

Greenville Central School District
Board of Education
Minutes
Business Meeting
Thursday
December 12, 2013

6:00 p.m. Presentation Stieglitz Snyder Architecture

MS/HS Library Media Center

I. Call to Order

A meeting of the Board of Education was held on Thursday, in the MS/HS Library Media Center. Gregory Lampman, President, called the meeting to order at 6:01 p.m.

Members present: Gloria Bear
Ann Holstein
Jennifer Howard
Gregory Lampman
Patricia Macko
Duncan Macpherson
Rosanne Stapleton (6:07 p.m.)

Others present: Cheryl A. Dudley, Superintendent
Jacqueline O'Halloran, District Clerk
Donna Accuosti, Director of Human Resources
Scott Gardiner, Director of Technology
Todd Hilgendorff, High School Principal
Peter Mahan, Elementary School Principal
Brian Mazza, Assistant District Principal
Brian Reeve, Middle School Principal
Karen Schrader, Transportation Supervisor
Robert Schrader, Supervisor of Buildings and Grounds
Tammy J. Sutherland, Assistant Superintendent for Business
Brook VanFleet, Director of Special Education & Pupil Personnel Services

II. Welcome & Pledge of Allegiance

III. Approval of Agenda

Ann Holstein moved, seconded by Jennifer Howard, and carried unanimously to approve the Agenda for the Business Meeting of December 12, 2013

IV. Presentation

**Philip Snyder, Architect & Jeff Barnard, Project Manager, of Stieglitz Snyder Architecture
Bruce Wanlass, Project Manager, Toby Heath, Security Consultant and Lowell Dewey,
Site Engineer, from C & S Companies**

Charles Bastian, Bernard P. Donegan, Inc., Financial Consultants

The District Planning Committee, with Stieglitz Snyder Architecture assistance, has prepared recommendations for the Board of Education's consideration for a proposed project consisting of:

- (1) the installation of a campus-wide sanitary sewer system to be connected to the Town's proposed new sewer system,
- (2) roof replacements at the existing elementary, middle school, and high school buildings,
- (3) various replacements and upgrades to existing building systems and infrastructure, including security, technology, and energy systems, and
- (4) the construction of an approximately 2,000 square foot addition to its existing Transportation Facility to accommodate a storage bay, together with the installation of a covered walkway.

V. Accolades

Congratulations were extended to Fall Athletic Teams on their successful seasons. Varsity Cross Country, Varsity Girls' Volleyball and Varsity Girls' Soccer were all Patroon League champions. The Varsity Girls' soccer team was also Section 2 Class B finalists led by Coach Eileen Kiefer who was recently named the Patroon League Girls' Soccer Coach of the Year. We commend Coach Kiefer's continuing dedication and success in teaching our athletes how to perform at their best with sportsmanship and class.

VI. Open Forum

Points of discussion included:

- Section II participation
- FFA updates from Ashley Gifford, Amanda Terrell, Samantha Case & Dylan Butler
- Budget Advisory Committee (BAC) recommendation to approve the proposed Capital Project Referendum

✓VII. Action Items: A – F:

Duncan Macpherson moved, seconded by Rosanne Stapleton, to approve the following Consent Agenda items (A) – (F):

Discussion: the Board discussed setting aside items B-3, B-4, E-1 and E-3.

Jennifer Howard moved, seconded by Rosanne Stapleton and carried unanimously to withdraw the motion for a Consent Agenda for items (A) – (F)

Jennifer Howard moved, seconded by Gloria Bear, and carried unanimously to approve items (A) and (B):

A. Accept Minutes of the Board Meetings of:

1. November 4 and 14, 2013

B. Accept Finance Reports for the month ending November 30, 2013: (FY2014-45)

1. Treasurer's Reports

2. Appropriation Reports for General, Federal, Cafeteria and Capital Funds

3. Revenue Reports for the General, Federal, Cafeteria and Capital Funds

4. Cafeteria Profit and Loss Statements

5. Transfer of Funds for General Fund

6. Internal Claims Report

Ann Holstein moved, seconded by Rosanne Stapleton to approve items (C) and (D):

Discussion: Cheerleading safety issues and qualifications required for High School Cheerleading Advisor

Gloria Bear moved, seconded by Ann Holstein to amend the motion as follows:

Approve item (C) Special Education Recommendations and approve item (D) Personnel Agenda with the stipulation as follows for Item **I. Unclassified, c. Extra Duty Compensation Sports, 1. High School Cheerleading:**

The Board of Education requests that any professional development or training be considered for the High School Cheerleading Advisor regarding safety issues.

