstrate competence in all the core academic subjects taught per state regulations;¶
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SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

~~f) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program;~~

~~g) Establishing guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments.~~

h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's regulations.

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¶
2. Review the need for accommodations through the Committee on Special Education (CSE).

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¶
1. Addressing appropriate universal design principles in IEP;¶

¶
2. Having the Library Media Specialist and/or Curriculum Coordinator keep Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) apprised of available products and services utilizing universal design principles; ¶

¶
3. Instructional materials and activities allow learning goals to be achievable by individuals with wide differences in abilities;¶

¶
4. Flexible curricular materials and activities are built into the instructional design and operating systems;¶

¶
5. Instruction is diversified to deliver general education curriculum to every student and diversify ways students may respond to that curriculum.¶

Deleted: g) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.¶

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

- i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The District will comply with all Child Find responsibilities related to parentally placed nonpublic school students attending nonpublic schools located within the geographic region of the District.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, ~~Special special Act act School school Districts districts~~, state-supported or state-operated schools, or to charter schools.

As the district of location, the District is responsible for Child Find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the District.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence upon written parental consent to share special education information between the two public school districts has been obtained.

The District will consult with representatives of the nonpublic schools located within the boundaries of the District, including consultation regarding the Child Find process and provision of special education services generally, and use of federal funds. Individual services are determined by the CSE.

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Deleted: and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary

Deleted: school district. The school district must engage in

Deleted: c

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Deleted: ; consultation is not specific to individual students.

Deleted: The consultation process must be timely and meaningful and include discussion of:¶

¶ a) Child Find.¶

¶ (Continued

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Students

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
20 United States Code (USC) Section 9101(23)
21 United States Code (USC) Section 812(c)
34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b),
200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Adopted: 1992
Revised: 1/9/07; 10/28/08; 2/12/13;

Deleted: b) Provision of Special Education Services; and¶

¶
c) Use of Federal Funds.¶

¶
The school district of location must provide, as appropriate, special education services to an eligible student who legally resides in another state and who is parentally placed in a nonpublic school located in New York State. The services to be provided to out-of-state students must be documented on a services plan that is developed by the CSE of the district of location. The services plan is the written plan that describes the specific special education and related service that the district of location will provide to the student consistent with the services that the school district of location has determined through the consultation process and in relation to the proportionate shares of federal IDEA Part B dollars, to be provided to the student.¶

¶
Tuition Reimbursement Claims for Disabled Nonpublic School Students¶

¶
The parent must comply with the IDEA's pre-hearing notice requirement for tuition reimbursement claims. Specifically, the IDEA directs that at least ten business days before submitting a request for an impartial due process hearing for tuition reimbursement, the parent must give the district written notice of intent to enroll the child in private school at public expense. The purpose of this requirement is to give the public school district's CSE the opportunity to meet and develop a new IEP for the student that addresses the parent's concerns. *A parent who does not provide such written notice within ten days may have his request for reimbursement reduced or denied. In most cases, a parent's failure to satisfy these notice requirements is a complete bar to recovery.*¶
¶

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of 22 who is entitled to attend public schools and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if their educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics. "Special education" means specially designed instruction which includes special education services or programs, and transportation, provided at no cost to the parents to meet the unique needs of a child with a disability.

If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Providing the special education needed by the student in order to receive an appropriate education;
- b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting;
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate to meet the needs of the student;
- d) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services;
- e) Recruiting, hiring, training, and retaining highly qualified personnel to provide special education programs and services, and to ensure that teachers and other personnel are appropriately certified for their professional assignments;
- f) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program;

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

- g) Establishing guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments.
- h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's regulations.
- i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The District will comply with all Child Find responsibilities related to parentally placed nonpublic school students attending nonpublic schools located within the geographic region of the District.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, special act districts, state-supported or state-operated schools, or to charter schools.

As the district of location, the District is responsible for Child Find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the District.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence upon written parental consent to share special education information between the two public school districts has been obtained.

The District will consult with representatives of the nonpublic schools located within the boundaries of the District, including consultation regarding the Child Find process and provision of special education services generally, and use of federal funds. Individual services are determined by the CSE.

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
20 United States Code (USC) Section 9101(23)
21 United States Code (USC) Section 812(c)
34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b),
200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Adopted: 1992

Revised: 1/9/07; 10/28/08; 2/12/13;

Instruction

SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS AND ACADEMIC FREEDOM

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school.

Instructional materials should contribute to the development of positive social and intellectual values of the students.

The Board ~~of Education~~ shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability. In addition, the Board will ensure that all instructional materials will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard (NIMAS) defined in federal law.

Academic Freedom

The Board ~~of Education~~ recognizes the right of the teacher to provide information that will enrich and support the curriculum while, at the same time, taking into consideration the needs of the individual student, especially as it regards the diversity of learning styles, varied interests, abilities and maturity levels of students. Classroom discussion and/or selection of supplemental instructional materials by the teacher must be of educational merit, reflect the appropriate curriculum and/or course of study, and reflect the diverse needs of the students served.

Use of Video Tapes/Films in Classroom Instruction

Teachers who wish to use media in classroom instruction must follow established administrative regulations for the school. Additionally, teachers who wish to utilize such media in their classroom must not use such purchased or rented visual technology resources which are marked "For Home Use Only." Teachers are authorized to use for classroom instruction, and are responsible for securing, those films, videos and other visual technology resources which are designated for public performance, or for which permission for public performance has been obtained. When such resources are not selected from designed curriculum guides utilized by the school, prior to such use, teachers must report to their building principal or his or her designee, of their intention to use such materials in the classroom.

20 USC Section 1474(e)(3)(B)
Education Law Section 701 et seq.
8 NYCRR Parts 155 and 200.2

Revised: 10/28/08; 1/9/18

**NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
ORGANIZATION AND REGULAR MEETING AGENDA**

JULY 11, 2024 6:00 PM LARGE GROUP INSTRUCTION ROOM @ DISTRICT OFFICE

PRESENT:

BOE Members: Lucinda Collier, Tina Reed, John Boogaard, Shelly Cahoon, Linda Eygnor, Lesley Haffner, Travis Kerr

Superintendent: Michael Pullen

District Clerk: Tina St. John

Approximately 13 students, staff and guests

1. Call to Order/Pledge of Allegiance

District Clerk, Tina St. John called the meeting to order at 6:00 p.m.

2. Administer Oath of Office to Newly Elected Board Officers:

The District Clerk, Tina St. John, administered the Oath of Office to newly elected Board of Education Members Lesley Haffner and Travis Kerr.

3. Election of Officers:

The District Clerk opened the floor for nominations for the Board of Education President. Linda Eygnor nominated Lucinda Collier, John Boogaard seconded the nomination. There were no additional nominations. Shelly Cahoon made a motion to close the nominations. Linda Eygnor seconded the motion. All were in favor. The nominations were closed.

The following votes were cast for Lucinda Collier:

John Boogaard voted for Lucinda Collier
Shelly Cahoon voted for Lucinda Collier
Lucinda Collier voted for Lucinda Collier
Linda Eygnor voted for Lucinda Collier
Lesley Haffner voted for Lucinda Collier
Travis Kerr voted for Lucinda Collier
Tina Reed voted for Lucinda Collier

Lucinda Collier is the 2024-2025 President of the Board of Education with the motion approved 7-0.

The District Clerk administered the oath of office to Lucinda Collier, President

The meeting was turned over to President, Lucinda Collier

The President opened the floor for nominations for the Board of Education Vice President.

John Boogaard nominated Tina Reed, Shelly Cahoon seconded the nomination. There were no additional nominations. The nominations were closed.

The following votes were cast:

John Boogaard voted for Tina Reed
Shelly Cahoon voted for Tina Reed
Lucinda Collier voted for Tina Reed
Linda Eygnor voted for Tina Reed
Lesley Haffner voted for Tina Reed

Travis Kerr voted for Tina Reed
 Tina Reed voted for Tina Reed

Tina Reed is the 2024-2054 Vice- President of the Board of Education with the motion approved 7-0.

4. Administer Oath of Office to newly Elected Board officers:

President, Lucinda Collier, administered the Oath of Office to the newly elected Board of Education Vice President, Tina Reed, the Superintendent of Schools, Michael Pullen and the District Clerk, Tina St. John.

Approval of the Agenda:

Motion for approval was made by John Boogaard and seconded by Linda Eygnor with the motion approved 7-0.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of July 11, 2024.

**5. Board Appointments and Other Designations:
 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 serve in the stated positions with stipends as stated for the 2024-2025 school year, effective July 1, 2024.

A motion for approval of the following Board Appointments, Items A, is made by John Boogaard and seconded by Shelly Cahoon with the motion approved 7-0.

a) The following will be appointed annually:

Position	2023-2024	2024-2025
District Clerk	Tina St. John – Stipend \$6,808	Tina St. John – Stipend \$7,080
District Clerk Pro-Tem	Melanie Geil	Melanie Geil
District Treasurer	Mark Socola	Phyllis Moore
Deputy District Treasurer	Phyllis Moore Norma Lewis	Norma Lewis
Tax Collector	Romanna Lord – Stipend \$4,983	Emily Merry – Stipend \$4,697
Deputy Tax Collector	Frederick Prince	Frederick Prince
External Auditor	Mengel Metzger Barr & Co. LLP.	Mengel Metzger Barr & Co. LLP.
Central Treasurer, Extra Classroom Activities Account:		
<ul style="list-style-type: none"> • High School • Deputy Central Treasurer HS • Middle School • North Rose Elementary 	Nick Wojieck, \$2758 prorated effective 5/6/2024 Nick Wojieck Kelly Cole, Stipend \$1,539 Kelly Cole, Stipend \$321	Nick Wojieck, \$2,868 TBD Kelly Cole, Stipend \$1,600 Kelly Cole, Stipend \$333
Faculty Auditor, Extra Classroom Activities Account:	Building Principals	Building Principals

A motion for approval of the following Board Appointments, Items B, is made by Linda Eygnor and seconded by Tina Reed with the motion approved 7-0.

b) The following positions must be appointed but need not be reappointed annually:

Position	2023-2024	2024-2025
Director of School Health Services	Michelle Durham, FNP-C	Michelle Durham, FNP-C
Supervisors of Attendance	Building Principals or Designee	Building Principals or Designee
Committee on Special Education	Sara McLean Rebecca Kandt Sara Boogaard Lisa Visalli	Chelsea Eaton Rebecca Kandt Sara Boogaard Joy Fields
Subcommittee on Special Education: Chairperson:	Sara McLean Rebecca Kandt Sara Boogaard Lisa Visalli	Chelsea Eaton Rebecca Kandt Sara Boogaard Joy Fields
Committee of Preschool Education	Sara McLean Rebecca Kandt Sara Boogaard	Chelsea Eaton Rebecca Kandt Sara Boogaard Joy Fields
Records Access Officer	Gary Barno	Carrie Petrie
Records Management Officer Foil Officer	Gary Barno	Carrie Petrie
Asbestos Hazard Response Act (AHERA) & Local Education Agency (LEA) designee	Benjamin Stopka	Jeremy Sebastiano
Compliance Officer (Title IX/Section 501/ADA) for Discrimination and Harassment	Megan Paliotti Frederick Prince	Megan Paliotti Frederick Prince
Liaison for Homeless Children and Youth	Megan Paliotti Frederick Prince	Laurie Elliott
Data Protection Officer	Lisa Brower	Lisa Brower
Chemical Hygiene Officer	Amber Landry	TBD
Chief Emergency Officer	Michael Pullen	Michael Pullen

A motion for approval of the following Board Appointments, Items C, is made by Travis Kerr and seconded by Lesley Haffner with the motion approved 7-0.

c) The following may also be appointed:

Position	2023-2024	2024-2025
School Attorney	Harris Beach, PLLC Barclay & Damon LLP Capital Region BOCES	Bond, Schoeneck & King, PLLC Barclay & Damon, LLP Capital Region BOCES
Claims Auditor	Harley Seager Emily Merry	Emily Merry
Deputy Claims Auditor	Russell Harris	Russell Harris

A motion for approval of the following Board Appointments, Items D, is made by John Boogaard and seconded by Lesley Haffner with the motion approved 7-0.

d) Designations: The following designations will be made by the Board at the Annual Organization Meeting in July.

Position	2023-2024	2024-2025
Petty Cash Funds & Petty Cash Custodians - \$100.00 General Fund		
<ul style="list-style-type: none"> • High School • Middle School • North Rose Elementary • District Office • Bus Garage 	Nick Wojieck Jamie Smith-Bundy Christie Bradford Cathy Luke Todd Henry	Amanda Paylor Jamie Smith-Bundy Christie Bradford Cathy Luke Todd Henry
Petty Cash Funds & Petty Cash Custodians - \$100.00 Cafeteria Fund		
<ul style="list-style-type: none"> • Cafeteria • Start-up Fund 	Rita Lopez	Rita Lopez
Official Newspaper(s)	<i>Finger Lakes Times</i> <i>Lakeshore News</i>	<i>Finger Lakes Times</i> <i>Lakeshore News</i>
Banks of Deposit	Lyons National Bank, JP Morgan Chase, Health Economics Group, NYCLASS	Lyons National Bank, JP Morgan Chase, Health Economics Group, NYCLASS
Signature on checks	Mark Socola Phyllis Moore	Phyllis Moore Norma Lewis
Purchasing Agent	Gary Barno	Carrie Petrie
Deputy Purchasing Agent	Frederick Prince	Frederick Prince
To certify payrolls	Gary Barno	Carrie Petrie
Designated Education Official to receive court notification of student sentence/adjudications	Megan Paliotti	Megan Paliotti
School Pesticide Representative	Benjamin Stopka	Jeremy Sebastiano
Reviewing Official for participation in the Child Nutrition Program	Rita Lopez	Rita Lopez
Verification Official for participation in the Child Nutrition Program	Rita Lopez	Rita Lopez
Hearing Official in the Child Nutrition Program	Gary Barno	Carrie Petrie
School Architect	SWBR Architecture, Engineering & Landscape, P.C. SEI Design Group	SWBR Architecture, Engineering & Landscape, P.C. SEI Design Group
Request for Use of School Facilities	Gary Barno	Carrie Petrie
Collection of School Taxes	Lyons National Bank	Lyons National Bank
Designee to Determine Student Residency	Gary Barno	Megan Paliotti

A motion for approval of the following Authorizations, is made by Shelly Cahoon and seconded by John Boogaard with the motion approved 7-0.

6. Authorizations:

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 serve in the stated positions for the 2024-2025 school year, effective July 1, 2024.

Position	2023-2024	2024-2025
To authorize attendance of staff at conferences, workshops, etc.	Gary Barno Megan Paliotti Michael Pullen	Megan Paliotti Michael Pullen
To authorize budget transfers	Michael Pullen	Michael Pullen
To sign applications for State and Federal Grants in Aid	Michael Pullen	Michael Pullen
Authorize Superintendent to approve contracts up to \$25,000 for the 2024-2025 School Year, including but not limited to, contracts for professional services, purchase contracts and public works contracts, as long as they fall within budgeted amounts.		Michael Pullen
Authorize President to sign document on behalf of the BOE	BOE President	BOE President
Authorize Vice President to sign documents in the absence of the President	BOE Vice President	BOE Vice President
Authorize the Superintendent to carry out Section 913 Proceedings as necessary	Michael Pullen	Michael Pullen
Authorize Payroll Clerk to sign tax forms	Kelly Wyatt BOCES CBO	Kelly Wyatt BOCES CBO

A motion for approval of the following Bonds is made by Linda Eygnor and seconded by Travis Kerr with the motion approved 7-0.

7. Official Undertakings (Bonds)

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves bonds for District employees as follows:

- Bond for District Treasurer (\$1,000,000)
- Bond for Deputy Treasurer (\$1,000,000)
- Bond for District Activities Accounts Treasurers (\$100,000)
- Bond for District Tax Collector (\$1,500,000)
- Internal Claims Auditor (\$1,000,000)

A motion for approval of the following School Lunch/Meal Pricing is made by Tina Reed and seconded by Shelly Cahoon with the motion approved 7-0.

8. School Lunch/ Meal Pricing

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following 2024-2025 School Lunch Meal Pricing rates:

Students will continue to get breakfast & lunch at no cost due to the district being CEP.

Additional Meal Costs:			
Grade Level	Breakfast	Lunch	Milk
K-4	\$2.00	\$2.60	\$0.75
5-12	\$2.00	\$2.75	\$0.75
Adult Meal (includes Tax)	\$3.25	\$5.43	

A motion for approval of the following Mileage Reimbursement Rate is made by John Boogaard and seconded by Shelly Cahoon with the motion approved 7-0.

**9. Mileage Reimbursement Rate:
RESOLUTION**

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the mileage reimbursement rate to be the same as the IRS mileage rate.

A motion for approval of the following substitute Compensation is is made by Travis Kerr and seconded by Linda Eygnor with the motion approved 7-0.

**10. Substitute Compensation:
RESOLUTION**

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the substitute pay rates for the 2023-2024 school year.

Teacher	<p>Non-Certified @ \$121.37/day; Certified @ \$137.91/day; and Certified + retired from NRW @ \$159.98/day.</p> <p>Rates and Conditions for Special Circumstances: Certified Long Term Sub - <i>anticipated</i> employment of 20+ consecutive days in same assignment/in certification area - \$247.27/day. Certified Long Term Sub- <i>non-anticipated</i> assignment of 20+ days in same assignment/in certification area - 1 - 20 days = daily rate/ 21+ day/\$247.27. Certified Long Term Sub - any assignment of 40+ days must be held by a teacher certified within that area/subject.</p>
Teaching Assistant	<p>Hourly Rates -Non-Certified: \$16.55/hour; Certified: \$17.65/hour; Certified + retired from North Rose - Wolcott: \$19.86/hr.</p> <p>Rates and Conditions for Special Circumstances: Certified Long Term Sub - <i>anticipated</i> employment of 20+ consecutive days in same assignment - \$115.64/day. Certified Long Term Sub - <i>non-anticipated</i> assignment of 20+ days in same assignment - 1 - 20 days = hourly rate/ 21+ day/\$115.64</p>
Retired Service Employees	Hourly rate of pay for retired support staff will be the substitute hourly rate plus \$2.00 per hour when subbing in the same area as prior to retirement.
Bus Driver	\$25.00/hr.
School Monitor	\$15.50/hr.

Clerical	\$15.50/hr..
Teacher Aide	\$15.50/hr.
Food Service Helper	15.50/hr.
Cleaners & Custodians	\$15.50/hr.
RN	\$25.50/hr.
Messenger	\$15.50/hr.
Mechanics	\$17.50/hr.
Maintenance	\$17.50/hr.

11. Presentations:

- DCIP & SCEP Presentation – Megan Paliotti and Crystal Rupp
 - Megan Paliotti and Crystal Rupp presented SCEP and DCIP and answered questions.

12. Public Access to the Board:

- Paul Statskey asked the Board of Education to consider keeping Policy #6218 – Selection of Athletic Coaches.

EXECUTIVE SESSION:

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

The motion was made by Linda Eygnor and seconded by Shelly Cahoon with motion approved 7-0.

Time entered: 6:33 p.m.

Return to regular session at 6:52 p.m.

13. Consent Agenda:

A motion for approval of the following items as listed under the CONSENT AGENDA is made by Linda Eygnor and seconded by Tina Reed with the motion approved 7-0.

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 June 13, 2024.

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 May 1, 8, 10, 13, 14, 15, 20, 21, 22, 28, 29, 31, June 5, 7, 10, 12, 14, 18, 20, 24, 25, 2024; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

15082	15080	14292	13836	14939	14178	14245	14768	13906	14728
2109	13856	14514	12334	14546	14842	14914	14520	14266	13254

14587	14853	14723	12272	13846	14028	14970	14865	14620	14727
14228	13865	14097	14019	14175	14763	15046	14133	15037	14171
13619	14595	14503	14692	12867	14677	14872	14669	13899	14069
13842	15026	14882	14858	14888	15068	14687			
IEP Amendments:									
14080									

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 May 2024.

e. Collection of School Taxes

BE IT FURTHER RESOLVED that the authority to perform the duties of the Board with regard to correction of errors on tax rolls and refund of taxes based on such errors is hereby delegated to the Tax Collector; this delegation of authority is applicable only where the recommended correction or refund does not exceed \$2,500, as specified in sections 554 and 556 of the real property tax law.

f. District Comprehensive Improvement Plan (DCIP)

The board must approve the District Comprehensive Improvement Plan (DCIP) 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 2024-25 District Comprehensive Improvement Plan (DCIP) and authorizes the Superintendent of Schools to transmit the fully executed document to the State Education Department.