Vote: 6 ayes; 1 nay (Howard)

C. Accept Recommendations

1. Committee on Special Education from the meetings of:

a. November 12, 13 and 21, 2013

D. Approve Personnel Agenda

BE IT RESOLVED that upon the recommendation of Superintendent of Schools, Cheryl A. Dudley, that the Board of Education of the Greenville Central School District approve the following:

1. Unclassified

- a. Approve resolutions to certify Lead Evaluators for the Annual Professional Performance Review Plan

WHEREAS, training has been completed which meets the requirements of 8NYCRR 30-2.9 and the Greenville Central School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of principals and teachers, therefore

BE IT RESOLVED, that the following be certified as a Lead Evaluator of principals and teachers:

Cheryl A. Dudley, Superintendent of Schools

Donna Accuosti, Director of Human Resources

WHEREAS, training has been completed which meets the requirements of 8NYCRR 30-2.9 and the Greenville Central School District Annual Professional Performance Review Plan for certification as a Lead Evaluator of teachers, therefore

BE IT RESOLVED, that the following be certified as a Lead Evaluator of teachers:

Todd Hilgendorff, High School Principal

Brian Reeve, Middle School Principal

Peter Mahan, Elementary School Principal

Brian Mazza, Assistant District Principal

- b. Create Positions

(The approval of these course initiatives will increase pathways for students, alleviate study hall issues at the secondary level, and /or improve high school completion/graduation rates. These positions are contingent upon student enrollment.)

- 1. Name: 0.2FTE Student Project Design & Implementation Coordinator 6-12
Tenure Area: TBD
Probationary Period: TBD
Certification: Agriculture; Work Based Learning Certification
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association

- 2. Name: 0.2FTE RtI Case Manager
Tenure Area: TBD
Probationary Period: TBD
Certification: NYS K-12 Content Area Certification
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association

3. Name: 0.2FTE Integrated Technology
Instructional Coach 6-8
Tenure Area: TBD
Probationary Period: TBD
Certification: NYS K-12 Content Area Certification
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association
4. Name: 0.2FTE Integrated Technology
Instructional Coach 9-12
Tenure Area: TBD
Probationary Period: TBD
Certification: NYS K-12 Content Area Certification or
NYS 7-12 Content Area Certification
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association
5. Name: 0.2FTE Health/First Aid & Fitness
Tenure Area: TBD
Probationary Period: TBD
Certification: Health
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association
6. Name: 0.2FTE Home & Careers/Child
Development or Early Childhood
Learning
Tenure Area: TBD
Probationary Period: TBD
Certification: Home Economics
Effective: February 3, 2014
Salary: Per Contract
Contract: Greenville Faculty Association

c. Extra Duty Compensation Sports 2013-2014

1. Name: Stephanie Hamilton
Position: High School Cheerleading
Stipend: \$3,782.00
Contract: Greenville Faculty Association
Status: Cleared for employment
2. Name: Timothy Albright
Position: Boys' Modified Basketball
Stipend: \$2,515.00
Contract: Greenville Faculty Association
Status: Cleared for employment

d. Extra Duty Compensation High School Clubs 2013-2014

1. Name: Benjamin Katagiri
Position: High School Musical Director
Stipend: \$3,131.00
Contract: Greenville Faculty Association
Status: Cleared for employment

e. Extra Duty Compensation Elementary Clubs 2013-2014

1. Name: Vikki Hawkins
Position: Caring Kids (*Formerly Elementary Student Activities Council*)
Stipend: \$834.00 (Donation-Run for Readers);
prorated to \$584.00 effective 12/1/13
Contract: Greenville Faculty Association
Status: Cleared for employment

2. Name: Pam Germain-Asam
Position: Caring Kids, Assistant (*Formerly Elementary Student Activities Council*)
Stipend: \$830.00 (Donation-Run for Readers)
prorated to \$581.00 effective 12/1/13
Contract: Greenville Faculty Association
Status: Cleared for employment

3. Name: Alicia Lewis
Position: Elementary Musical Director
Contract: Greenville Faculty Association
Stipend: \$572.00
Status: Cleared for employment

4. Name: Erica Schwebke
Position: Elementary Musical Director, Assistant
Contract: Greenville Faculty Association
Stipend: \$569.00
Status: Cleared for employment

2. Classified

a. Substitute

1. Name: Darlene Ballard
Position: Substitute Aide/Monitor, Clerical &
Food Service
Classification: GCCS Non-competitive
Effective: December 13, 2013
Salary: Aide/Monitor \$10.55 per hour
Clerical \$11.60 per hour
Food Service \$9.00 per hour
Contract: N/A
Status: Cleared for employment