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 2024-25 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. Authorization for appointment of an Impartial Hearing Officer

BE IT RESOLVED, that the current list of certified hearing officers from the State Education Department's web-based Impartial Hearing Officer Reporting System, who are identified as available to serve in this District, and the list as amended from time-to-time by the State Education Department and posted on the web-based IHO reporting system as the District's list of Impartial Hearing Officers.

BE IT ALSO RESOLVED, that the School District Clerk and Chief School Officer or Chief School Officer's

designee shall select certified hearing officers from the State Education Department's web-based Impartial Hearing Officer Reporting System, who are available to serve in the District from the list of Impartial Hearing Officers who are certified by the Commissioner of Education of New York State; and document the rotational selection process and engage in the ministerial acts necessary to determine the first available impartial hearing officer for selection in each particular case. The State Education Department's then-current published list on the web-based Impartial Hearing Officer Reporting System will constitute the District's list of names and statement of the qualifications of each Hearing Officer.

BE IT ALSO RESOLVED, that when an Impartial Hearing Officer must be appointed at a time when the Board of Education is not in session or between board meetings, the Board President or Vice-President are authorized to appoint the first available hearing officer to serve in a particular case. In the event that neither the Board President nor Vice President is available to make such an appointment, any member of the Board may appoint the first available hearing officer to serve on a particular case. Board Member appointment of an Impartial Hearing Officer to conduct a hearing shall be promptly reported to the Board.

i. Appointment of District Safety Committee

According to the SAVE legislation a committee must be appointed to maintain a district-wide school safety plan. The plan addresses crisis intervention, emergency responses, and management.

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 the North Rose - Wolcott Central School District Safety Committee for the 2024-25 school year:

Marc Blankenberg	Lisa Brower	Rob Anderson	Carrie Petrie
Ken VanFleet	Rebecca Kandt	Luann Romanelli	Ben Stopka
Marcie Stiner	Kathryn Nash	Colleen Barron	MS Teacher TBD
Rita Lopez	Chelsea Eaton	Chelsea Eaton	Scott Hassall
Lisa Visalli	Nicole Sinclair	David Hahn	Crystal Rupp
Todd Henry	Karen Haak	SRO Bryan Morse	Brad Steve
Michael Pullen	Megan Paliotti	Mark Mathews	BOE Member TBD
Jeremy Sebastiano			

j. Personnel Items:

1. Letter of Resignation for purpose of Retirement – Jamie Countryman

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 Jamie Countryman as Cleaner, effective June 28, 2024.

2. Letter of Resignation – Brian Jeary

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 Brian Jeary as Technology Teacher, effective July 17, 2024.

3. Letter of Resignation – Ron Colon III

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 Ron Colon III as Art Teacher, effective July 1, 2024.

4. Letter of Resignation – Carissa Smith

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 Carissa Smith as Library Media Specialist, effective June 30, 2024.

5. Letter of Resignation – Sarah Covotta

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 Sarah Covotta as Special Education Teacher, effective June 30, 2024.

6. Letter of Resignation – Catelynn Glerum

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 Catelynn Glerum as Teacher Aide, effective June 30, 2024.

7. Pro-Tem District Clerk – Melanie Geil

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves Melanie Geil to serve as Pro-Tem District Clerk for the 2024-25 school as per contract.

8. 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 2024-2025 school year at a stipend of \$1,000.00.

9. Appoint Healthy Reward Ambassadors

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 Nick Wojieck as the Healthy Reward Ambassador for the 2024-25 school year at a stipend of \$500.00.

10. Appoint Teacher Aide – Kursty Mendenhall

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 Kursty Mendenhall as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025

Salary: \$15.86 per hour

11. Appoint Bus Driver – Gary Gelina

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 Gary Gelina as Bus Driver, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025
Salary: \$25.48/hr.

12. Appoint Computer Services Assistant – David Miller

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 David Miller as Computer Services Assistant, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87 as follows:

Probationary Period: May 13, 2024-May 12,2025 (with Mr. Miller’s provisional service from May 13, 2024 – July 1, 2024 counting towards completion of the required probationary period)

Salary: \$21.00/hr.

13. Appoint Senior Computer Services Assistant – Christopher Borrelli

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 Christopher Borrelli as Senior Computer Services Assistant, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87 as follows:

Probationary Period: May 28, 2024-May 27,2025 (with Mr. Borrelli’s provisional service from May 28, 2024 – June 9, 2024 counting towards completion of the required probationary period)

Salary: \$29.00/hr.

14. Appoint Long Term Substitute Teacher – Olivia Pixley

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 Olivia Pixley as a Long-Term Substitute 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: Elementary

Appointment Dates: August 28, 2024-June 30, 2025

Salary: Step A \$48,514 to be adjusted upon completion of negotiations

15. Appoint Special Education Teacher – Nathaniel Stevens

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 Nathaniel Stevens as a Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: SWD, All Grades, Initial

Tenure Area: Special Education, General

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step D \$52,002 to be adjusted upon completion of negotiations

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.

16. Appoint Special Education Teacher – Stephanie Rice

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 Stephanie Rice as a Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Students with Disabilities Grades 1-6, Professional

Tenure Area: Special Education, General

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step J \$55,353 to be adjusted upon completion of negotiations

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.

17. Appoint Math Teacher – Sarah Maring

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

Certification: Mathematics, 7-12, Initial

Tenure Area: Mathematics

Probationary Period: August 28, 2024-January 24, 2028 (LTS Assignment counting towards completion of the required probationary period)

Salary: Step B \$49,712 to be adjusted upon completion of negotiations

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.

18. Appoint Science Teacher – Stephen Shepherd

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 Stephen Shepherd as a Science Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Chemistry, 7-12, Initial

Tenure Area: Science

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step H \$53,933 to be adjusted upon completion of negotiations

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.

19. Appoint Art Teacher – Hannah Reeg

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 Reeg as an Art Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Visual Arts - Initial

Tenure Area: Art

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step B \$49,712 to be adjusted upon completion of negotiations

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.

20. Appoint Child and Youth SPOA Coordinator – Brad Steve

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to the Civil Service Law, approves the 52 week probationary appointment of Brad Steve as Child and Youth SPOA Coordinator, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87 as follows:

Probationary Period: February 13, 2023-February 12, 2024 (with Mr. Steve’s provisional service from February 13, 2023 – February 12, 2024 counting towards completion of the required probationary period)

Permanent Appointment: Effective: June 17, 2024 (date Civil Service test successfully completed)

Salary: Contract on File with the District Clerk

21. Appointment as Instructional Coach and Appointment of Teacher on Special Assignment– Jill Ricci

RESOLUTION

Be it resolved that the Board of Education, upon the recommendation of the Superintendent of Schools, approves of the appointment of Jill Ricci as a Teacher on Special Assignment (TOSA) in Instructional Support Services as of August 28, 2024, where she will continue to accruing seniority and service in her original tenure area of Special Education -General pursuant to Commissioner’s Regulation §30-1.9(b).”

22. 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 2024-2025 school year at a stipend of \$2500.

Lead Teachers:	Building
Amy Wiktorowicz	High School
Chris Ackley	High School
Lillian Sauer	High School
Michele Bartholomew	High School
Cary Merritt	High School
Amanda Johnson	High School
Patty Weber	Elementary School
Meagan Pentycufe	Elementary School
Dawn McIntyre	Elementary School
Melissa Mason	Elementary School
Lindsey Roberts	Elementary School
Jordan Camp	Elementary School
David Hahn	Middle School
Lindsay Wiegand	Middle School
Crystie Weigand	Middle School
Adam Bishop	Middle School
Jill Ricci	Middle School

23. 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 MHAT grant funds during the 2024-2025 school year.

Name	Position	Stipend
Christine Chapman	MTSS Building Coach	\$1,000
Kimberly Schroth	MTSS Building Coach	\$1,000
Amy Wiktorowicz	MTSS Building Coach	\$1,000
Amy Suss	MTSS Building Coach	\$1,000
Colleen Barron	MTSS Building Coach	\$1,000

24. 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 individuals to participate in curriculum writing workshops in July-August 2024 at \$35.00/hr.

Nathaniel Stevens	Sarah Maring	Olivia Pixley
Stephanie Rice	Stephen Shepherd	Hannah Reeg

25. 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, 2024 through August 27, 2024 conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

Staff	Position	\$/Hr.
Emilee Bundy	Grant Program Aide	\$15.50/hr.
Sean Mahoney	Grant Program Student Worker	\$15.00/hr.
Ashleigh Gerstner	Grant Program Teacher	\$41.37/hr.
Karen Cryderman	Grant Program Teacher Assistant	\$19.86/hr.

26. 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 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
Aquatics Director	Amy Chimieleski	4	21	\$9,539* to be adjusted upon completion of negotiations.

27. 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 2024-2025 school year.

Name	Position(s)	Rate/Hr.
Paige Starczewski	Program Director – Swim	\$26.78/hr.
Kathleen Lange	Program Director – Swim	\$29.99/hr.
Amanda Randall	Program Director – Swim	\$29.99/hr.
Helen Palmer	Assistant Program Director – Swim	\$23.57/hr.
Brian Cole	Water Safety Instructor	\$24.63/hr.
Katelyn Cox	Water Safety Instructor	\$26.78/hr.
Margaret Wanek	Lifeguard	\$15.00/hr.
Gunnar Bjerga	Lifeguard	\$15.50/hr.
Matthew Cole	Lifeguard	\$15.50/hr.
Hannah Stubbe	Lifeguard	\$15.50/hr.
Autumn Davenport	Lifeguard	\$15.50/hr.
Leah Decker	Lifeguard	\$15.00/hr.
Bryan Mahoney	Lifeguard	\$15.00/hr.
Ashton Smith	Lifeguard	\$15.00/hr.
Emarie Lange	Lifeguard	\$15.00/hr.
Paige Starczewski	Lifeguard	\$15.50/hr.

14. Items requiring a roll call vote:

A motion for approval of Items #1 is made by John Boogaard and seconded by Travis Kerr, it was adopted and the following votes were cast:

- Letter of Resignation for purpose of Retirement – Casie DeWispelaere

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 Casie DeWispelaere as Elementary Teacher, effective June 30, 2024.

Lucinda Collier	Voting	<u> X </u> yes	___ no
Tina Reed	Voting	<u> X </u> yes	___ no
John Boogaard	Voting	<u> X </u> yes	___ no
Shelly Cahoon	Voting	<u> abstained </u>	
Linda Eygnor	Voting	<u> X </u> yes	___ no
Lesley Haffner	Voting	<u> X </u> yes	___ no
Travis Kerr	Voting	<u> X </u> yes	___ no

A motion for approval of Items #2 & 3 is made by Linda Eygnor and seconded by Lesley Haffner, it was adopted and the following votes were cast:

- 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.
Avery Boogaard	Lifeguard	\$15.00/hr.

3. 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 MHAT grant funds during the 2024-2025 school year.

Name	Position	Stipend
Sara Boogaard	MTSS Building Coach	\$1,000

Lucinda Collier	Voting	<u> X </u> yes	___ no
Tina Reed	Voting	<u> X </u> yes	___ no
John Boogaard	Voting	<u> abstained </u>	___ no
Shelly Cahoon	Voting	<u> X </u> yes	___ no
Linda Eygnor	Voting	<u> X </u> yes	___ no
Lesley Haffner	Voting	<u> X </u> yes	___ no
Travis Kerr	Voting	<u> X </u> yes	___ no

A motion for approval of Items #4 is made by Tina Reed and seconded by Shelly Cahoon, it was adopted and the following votes were cast:

4. 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.
Marcus Haffner	Lifeguard	\$15.00/hr.

Lucinda Collier	Voting	<u> X </u> yes	___ no
Tina Reed	Voting	<u> X </u> yes	___ no
John Boogaard	Voting	<u> X </u> yes	___ no
Shelly Cahoon	Voting	<u> X </u> yes	___ no
Linda Eygnor	Voting	<u> X </u> yes	___ no
Lesley Haffner	Voting	<u> abstained </u>	___ no
Travis Kerr	Voting	<u> X </u> yes	___ no

15. Policies

A motion for approval of items as listed under Policies is made by Tina Reed and seconded by John Boogaard with the motion approved 7-0.

Prior to approval of the Policies, Policy #6218 – Selection of Athletic Coaches was removed and referred back to the Policy Committee for further review.

a) Approval of Policies

RESOLUTION

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

pursuant to Education Law approves the following new and/or revised policies:

1000	By Laws	
1510	Regular Board Meetings and Rules (Quorum and Parliamentary Procedure) and Public Participation	Revised
3000	Community Relations	
3262	Solicitation of Charitable Donations	Revised
5000	Non-Instructional/Business Operations	
5220	District Investments	Revised
6000	Personnel	
6217	Professional Staff: Separation	Revised
6218	Selection of Athletic Coaches	Delete
6310	Appointment – Support Staff	Delete
6320	Supplementary School Personnel	Delete
7000	Students	
7211	Provision of Interpreter Services to Parents Who are Hearing Impaired	Revised

➤ The following policies are being submitted as reviewed.

3000	Community Relations	
3411	Prohibition of Weapons on School Grounds	Reviewed
5000	Non-Instructional/Business Operations	
5410	Purchasing: Competitive Bidding and Offering	Reviewed
5411	Procurement of Goods and Services	Reviewed
5412	Alternative Formats for Instructional Materials	Reviewed
5571	Allegations of Fraud	Reviewed
7000	Students	
7360	Weapons in School and the Gun-Free Schools Act	Reviewed

Good News:

- Awards received at Graduation

Board Member Requests/Comments/Discussion:

- BOE Workshop & Retreat – Dates TBD
- NYSSBA 2024 Annual Convention & Education Expo

Informational Items:

- Claims Auditor Reports

Adjournment:

A motion was requested to adjourn the regular meeting.

Motion for approval was made by Tina Reed and seconded by Linda Eygnor with motion approved 7-0.

Time adjourned: 7:05p.m.

Tina St. John, Clerk of the Board of Education

North Rose-Wolcott Central School District

Office of Special Education and Pupil Personnel Services

Special Education District Plan

July 1, 2024-June 30, 2025



Prepared by: Chelsea Eaton, Director of Special Education and Pupil Personnel Services

Adopted by the Board of Education: August 8, 2024



Statement of Assurances

The Board of Education of the North Rose-Wolcott Central School District, as part of a long-standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education. In support of State and Federal laws pertaining to the students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its classified students.

These programs and services are designed:

-
- To afford each student the appropriate level of support necessary to meet the New York State Learning Standards.
 - To provide each student with those special educational services necessary to enable the student to meet his/her annual goals.
 - To afford each classified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District.
 - To give each classified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting held on August 8, 2024, the Board adopted its District Plan as set forth below.

It will be important to keep the plan up to date to identify progress, celebrate success, and adjust required areas. This is best to be done yearly, if not every other year.

In collaboration with: Michael Pullen – Superintendent

Megan Paliotti – Assistant Superintendent for Instruction

Carrie Petrie – Administrative Intern- Director of Business Operations & Finance

Nicole Sinclair – High School Principal

Crystal Rupp – Middle School Principal

Karen Haak – Elementary Principal



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Mission and Vision

It is our MISSION that each student will leave the NRW family with pride and preparedness for their future path ***through our VISION that*** NRW is a community committed to fostering connections and developing experiences where individuals can engage in learning that cultivates individualized potential.

Cougar Values

We are...

Courageous
Optimistic
Understanding
Grateful
Adaptable
Respectful

Because we value...

Perseverance
Relationships
Inquiry
Diversity
Engagement





NYSED Regulations and Definitions

Special Education means specially designed individualized/group instruction/special services/programs and special transportation, provided at no cost to the parent, in order to meet the unique needs of students with disabilities. Such instruction included but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access to the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

In accordance with Part 200.2(C) the Regulations of the Commissioner of Education, A District plan shall be developed describing the Special Education program in the North Rose-Wolcott Central School District. The District plan shall include the following:

- a. A description of the nature and scope of special education programs and services currently available to students (including preschool students) residing in the District, including but not limited to descriptions of the District's resource room programs and each special class program provided by the District in terms of group size and composition.
- b. Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.
- c. The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- d. A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.
- e. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services.



- f. A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard defined in federal law.
- g. The estimated budget to support such plan.
- h. The date on which such plan was adopted by the Board of Education.
- i. A description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Educational Services.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

Board Policy 7610 – Subject: Special Education: District Plan

Definition of Special Education

Special Education is defined as specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions, and in other settings.
2. Such instruction includes specially designed instruction in physical education, including adapted physical education.
3. For the purposes of this definition
 - a. The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The areas to be considered shall include:
 - i. *Academic achievement, functional performance and learning characteristics* which shall mean the level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style
 - ii. *Social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments



- iii. *Physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
 - iv. *Management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.
- b. *Group instruction* means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.

Nature of Special Education

The Committee on Special Education (CSE) and the Committee on Pre-School Special Education (CPSE) are charged with providing that each student with a disability is educated to the maximum extent possible with their non-disabled peers in appropriate classes and programs. The CSE must consider the supports, services, and program modifications necessary for a school-age student with a disability to participate in general education classes, as well as extracurricular and nonacademic activities. The CPSE must consider how the student's disability affects his or her involvement in developmentally appropriate activities.

The North Rose-Wolcott Central School District's special education department provides for access to the general education curriculum by providing a service delivery model that is weighted heavily in inclusion. Access is provided for all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to the general education curriculum as well as to expanding the opportunities for students with disabilities to be educated with their non-disabled peers.

Definition of Disability Classifications

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A



student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness

A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

Deaf-Blindness

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disability

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A generally pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems

This term includes schizophrenia and does not apply to students who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness*.

Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability

Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.

Multiple Disabilities

Concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs



that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf blindness.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health-Impairment

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

Speech or Language Impairment

A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

Visual Impairment Including Blindness

An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) Appointment and Training

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittee and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the



Commissioner of Education. Section 4410 of the Education Law, which established the Committee on Preschool Special Education was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating and recommending placement for students with disabilities;
- Assuring that appropriate due process safeguards are provided for each student;
- Maintaining an annually revised register of all students with disabilities who reside in the district and who are eligible to attend preschool or public school during the coming school year;
- Establishing a network for communication and sharing of resources with other educational and community service agencies;
- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Wayne;
- Reporting to the State Education Department on the number of preschool students, if any, within the District who are not receiving appropriate preschool services and the reasons for any such lack of service.

Responsibilities

The Committees have the responsibility to ensure that all necessary procedures for the identification, classification, placement and annual review of the status and progress of every student with a disability are carried out in accordance with federal and state law and regulations. Subcommittees are authorized to perform the functions of the Committee on Special Education except when a student is considered for a more restrictive environment or initial placement in:

- ✓ a special class; or
- ✓ a special class outside of the student's school of attendance; or
- ✓ a school primarily serving students with disabilities outside the student's home district.

Upon a written request from a parent or a legal guardian of a student, the subcommittee will immediately refer to the Committee on Special Education for its review any recommendation of the subcommittee concerning the identification, evaluation, educational placement or provision of a free appropriate public education to a student that is not acceptable to the parent or person in parental relationship to the student.

The Committee on Special Education is responsible for oversight and monitoring of the activities of each subcommittee to assure compliance with federal and state law and regulations. Each subcommittee must annually report the status of each student with a disability within its jurisdiction to the Committee.