2. Name: Susan Cunningham
Position: Substitute Clerical
Classification: GCCS Non-competitive
Effective: December 13, 2013
Salary: \$11.60 per hour
Contract: N/A

Status:	Cleared for employment
3. Name:	Joshua Fitzgibbons
Position:	Substitute Custodian & Cleaner
Classification:	GCCS Non-competitive
Effective:	December 13, 2013
Salary:	Custodian & Cleaner: \$12.00 per hour
Contract:	N/A
Status:	Cleared for employment

Status: All conditional appointments are subject to receipt of a statement from each individual regarding criminal charges and are contingent upon receipt of criminal background clearance from the Commissioner of Education.

E. Business Management

Rosanne Stapleton moved, seconded by Ann Holstein to approve items (1) – (4):
 Discussion: Board members discussed postponing action on (1) SEQRA and (3) Special Meeting for the purpose of voting on Propositions 1 and 2, until the January 9, 2014 Board of Education Meeting.

Ann Holstein moved, seconded by Rosanne Stapleton to amend the motion as follows:

Approve item (2) Appointing M. Cornelia Cahill, Esq. of Hiscock & Barclay, LLP as Bond Council for 2013-2014 and item (4) Accept donation; and,

Postpone action on:

Item (1) Approve SEQRA Resolution for Capital Construct Project, and
 Item (3) Special Meeting for the purpose of voting on Propositions 1 and 2, until the January 9, 2014 Board of Education Meeting.

Vote: Unanimously approved

1. Approve SEQRA (State Environmental Quality Review Act) Resolution for Capital Construction Project

WHEREAS, the Board of Education of the Greenville Central School District (“Board”) is proposing to undertake a project consisting of (1) the installation of a campus-wide sanitary sewer system to be connected to the Town’s proposed new sewer system, (2) roof replacements at the existing elementary, middle school, and high school buildings, (3) various replacements and upgrades to existing building systems and infrastructure, including security, technology, and energy systems, and (4) the construction of an approximately 2,000 square foot addition to its existing Transportation Facility to accommodate a storage bay, together with the installation of a covered walkway (“the Project”); and

WHEREAS, the State Environmental Quality Review Act (“SEQRA”) and the regulations thereunder require the Board to undertake a review of the potential environmental impacts, if any, associated with the project before approving same; and

WHEREAS, this project is an Unlisted action within the meaning of SEQRA; and

WHEREAS, a Short Environmental Assessment Form has been prepared and reviewed in connection with the proposed Project; and

WHEREAS, the Short Environmental Assessment Form was transmitted to the New York State Education Department (NYSED), an involved agency, together with notification of the Board’s desire to act as lead agency with respect to the environmental review of the proposed Project; and

WHEREAS, the New York State Education Department (NYSED) has consented to the Board acting as lead agency with respect to the environmental review of the proposed

Project; and

WHEREAS, 6 NYCRR Section 617.7 requires a lead agency to issue a written determination of significance with respect to any proposed Unlisted action; and

WHEREAS, the Board has carefully considered the nature and scope of the proposed Project, as set forth in the Short Environmental Assessment Form prepared with respect to such action, and makes the following determinations:

- 1. The proposed action involves (1) the installation of a campus-wide sanitary sewer system to be connected to the Town's proposed new sewer system, (2) roof replacements at the existing elementary, middle school, and high school buildings, (3) various replacements and upgrades to existing building systems and infrastructure, including security, technology, and energy systems, and (4) the construction of an approximately 2,000 square foot addition to its existing Transportation Facility to accommodate a storage bay, together with the installation of a covered walkway*
- 2. The proposed action is classified under SEQRA as an Unlisted action.*
- 3. Upon consideration of the action, review of the Short Environmental Assessment Forms, the criteria contained in 6 NYCRR § 617.7(c), and all other supporting information, the Board identifies the following relevant areas of environmental concern, as set forth hereafter, and analyzes whether the proposed action may have a significant adverse impact on the environment.*
- 4. The proposed project does not involve, and therefore will not result in, any substantial adverse change in existing air quality, ground or surface water quality or quantity, traffic or noise levels, or a substantial increase in solid waste production, or a substantial increase in potential for erosion, flooding, leaching, or drainage problems.*
- 5. The proposed project does not involve, and therefore will not result in, the removal or destruction of large quantities of vegetation or fauna, a substantial interference with the movement of any resident or migratory fish or wildlife species, impacts on any significant habitat area, substantial adverse impacts on a threatened or endangered species of animal or plant, or the habitat thereof, or other significant adverse impacts to nature resources.*
- 6. The project is not located within a designated Critical Environmental Area.*
- 7. The proposed project will not create a material conflict with the community's current plans or goals as officially approved or adopted.*
- 8. The proposed project will not result in the impairment of the character or quality of any important historical, archeological, or aesthetic resources, or of existing community or neighborhood character.*
- 9. The proposed project will not result in any major, adverse, change in the use of either the quantity or type of energy.*
- 10. The proposed project will not result in the creation of a hazard to human health.*
- 11. The proposed project does not involve, and therefore will not result in, a substantial change in the use, or intensity of use, of land including agricultural, open space, or recreational resources, or in its capacity to support such uses.*
- 12. The proposed action will not result in the encouragement or attraction of a large number of people to the site as compared to the number of people that would come absent the action.*
- 13. The proposed action will not result in a material demand for other actions, will not result in changes to two or more elements of the environment which together would result in a substantial adverse impact, and will not*