Training CSE/CPSE Members

The District is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

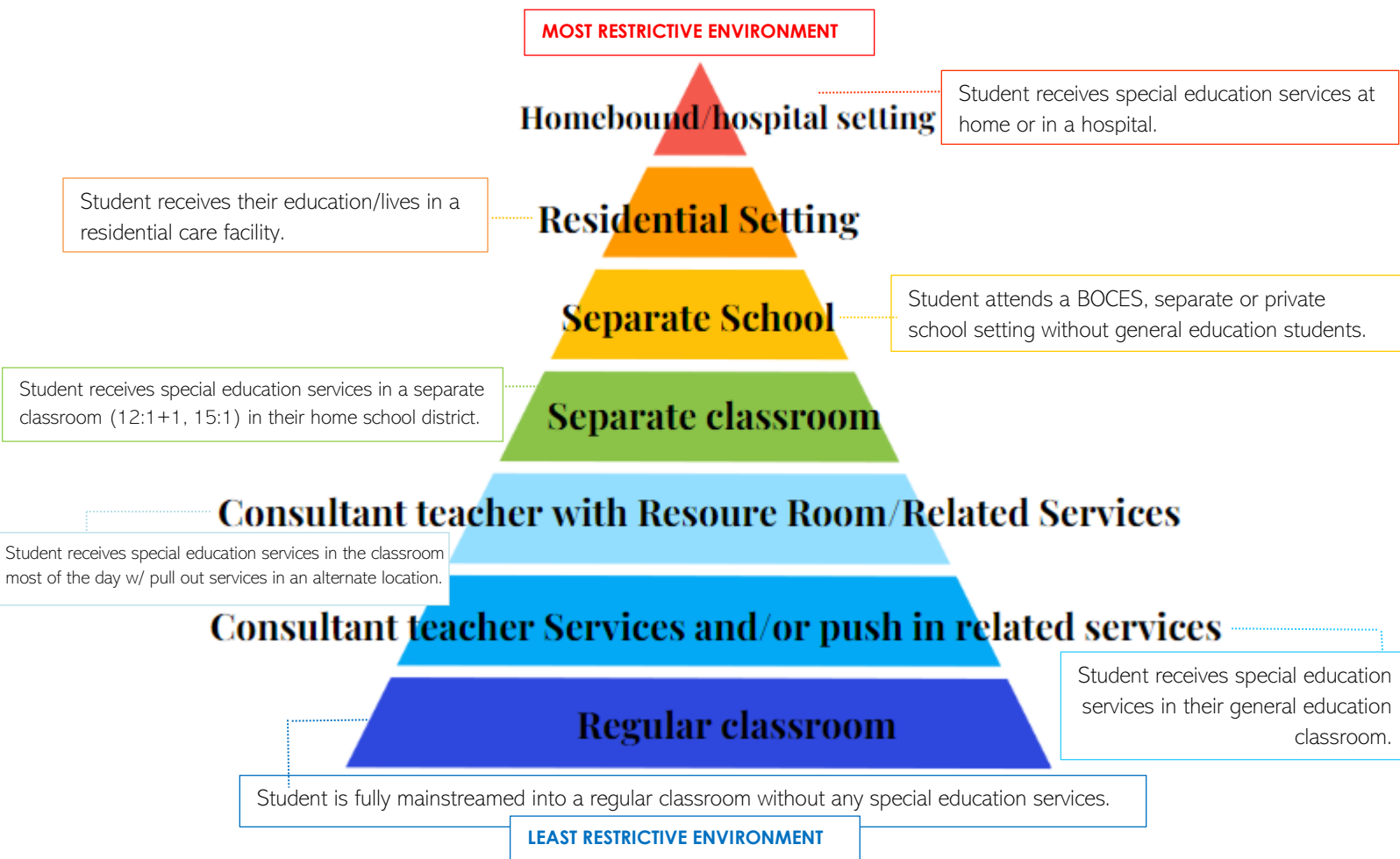
- arranging for attendance at meetings regarding CSE/CPSE issues;
- conducting training on a regular basis regarding procedures and any amendments to the Regulations of the Commissioner;
- providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- inviting committee member(s) to periodic site visits of out-of district special education placements to familiarize them with placement options available to resident special education students;
- utilizing BOCES and Mid-West Regional Partnership Center as a training resource; and
- utilizing the District attorney as a resource person, if needed to interpret specific information for the committee members.



Continuum of Services

The North Rose Wolcott Central School District is committed to prepare all students for productive lives as full members of society. Therefore, we believe it is our obligation to provide equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate general education classrooms in their neighborhood schools. To that end, to the greatest extent possible, the district will support students with disabilities in chronologically age-appropriate general education classes in their home schools and provide the specialized instruction delineated by their IEPs within the context of the core curriculum and general class activities. In order to accommodate the needs of all children with disabilities, the school district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings.

Special Education Programs and Services are available to students with disabilities through the end of the school year during which their 22nd birthday occurs, or until a regular high school diploma has been attained, whichever occurs first.



The following is a description of each of the special education program options:

Consultant Teacher (CT) Services

Direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.

Direct Consultant Teacher Services

Specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to access the general education class instruction. Direct Consultant Teacher services can be combined with Indirect Consultant Teacher services.

Indirect Consultant Teacher Services

Consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect Consultant Teacher services can be combined with Direct Consultant Teacher services.

Parameters for CT Services

The maximum number of students who may be assigned to consultant teacher *may not* exceed 20. The minimum number of hours for CT services is *two hours per week* for direct and indirect services; in any combination.

Resource Room (RR) Services

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math, reading, writing, study skill, executive function skills, etc. Specially designed curriculum in the Resource Room is deemed to be more significant and specialized than the supplemental instruction provided in the Academic Intervention Labs available for all students.

- ✓ No more than five students may be placed in a resource room at any one time.
- ✓ Students are assigned to a resource room program for not less than three hours per week and not more than 50% of the school day. The minimum time is if this is the only special education service the student receives.
- ✓ Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development and management needs.
- ✓ A resource program supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching of new concepts, and supplementing reading or math instruction. It is not intended as a setting to support homework completion.

Parameters for RR Services

Students may not spend more than 50% of their instructional day in the RR setting. However, if the student is also recommended to receive consultant teacher services, the minimum



number of hours of the combined resource room (RR) and consultant teacher (CT) services is three hours per week.

Related Services

Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services include, but are not limited to speech-language pathology, audiology services, music therapy, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, evaluative and diagnostic medical services to determine if the student has a medically related disability, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate support services and includes the early identification and assessment of disabling conditions in students.

Parameters for Related Services

Related Services are provided to the students both on a 1:1 individual session with the therapist and group sessions with other students. Sessions take place both in the therapy room setting and in classrooms/throughout the building when appropriate. Decisions of ratios and location of services are decided by the CSE/CPSE/504 Committee.

Special Class

A class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

Parameters for Special Class

The maximum number of students who can receive special class instruction *cannot exceed 15 students*. The chronological age range within special classes of students with disabilities who are less than 16 years of age shall not exceed 36 months. The chronological age range within special classes of students with disabilities who are 16 years of age and older is not limited.

NRW currently has the following Special Class settings in district:

- 12:1+1 - Is available at the elementary, middle and high school levels. Classes consist of a maximum of 12 students whose needs interfere with the instructional process to the extent that an additional adult is needed within the small class to assist in the instruction of these students.
- 15:1- Special class instruction provided at the middle school and high school levels to support students with disabilities who are on Regents or Local Diploma track and require additional program modifications and accommodations to access the general education curriculum.



Special Schools/Out of District Programs

Out of district programs include those contracted for with other public-school districts, BOCES, State Education Department approved private day schools and residential schools. Generally, out of district programs are designed for students with intense or unique special education needs.

Currently, North Rose-Wolcott students attend the following:

BOCES Monroe #1 - Creekside/Hillside Day Treatment
BOCES Monroe #1 - O'Connor Academy
BOCES WFL MEC Primary/Intermediate School
BOCES WFL NEC Business Ventures Too
BOCES WFL Newark Education Center
BOCES WFL Red Jacket Education Center
BOCES WFL Wayne Education Center - Williamson
Newark N. R. Kelley Intermediate School
Red Creek Central School
Rochester School for the Deaf
Stepping Stones Day Program
The Kessler Center
BOCES- C-O District Based- Cato-Meridian Junior-Senior High School
BOCES- C-O District Based- Union Springs H.S. Programs & P-Tech
Holy Childhood

Home/Hospital Instruction

Special education instruction provided at home or in a hospital setting for purposes of ensuring progress in the general education curriculum for a student who is unable to attend school. The instruction may also be provided in other approved settings as determined by CSE.

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive individualized instruction for a minimum of ten (10) hours per week at the elementary level, preferably one (1) hour daily; or a minimum of fifteen (15) hours per week at the secondary level, preferably three (3) hours daily, unless a lesser period is requested by the parent or guardian and supported by documentation submitted by a treating physician.

Other Services: In addition to special education programs on the continuum, other services may be recommended for students including:

- Transition services are a coordinated set of activities for a student with a disability not later than the first individualize education program (IEP_ to be in effect when the student is age 15 (and at a younger age, if determined to be appropriate), designed



within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities.

- Adaptive PE is a specially designed program of developmental activities, games, sports and rhythms suited to the interest, capacities and limitations of a students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.
- Extended School Year Services: The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(k) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:
 - Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
 - Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment;
 - Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
 - Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
 - Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression, as determined by the Committee on Special Education.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty (20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.



- Special transportation means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment if required to provide special transportation to a student with a disability.

Declassification Support Services

Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.

Method of Evaluation

NRW utilizes student performance on Statewide ELA and Math examinations, diagnostic and early literacy testing, report cards, and state Exams to measure student progress toward graduation. New York State Special Education Performance Plan Indicator data also assists in providing feedback regarding student achievement and graduation rates.

Curriculum based measures are also used to measure a student's progress toward meeting their goals. Data is also collected on each student's Response to Intervention. For some students, the New York State Alternate Assessment provides a portfolio of skills and progress toward meeting their individual goals. Additionally, data collection for the new Skills and Achievement Commencement Credential and the Career Development and Occupational Studies (CDOS) credential will provide information regarding student progress.

The goal of the special education program in the District is to provide each student with individualized instruction designed to help each student more fully reach his or her potential.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments and other teacher made assessments;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEP's;
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary;
- Re-evaluations of each student with a disability;
- Periodic review of the District Plan



Allocation of Space

Classroom space for special education services shall be allocated to support an environment that is conducive to learning. The allocation of space for special education shall be provided in accordance with the concept of least restrictive environment. Placement of students with disabilities in special class, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Although students with disabilities are educated to an increasing extent with their non-disabled peers, the need for additional space exists. This space is utilized for direct, small group instruction, such as resource room and related services as well as special class services. The space should be conducive to the educational needs of the students and provided in a distraction free environment appropriate for testing and evaluations. We continually strive to educate our students in the least restrictive environment and to include as many students as possible in our district-based programs. This may require additional space, but will be fiscally prudent and educationally beneficial. Space requirements will be reviewed at least annually.