cumulatively result in a substantial adverse impact when considered with any related actions.

NOW, THEREFORE, BE IT RESOLVED, that the Board finds and concludes that the proposed action is an Unlisted action within the meaning of 6 NYCRR 617.2(ak); and it is further

RESOLVED that the Board hereby declares itself lead agency with respect to the environmental review of the proposed project; and it is further

RESOLVED, that upon consideration of the foregoing, the Board finds and concludes that the proposed action will not result in any significant adverse impacts to the environment; and it is further

RESOLVED, that the Board hereby issues a Negative Declaration with respect to the proposed action.

2. Appoint M. Cornelia Cahill, Esq. of Hiscock & Barclay, LLP as Bond Council for 2013-2014

3. BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE GREENVILLE CENTRAL SCHOOL DISTRICT that a special meeting of the qualified voters of the School District be and the same is hereby called to be held in the cafeteria of the Scott M. Ellis Elementary School on Tuesday, March 4, 2014 from 1:00 p.m. until 9:00 p.m. prevailing time for the purpose of voting on the following propositions:

PROPOSITION #1

Shall that the Board of Education be authorized to (1) install a campus-wide sanitary sewer system to be connected to the town, reconstruct various District buildings, including but not limited to, roof replacements, renovations related to security, energy efficiencies and technology upgrades, construct additions related to storage, perform site work, acquire, if needed, original furnishings, equipment, machinery or apparatus required for the purpose for which such areas are to be used, and pay incidental costs related thereto at a cost not to exceed \$10,345,000; (2) expend such sum for such purpose; (3) expend \$902,000 from the Capital Reserve Fund for such purpose; (4) levy the necessary tax therefore, to be levied and collected in annual installments in such years and in such amounts as may be determined by the Board of Education, taking into account state aid received, and (5) in anticipation of the collection of such tax, issue bonds and notes of the District at one time or from time to time in the principal amount not to exceed \$9,443,000 and levy a tax to pay the interest on said obligations when due?

PROPOSITION #2

Shall that the Board of Education be authorized to establish a new Capital Reserve Fund in an amount not to exceed \$2,000,000, with a probable term of ten years, for the purpose of financing additions to and reconstruction of various District buildings, site work, and acquisition of furnishings, equipment, machinery or apparatus, with such Capital Reserve Fund being funded from available general fund monies?

The vote upon such proposition shall be by machine or absentee ballot. The hours during which the polls shall be kept open shall be from 1:00 p.m. until 9:00 p.m. prevailing time or for as long thereafter as necessary to enable qualified voters who are in the polling place at 9:00 p.m. to cast their ballots.

Personal registration of voters is required either pursuant to Section 2014 of the Education Law or Article 5 of the Election Law and no person shall vote whose name does not appear on the register of the School District. If a voter has heretofore registered pursuant to Section 2014 of the Education Law and has voted at an annual or special district meeting within the last four (4) calendar years, he or she is eligible to vote at this meeting; if a voter is registered and eligible to vote under Article 5 of the Election Law, he or she is also eligible to vote at this meeting. All other persons who wish to vote must register.

The Board of Registration shall meet at the District Office, 4972 Route 81, Greenville, on Monday, February 24, 2014 from 3:00 p.m. until 7:00 p.m. prevailing time, to prepare the register of voters of the School District. Any person who has not currently registered under the permanent personal registration by the last date found on such registers or list furnished by the board of elections, and has not voted at an intervening election, must, in order to be entitled to vote, present himself personally for registration.