Alternative Formats for Instructional Materials

All instructional materials must be available to students with disabilities in accordance with his or her individual needs and course selections while such materials are available to non-disabled students. The following plan and procedures will be in place to secure the materials in a timely manner.

- The CSE/504 team will identify the student's need for instructional materials in an alternative format and will identify the alternative format type (i.e. Braille, large print, audio).
- A list of books and materials needed in Braille, large print, or other formats (other than audio) will be provided to each building principal.
- If necessary, the District will contract with Wayne-Finger Lakes or Monroe #1 BOCES to prepare materials in alternative formats if unavailable from vendors or publishers.

Special Education Staffing

Special Education assignments (both Special Education Teacher, teaching assistants, and aides) are adjusted each year after the CSE annual review process. The Director of Special Education confers with building principals to determine appropriate scheduling and staffing, with the input from teachers and related services providers.

Special Education Budget

- The District's general fund and allocations from federal grants, IDEA 611 and IDEA 619, support the provision of special education services.



- A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs.
- An additional sum of money is added to the special education budget each year in anticipation of new special education students moving into the district as well as an amount of unexpected additional needs of current students that may arise.
- The budget is prepared annually and reviewed by the Director of Special Education & Pupil Personnel Services, Business office and the Superintendent and Board of Education.



School-Age Data

Students with Disabilities by Grade and Disability for the 24-25 School Year

As previously noted there are 13 categories of special education as defined by Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the IEP (CSE) team must determine that a child meets the qualifications for (at least) one of the disability types:

- Autism
- Intellectual Disability
- Speech and Language Impairment
- Blindness
- Multiple Disabilities
- Traumatic Brain Injury
- Deafness
- Orthopedic Impairment
- Visual Impairment
- Emotional Disability
- Other Health Impairment
- Hearing Impairment
- Specific Learning Disability

As of July 23, 2024

Disability Category	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Autism		2	4	0	1	1	1	1	0	0	2	0	2	15
Deafness		0	0	0	0	0	0	0	0	0	0	0	0	13
Deaf-Blind		0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional Disability		0	1	1	0	2	0	0	2	2	1	3	1	0
Hearing Impaired		0	0	0	0	0	0	0	1	0	0	2	0	3
Intellectual Disability		0	0	0	1	0	1	0	0	0	2	1	3	8
Learning Disability		2	0	2	4	7	10	6	5	5	5	3	0	49
Multiple Disabilities		1	0	0	0	0	0	0	0	0	0	0	2	3
Orthopedic Impairment		0	0	0	0	0	0	0	0	0	0	0	0	0
Other Health Impairment		4	1	3	4	4	4	5	4	4	9	3	4	49
Speech & Language		7	5	4	4	4	4	2	1	2	0	5	2	40
Traumatic Brain Injury		0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment		0	0	0	0	0	0	1	0	0	0	0	0	1
Total	12	16	11	10	14	18	20	15	13	13	20	17	14	193

*Kindergarten classifications are not determined as of 7/23/24 as the CPSE to CSE meetings are scheduled within the next month.



Students with Disabilities by Grade Program and/or Related services

(Some students receive more than one type of program)

As of July 23, 2024

Program	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Consultant Teacher	3	11	6	4	10	9	18	12	9	9	15	10	6	
Resource Room	0	0	0	0	0	0	0	0	0	4	11	8	4	
Special Class 15:1	0	0	0	0	0	1	9	2	5	5	4	4	0	
Special Class 12:1:1	0	2	3	4	4	6	3	1	0	0	1	1	2	
Special Class OOD 12:1	2	0	0	0	0	1	0	0	0	0	0	1	0	
Special Class OOD 6:1:1	0	3	2	3	1	1	0	0	2	1	3	3	2	
Special Class OOD 8:1:1	0	0	0	0	0	0	0	0	0	1	0	0	2	
Special Class OOD 6:1:3	0	0	0	0	0	0	0	0	0	0	1	0	0	
Special Class OOD 8:1+3	0	0	0	0	0	0	0	0	0	0	1	0	0	
Special Class OOD 12:1+4	0	0	0	0	0	0	0	0	1	0	0	0	0	
Special Class OOD 12:1+3-1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Home & Hospital Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	
Student is Parentally Placed in a Nonpublic School	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students tutoring pending placement	0	0	0	0	0	0	0	0	0	2	0	1	0	
Speech & Language	10	12	10	8	6	11	5	9	4	6	7	9	5	
Occupational Therapy	3	10	7	7	5	5	2	0	1	1	1	0	0	
Physical Therapy	0	6	5	1	2	0	0	0	1	0	0	0	0	
Counseling	0	2	2	5	1	3	1	1	4	4	5	6	6	
Music Therapy	1	1	2	0	2	0	1	0	0	0	1	0	2	
Teacher of the Visually Impaired (TVI)	0	0	0	0	0	0	0	1	0	0	0	0	1	
Orientation & Mobility	0	0	0	0	0	0	0	1	0	0	0	0	1	
Teacher of the Deaf	0	0	0	0	0	0	0	0	1	0	1	1	1	
Skilled Nursing	0	0	0	0	0	0	0	0	2	0	1	1	1	
Total per grade	12	16	11	10	14	18	20	15	13	13	20	17	14	193

*Kindergarten programs and services are anticipated as the CPSE to CSE meetings are scheduled within the next month.



Pre-School Data

*Pre-School Students with Disabilities by Program
As of July 23, 2024*

North Rose Wolcott Central School District currently has 21 preschool students with a disability.

Program	Number of Pre-School Students with Disabilities Attending
Pre-School Non-Integrated Special Class	1
Pre-School Integrated Special Class	3
Special Education Itinerant Teacher	8
Related Services Only	9

Related Services	Number of Pre-School Students Receiving (students may receive more than one)
Physical Therapy	4
Occupational Therapy	4
Speech & Language	19
Art Therapy	1
Teacher of Vision	0
Music Therapy	0



Board of Education Policies

Board Policy 7610 – Subject: Special Education: District Plan

Board Policy 6212 – Subject: Certification and Qualification (of Personnel)

Board Policy 8310 – Subject: Purposes of Instructional Materials

Board Policy 7611– Subject: Children with Disabilities

Board Policy 7612– Subject: Grouping by Similarity of Needs

Board Policy 7613– Subject: The Role of the Board in Implementing a Student’s Individualized Education Program

Board Policy 7614– Subject: Preschool Special Education Program

Board Policy 7615– Subject: Least Restrictive Environment

Board Policy 7616– Subject: Pre-referral Interventions prior to CSE Referral

Board Policy 7617– Subject: Declassification of Students with Disabilities

Board Policy 7620– Subject: Students with Disabilities Participating in School District Programs

Board Policy 7621– Subject: Section 504 of the Rehabilitation Act of 1973

Board Policy 7630– Subject: Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE)

Board Policy 7640– Subject: Student Individualized Education Program (IEP): Development and Provision

Board Policy 7641– Subject: Transition Services

Board Policy 7642– Subject: Extended School Year (July/August) Services and/or Programs

Board Policy 7643– Subject: Transfer Students with Disabilities

Board Policy 7650– Subject: Identification and Register of Children with Disabilities (Child Find)

Board Policy 7660– Subject: Parent Involvement for Children with Disabilities

Board Policy 7670– Subject: Impartial Due Process Hearings/Selection of Impartial Hearing Officers

Board Policy 7680– Subject: Independent Educational Evaluations

Board Policy 7690– Subject: Special Education Mediation

Board Policy 7222– Subject: Diploma and/or Credential Options for Students with Disabilities



Board of Education Approval

The North Rose Wolcott Central School District Board of Education has approved the Special Education District Plan for the period of September 1, 2024- June 30, 2025.

President, North Rose-Wolcott Central School District Board of Education

Superintendent, North Rose-Wolcott Central School District, Michael Pullen

*Director of Special Education & Pupil Personnel Services, North Rose-Wolcott Central School District
Chelsea Eaton*

Date of Approval



North Rose-Wolcott
Organizational Professional Development Plan
2024-2025

North Rose-Wolcott Professional Development Plan 2024-2025

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North Rose-Wolcott Professional Development Plan 2024-2025

<p><i>It is our MISSION that</i> Each student will leave the NRW family with pride and preparedness for their future path</p> <p><i>through our VISION that</i> NRW is a community committed to fostering connections and developing experiences where individuals can engage in learning that cultivates individualized potential.</p>	<p>North Rose-Wolcott Central School District</p> <p><i>Strategic Action Plan</i></p> 
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Congar Values

We are...

- Courageous**
- Optimistic**
- Understanding**
- Grateful**
- Adaptable**
- Respectful**

Because we value...

- Perseverance**
- Relationships**
- Inquiry**
- Diversity**
- Engagement**

<p><i>Community Promises</i></p>	<p>Partnerships - We will foster collaboration and communication that connects students, families and the community by creating positive relationships.</p> <p>Equity - We will create a safe, honest, and welcoming environment that appreciates diverse backgrounds, experiences, perspectives and the unique qualities of our school community where all voices are heard.</p> <p>Social Emotional - We will cultivate authenticity and vulnerability through awareness of the social and emotional needs of ourselves and others.</p> <p>Academic - We will provide personal and professional learning opportunities for staff and students to focus on quality academic programming to measure individualized success.</p> <p>Financial - We will hold ourselves accountable for responsible management of funds that align to our priorities, as well as transparent communication about the usage of those funds.</p>
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North Rose-Wolcott Professional Development Plan 2024-2025

Introduction

This plan addresses needs based on student achievement data and ESSA accountability measures. It supports the community promises of the District Strategic Action Plan. These are as follows:

Partnerships- We will foster collaboration and communication that connects students, families and the community by creating positive relationships.

Equity- We will create a safe, honest, and welcoming environment that appreciates diverse backgrounds, experiences, perspectives, and the unique qualities of our school community where all voices are heard.

Social Emotional- We will cultivate authenticity and vulnerability through awareness of the social and emotional needs of ourselves and others.

Academic- We will provide personal and professional learning opportunities for staff and students to focus on quality academic programming to measure individualized success

Financial- We will hold ourselves accountable for responsible management of funds that align to our priorities, as well as transparent communication about the usage of those funds.

North Rose-Wolcott Professional Development Plan 2024-2025

NRW Student Achievement Data for 2023-2024:

Aimsweb

Grade	Proficiency Rate <i>Early Literacy/Literacy</i> <u>Fall 2023</u>	Proficiency Rate <i>Early Literacy/Literacy</i> <u>Winter 2023</u>	Proficiency Rate <i>Early Literacy/Literacy</i> <u>Spring 2024</u>	Desired Results ELA '23-24 Proficiency Rate
K	53%	61%	73%	90%
1	28%	51%	51%	90%
2	42%	64%	71%	90%
3	39%	53%	52%	90%
4	57%	76%	81%	90%
Grade	Proficiency Rate <i>Early Numeracy/Math</i> <u>Fall 2023</u>	Proficiency Rate <i>Early Numeracy/Math</i> <u>Winter 2023</u>	Proficiency Rate <i>Early Numeracy/Math</i> <u>Spring 2024</u>	Desired Results MATH '23-24 Proficiency Rate
K	45%	65%	73%	90%
1	48%	61%	70%	90%
2	42%	60%	63%	90%
3	47%	53%	55%	90%
4	59%	64%	78%	90%

North Rose-Wolcott Professional Development Plan 2024-2025

Grade	Proficiency Rate I-Ready Reading '23-24 <i>Fall 2023</i>	Proficiency Rate I-Ready Reading '23-24 <i>Winter 2023</i>	Proficiency Rate I-Ready Reading '23-24 <i>Spring 2024</i>	Desired Results I-Ready Reading '23-24 Proficiency Rate
5	16%	30%	34%	90%
6	15%	32%	41%	90%
7	21%	32%	35%	90%
8	18%	30%	40%	90%
Grade	Proficiency Rate I-Ready Math '23-24 <i>Fall 2023</i>	Proficiency Rate I-Ready Math '23-24 <i>Winter 2023</i>	Proficiency Rate I-Ready Math '23-24 <i>Spring 2024</i>	Desired Results I-Ready MATH '23-24 Proficiency Rate
5	12%	28%	29%	90%
6	11%	24%	44%	90%
7	17%	20%	30%	90%
8	7%	12%	30%	90%

North Rose-Wolcott Professional Development Plan 2024-2025

NYS 3-8 Testing Results 2023

	ELA Proficiency	Math Proficiency
Grade 3	26%	25%
Grade 4	19%	36%
Grade 5	13%	21%
Grade 6	26%	37%
Grade 7	34%	20%
Grade 8	26%	15%

North Rose-Wolcott Professional Development Plan 2024-2025

NYS Regents Exam Data for 2024

	January Mastery Rate	January Passing Rate	January Passing Rate Including Safety Net	January Number of Students Tested	June Mastery Rate	June Passing Rate	June Passing Rate Including Safety Net	June Number of Students Tested
Algebra I	0	18.18%	27.27	11	3.00%	39.00%	50.0%	98
English Language Arts	27.53%	84.05%	86.95	69	38.46%	69.23%	73.07	26
US History & Government	0	80%	100%	5	20.00%	78.33%	81.66	60
Algebra II					4.34%	82.60%	82.60	23
Physical Setting/Earth Science					27.58%	75.86%	82.75	58
Physical Setting/Chemistry					14.28%	76.19%	76.19	21
Geometry					1.00%	30.50%	35.59	59
Living Environment	0	14.28%	28.57	7	1.0%	51.96	57.84	102
Physics								
Global History & Geography	0	40%	60%	5	22.98%	85.05%	88.5	87

North Rose-Wolcott Professional Development Plan 2024-2025

Professional Development Committee Membership

Name	Title
Megan Paliotti	Assistant Superintendent for Instruction and School Improvement
Mark Mathews	Alternative Learning Center School Principal
Crystal Rupp	Middle School Principal
Scott Hassall	Middle School Assistant Principal
Lisa Visalli	High School Assistant Principal
Nicole Sinclair	High School Principal
Karen Haak	Elementary School Principal
Ben Stopka	Elementary School Assistant Principal
Laurie Elliott	Community Schools Administrator
Marc Blankenberg	Athletic Director
Jessica Meissner	Director of Special Education
Lucia Copeland	Teacher/Leadership Council Member
Dawn McIntyre	Teacher/Leadership Council Member
Patty Weber	Teacher/Leadership Council Member
Meagan Pentycufe	Teacher/Leadership Council Member

North Rose-Wolcott Professional Development Plan 2024-2025

Sara Boogaard	Teacher/Leadership Council Member
Casie DeWispaere	Teacher/Leadership Council Member
Jill Ricci	Teacher/Leadership Council Member
David Hahn	Teacher/Leadership Council Member
Amber Landry	Teacher/Leadership Council Member
Amy Wiktorowicz	Teacher/Leadership Council Member
Michele Bartholomew	Teacher/Leadership Council Member
Brandon Kapcinski	Teacher/Leadership Council Member

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

North Rose-Wolcott Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

North Rose-Wolcott Professional Development Plan 2024-2025

The content of the North Rose-Wolcott's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Professional Development will focus on Assessment of Learning-formative, summative, and benchmarks, Restorative Practices, and meeting students' needs through the MTSS process. These priorities were determined based on student data regarding achievement, suspension data, current education needs, and equity for all students.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to staff is tailored to the needs of the individual, district, and building. It progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

North Rose-Wolcott Professional Development Plan 2024-2025

3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-Informed Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

North Rose-Wolcott Professional Development Plan 2024-2025

PD Standards

- A. Professional Growth and Collaboration.** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.
- B. Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- C. Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
- D. Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- E. Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .
- F. Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- G. Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

Organizational Professional Development Goals

Teachers will receive professional development in order for them to best meet their students' academic, social/emotional, and behavioral needs.

Teacher will improve their understanding of how to reach ELL and SWDs within their classroom at the tier 1 level and through the MTSS process.

Teachers will improve their understanding of equity, implicit bias and culturally responsive instruction, incorporating them into their practices.

North Rose-Wolcott Professional Development Plan 2024-2025

Action Plans

Goal 1: Professional development will be provided during embedded learning time for teachers, after school, during the summer, and asynchronously or synchronously online.

<p>Objective: <i>Teachers will receive professional development that, when implemented, will improve student academic, social/emotional, and behavior outcomes.</i></p>			
<p>Activities and Strategies: Professional Development on Restorative Practices, benchmark assessments, and the use of data will be provided to all teachers throughout the school year.</p>			
Inputs	Evidence	Responsibility	Timeline
Restorative Training throughout the year in each building	Dates that training is provided	ASI to schedule with BOCES/building principals	Sept 2024-June 2025
Training on the use of Iready in all buildings	A two level training for Year 1 and Year 2 teachers	ASI to schedule with Iready trainer-Building Principals and Instructional Coaches to provide training throughout the year	Summer Training Aug 2, 2024 Sept 2024-June 2025-school year training
MTSS teams will use the Data Dashboard to use student data to make decisions for interventions	The Data Dashboard will be set up for MTSS teams to use. Administration will be trained how to use.	ASI to work with EduTech to set up the MTSS portion. ASI will schedule admin trainings.	Trainings- throughout summer 2024 MTSS set-up by Sept 2024

North Rose-Wolcott Professional Development Plan 2024-2025

Goal 2: The District will increase its 2 way communication with ELL parents to strengthen the relationship between families and schools.

Objective: North Rose Wolcott CSD will build staff capacity in order to provide instruction that is culturally responsive, accounts for individual student needs (differentiation), and increases parent involvement.

Activities and Strategies:

- *The District will provide professional development to all instructional staff around cultural responsiveness, differentiation, alternative assessment methods, and parent engagement.*
- *ESL teachers will receive PD through RBERN, WFL BOCES, Monroe 1 and Monroe 2 BOCES that focus specifically on ELL students.*
- *The District will apply for the Waiver.*
- *There will be specific plans to engage ELL parents that have not been used before.*

Inputs	Evidence	Responsibility	Timeline
Specific PD regarding meeting the needs of ELL students at Tier 1 will be provided to MS staff.	PD is presented. Practices are observed in classrooms.	MS administration ASI	Throughout the year
Implementation of the MS SCEP.	Parent involvement will increase. ELL students' academics and behavior will improve.	MS administration ASI	Throughout the year

North Rose-Wolcott Professional Development Plan 2024-2025

Goal 3: School Violence Prevention and Intervention

- *Required Drills (Lockdown and Evacuation)*
- *Promoting mental health and wellness*
- *Addressing warning signs*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*
 - *Conducting Threat Assessments and Risk Assessments*

**GCN & Utica National, Right to Know, DASA, Character Education, Tap APP*

Objective: For all staff to understand how to keep themselves and students safe.

Activities and Strategies:

- *A district-wide safety team representing all stakeholders meets monthly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plan*
- *Schedule, communicate, and execute required Drills (Lockdown and Evacuation) as outlined in the District Safety Plan*
- *Provide required staff development regarding the Right to Know, DASA, violence prevention, and mental health through the Safe Schools platform*
- *Provide intervention through MTSS system that addresses student mental health and wellness*
- *Implement the Suicide Prevention Plan*
- *Train staff and students in Teen Mental Health First Aid and Youth Mental Health First Aid*
- *Utilize School Resource Officer as a preventative measure whereby positive relationships are established between SRO, students, and staff*
- *Utilize SRO to provide instruction for students around the Student Code of Conduct and appropriate internet use.*
- *Implement TapApp, 4 D Scape*
- *Dedicate one Professional Development Day to Social, Emotional, and Physical Safety*
- *Increase teacher capacity in the areas of:*
 - *Effective classroom management*
 - *Integration of social and problem solving for students/Restorative Practices*

North Rose-Wolcott Professional Development Plan 2024-2025

Inputs	Evidence	Responsibility	Timeline
Right to Know/Bloodborne Pathogens	Safe Schools Platform	Superintendent's Office	Opening Day Professional Development
Dignity for All Student Act Training	Safe Schools Platform Opening day presentation from Sara Visinguard, school attorney	Superintendent's Office	Opening Day Professional Development
Fire/Lockdown/Lockout/Evacuation Drill Training		Director of Facilities/Building Administrators	Opening Day Professional Development
Wellness Committee		Athletic Director	Throughout the year
School Resource Officer Program		Superintendent's Office	Throughout the year
Restorative Practices	Training on Professional Development Days and Faculty meetings	Assistant Superintendent for Instruction and Curriculum	Throughout the year
School Violence Prevention		School Resource Officer	Throughout the year
Child Abuse Recognition	Trauma Informed Care practices	Assistant Superintendent	Throughout the year
Addressing the needs of children with autism		Director of Special Education & PPS	Throughout the year

North Rose-Wolcott Professional Development Plan 2024-2025

Provisions for Mentoring Program

The North Rose Wolcott Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at North Rose Wolcott CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	The principal and ASI will assign a mentor to each new teacher in consultation with the NRWTA President.
Role of the Mentors	Mentors will provide confidential guidance and support to the new teacher in all areas of their professional life.
Preparation of Mentors	Mentors will attend a mentor training. Mentor books will be provided to staff to guide them in conversations and supporting the new teacher.
Types of Mentoring Activities	Meetings, workbook activities, phone calls, emails.
Time Allotted for Mentoring	Mentors are paid for any time they provide outside of their regular work day.

Estimated Average Number of Hours each teacher/leader is expected to participate in Professional Learning

Positions	Hours	CTLE hours / choice topics
Teachers	at least 20 hours per year to stay on track for 100 hours	Conference days, staff meetings, BOCES offerings, R-BERN offerings

North Rose-Wolcott Professional Development Plan 2024-2025

Teaching Assistants		Conference days, staff meetings, BOCES offerings
Administrators		BOCES Offerings, R-BERN offerings, Other
Support Staff		Conference days, Departmental training, Wayne County trainings

Our professional learning is continuous and sustained.

We have teachers and administrators who teach and present at Higher Ed Institutions.

Our focus on Personalized Learning has been a multi-year focus and continues as we work to create individualized instruction for all learners.

Our Professional Learning is based on what is needed for students, but also what teachers need. We survey teachers regarding their needs and offer multiple levels of PD to meet each teacher where they are at. At the end of each PD, we ask what the next steps are that we can provide for them to feel supported or to take their learning to the next level.

Provisions for School Violence Prevention and Intervention Training

North Rose Wolcott is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, North Rose-Wolcott will provide refreshers on school violence prevention and intervention.

North Rose-Wolcott Professional Development Plan 2024-2025

In instructional settings, North Rose- Wolcott will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

- 1. A district-wide safety team representing all stakeholders meets monthly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plans.*
- 2. At least annually the School District Resource Officer meets with each school's Building Level Safety Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.*
- 3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.*
- 4. Tap App is available to all staff on all district owned devices to allow anyone to put their school into lockdown or other alerts based on severity.*

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (and ELL PD Requirements for other certificate holders)

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title will be provided with a minimum of 50 Percent of Professional Learning clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Districts will also provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners unless the District meets exemption.

North Rose-Wolcott Professional Development Plan 2024-2025

North Rose Wolcott teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

North Rose-Wolcott meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the North Rose-Wolcott total student population as of such date as established by the commissioner.*

Recommended PD Provider:

R-BERN

North Rose-Wolcott Professional Development Plan 2024-2025

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional development plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional development that: • is aligned with state content and student performance standards; • is articulated within and across grade levels; • is continuous and sustained; • indicates how classroom instruction and teacher practice will be improved and assessed; • indicates how each teacher in the district will participate; and • reflects congruence between student and teacher needs and district goals and objectives. (6) The plan describes how the effectiveness of the professional development will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to: • describe and implement a mentoring program for new teachers; • provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, • state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan; • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional development to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. _____

Print Name of Superintendent of Schools _____ Michael L. Pullen _____

Original Signature of Superintendent of Schools _____

Date _____

Claims Audit Report NRW CSD Warrant 0093

7/19/2024

Summary of findings:

I checked all transactions in Warrant 0093 dated 7/19/2024 with the following findings.

PO 24-00089 (Unifirst) dated 7/17/2024 has multiple overdue invoices:

- 1100060873, 1100060878, and 1100060885, invoice date 4/8/2024.
- 1100063193 and 1100063203, invoice date 4/15/2024.
- 1100065458 and 1100065463 invoice date 4/22/2024.
- 1100067923, 1100067933, and 1100067945, invoice date 4/29/2024.
- 1100070210, 1100070215, and 1100070222, invoice date 5/6/2024.
- 1100072548, 1100072553, and 1100072559, invoice date 5/13/2024.

All other transactions are okay, no other findings to report.

July 19, 2024
08:03:35 am

North Rose-Wolcott Central School Dist
Warrant Report
Fiscal Year: 2024
Warrant: 0093-Payables 07/19/24

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P.O. Number	Account	Description	Trans/Payment	Invoice Amt. For This Check	Payment Amt.	Check Date
Total for assigned computer checks					132,090.66	
Total for unassigned payments					0.00	
Total for manual checks					0.00	
Total for electronic transfers (manual)					0.00	
Certified warrant amount					132,090.66	
Total of credits associated with cash replacement checks issued					0.00	
Total for Warrant Report					132,090.66	
Net Disbursement by Fund - All Payments						

Fund Summary						
A						\$ 66,002.97
C						4,790.02
F						61,297.67
Total for All Funds						\$ 132,090.66
Bank Account Summary						
	Computer Checks	Cash Replacement	EFT's	Transactions		
LYONS BANK GENERAL F	42 Checks (148865-148906)	0	0	67		\$ 66,002.97
LYONS BANK SCHOOL LU	2 Checks (013220-013221)	0	0	2		4,790.02
LYONS BANK SPECIAL A	8 Checks (003263-003270)	0	0	12		61,297.67
Total for All Computer Checks						\$ 132,090.66

I hereby certify that I have audited the claims for the 52 checks and 0 electronic disbursements above, in the total amount of \$ 132,090.66 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.

7/19/2024
Date

Emily J. Merry
Claims Auditor

Emily Merry, Claims Auditor

Claims Audit Report NRW CSD Warrant 0096

7/29/2024

Summary of findings:

I checked all transactions in Warrant 0096 dated 7/29/2024, and there were no findings to report.

July 30, 2024
07:56:26 am

North Rose-Wolcott Central School Dist

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Warrant Report
Fiscal Year: 2024

Warrant: 0096-Payables 07/29/2024

P.O. Number	Account	Description	Trans/Payment	Invoice Amt. For This Check	Payment Amt.	Check Date
					16,841.91	
Total for assigned computer checks					16,841.91	
Total for unassigned payments					0.00	
Total for manual checks					0.00	
Total for electronic transfers (manual)					0.00	
Certified warrant amount					16,841.91	
Total of credits associated with cash replacement checks issued					0.00	
Total for Warrant Report					16,841.91	
Net Disbursement by Fund - All Payments						

Fund Summary						
F						\$ 16,841.91
Bank Account Summary	Computer Checks	Cash Replacement	EFT's	Transactions		
LYONS BANK SPECIAL A	5 Checks (003271-003275)	0	0	6		\$ 16,841.91

I hereby certify that I have audited the claims for the 5 checks and 0 electronic disbursements above, in the total amount of \$ 16,841.91 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.

7/29/2024 *Emily J. Murray*
Date Claims Auditor

Claims Audit Report NRW CSD Warrant 0003

7/31/2024

Summary of findings:

I checked all transactions in Warrant 0003 dated 7/31/2024, and there were no findings to report.

July 31, 2024
02:00:45 pm

North Rose-Wolcott Central School Dist

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Warrant Report
Fiscal Year: 2025

Warrant: 0003-Payables 07/31/24

P.O. Number	Account	Description	Trans/Payment	Invoice Amt. For This Check	Payment Amt.	Check Date
					563,861.93	
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					563,861.93	
Total of credits associated with cash replacement checks issued					0.00	
Total for Warrant Report					563,861.93	
Net Disbursement by Fund - All Payments						

Fund Summary						\$
A						483,418.38
C						61,936.50
F						5,950.64
H						12,556.41
Total for All Funds						\$ 563,861.93
Bank Account Summary		Computer Checks	Cash Replacement	EFT's	Transactions	\$
LYONS BANK GENERAL F		39 Checks (148907-148945)	0	0	51	483,418.38
LYONS BANK SCHOOL LU		2 Checks (013222-013223)	0	0	2	61,936.50
LYONS BANK SPECIAL A		1 Check (003276)	0	0	3	5,950.64
H- CAPITAL FUND CHEC		1 Check (001041)	0	0	2	12,556.41
Total for All Computer Checks						\$ 563,861.93

I hereby certify that I have audited the claims for the 43 checks and 0 electronic disbursements above, in the total amount of \$ 563,861.93 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.

7/31/2024 *Emily J. Merry*
Date Claims Auditor

Emily Merry,
Claims Auditor

Claims Audit Report NRW CSD Warrant 0004

8/02/2024

Summary of findings:

I checked all transactions in Warrant 0004 dated 8/02/2024, and there were no findings to report.

August 02, 2024
02:03:15 pm

North Rose-Wolcott Central School Dist

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Warrant Report
Fiscal Year: 2025

Warrant: 0004-Payables 08/02/2024

P.O. Number	Account	Description	Trans/Payment	Invoice Amt. For This Check	Payment Amt.	Check Date
Total for assigned computer checks					76,088.99	
Total for unassigned payments					0.00	
Total for manual checks					0.00	
Total for electronic transfers (manual)					0.00	
Certified warrant amount					76,088.99	
Total of credits associated with cash replacement checks issued					0.00	
Total for Warrant Report					76,088.99	
Net Disbursement by Fund - All Payments						

Fund Summary					
A					\$ 51,504.99
C					3,753.00
F					16,321.80
H					4,509.20
Total for All Funds					\$ 76,088.99
Bank Account Summary	Computer Checks	Cash Replacement	EFT's	Transactions	
LYONS BANK GENERAL F	25 Checks (148946-148970)	0	0	46	\$ 51,504.99
LYONS BANK SCHOOL LU	2 Checks (013224-013225)	0	0	2	3,753.00
LYONS BANK SPECIAL A	9 Checks (003277-003285)	0	0	11	16,321.80
H- CAPITAL FUND CHEC	1 Check (001042)	0	0	1	4,509.20
Total for All Computer Checks					\$ 76,088.99

I hereby certify that I have audited the claims for the 37 checks and 0 electronic disbursements above, in the total amount of \$ 76,088.99 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.

8/2/2024 
Date Claims Auditor

Emily Merry,
Claims Auditor