Immediately upon its completion, the register prepared by the Board of Registration shall be filed in the office of the District Clerk, 4972 Route 81, Greenville, New York, and will be open for inspection by any qualified voter of the School District during regular office hours on each day up to and including the day set for the vote, except Sunday, March 2, 2014.

Absentee ballots may be applied for at the office of the District Clerk. Applications for absentee ballots must be received by the District Clerk at least seven days prior to the vote if the ballot is to be mailed to the voter, or on or prior to March 3, 2014, if the ballot is to be delivered personally to the voter. Absentee ballots must be received by the District Clerk not later than 5:00 p.m. on March 4, 2014. A list of all persons to whom absentee ballots shall have been issued will be available in the office of the District Clerk from 9:00 a.m. until 3:00 p.m. prevailing time on each of the five days prior to the day of the election, except Saturday and Sunday, March 1 and March 2, 2014. Any qualified voter may challenge the acceptance of the ballot of any person on such list, by making his challenge and reasons therefor known to the Inspector of Election before the close of the polls.

BE IT FURTHER RESOLVED, that the District Clerk is hereby authorized and directed to publish a notice of such meeting in two newspapers of general circulation within the School District, four (4) times within the seven (7) weeks next preceding such School District meeting, the first publication to be at least forty-five (45) days prior to the date of the meeting.

BE IT FURTHER RESOLVED, that this resolution takes effect immediately upon its adoption.

4. Accept donation

- a. The Community Foundation for the Greater Capital Region for \$30.00 to the Greenville Central School District to offset costs for the field trip to Nature's Classroom

F. School Management

Patricia Macko moved, seconded by Jennifer Howard, and carried unanimously to approve items (1), (2) and (3):

1. Approve contract between the Greenville Central School District and Four Winds Saratoga (FY2014-46)

(This contract provides tutorial services for one (1) district resident student at \$31.00 per hour for five [5] hours per week for approximately one to two weeks.)

2. Approve contract between the Greenville Central School District and Education, Inc. (FY2014-47)

(This contract provides tutorial services for one [1] district resident student at \$55.00 per hour for approximately two [2] hours per day for three [3] days.)

3. BE IT RESOLVED that the Board of Education appoints the following individuals to serve on the Board of Voter Registration for 2013-2014:

Audrey Butler
Karen Kenna as Alternate

VIII. Discussion

A. Board Committee Reports

- Quality Education Committee (QEC): Ann Holstein
Updates on program initiatives were reviewed and profession development through SUNY Albany was discussed. The Committee will also provide useful information for parents and community members regarding the Common Core on the District website.
- Greenville Educational Foundation (GEF): Ann Holstein
A review of fund raising projects, donations received, and plans for a reception for volunteers for the Potter Hollow School House in February 2014.
- Technology Committee: Duncan Macpherson
Windows 7 upgrades moving forward and completion anticipated over Christmas break and promethean projectors for Ellis will be delivered in January.
- Gifted & Talented Education Committee (GATE): Ann Holstein
A Goal of the Committee is to use Committee funds to create Odyssey of the Mind as an activities club for Ellis next year.
- District Planning Committee (DPC): Gregory Lampman
A Board of Education Workshop is scheduled for December 18, 2013 to review and discuss the proposed Capital Project
- Audit Committee: Gregory Lampman, Patricia Macko, Rosanne Stapleton
Next meeting is scheduled January 9, 2013 at 6:00pm.
- Budget Advisory Committee (BAC): Gloria Bear, Patricia Macko
The BAC recommends approval for the proposed Capital Project. Petitions continue to circulate requesting Legislature support for a State budget without the Gap Elimination Adjustment.
- Greene County School Boards Association (GCSBA): Gloria Bear
Dinner and presentation on November 18 with Cecilia Tkaczyk regarding the Common Core.
- Communications Committee: Gloria Bear
Communications with the community have increased through the District enews and contact with the local newspaper.
- Board Policy Review Committee: Patricia Macko
Committee did not meet as GCSB closed due to inclement weather.

B. Other Committee Reports

- Safety and Health Committee: Tammy Sutherland
The Committee reviewed student and employee accident reports and received a verbal report from the chemical hygiene officer.
- Wellness Committee: Tammy Sutherland
The Committee anticipates starting yoga classes, our second Annual “Lose to Win” program and discussing men’s health issues.

(Committee schedules vary as some do not meet every month. However, the committees are noted on the agenda each month to keep the Board informed.)

C. Food Services

Superintendent Dudley reviewed the Food Services Committee charge with the Board and anticipates presenting the charge and membership recommendations for the Board’s consideration in January.

IX. Board Members’ input for discussion at a later date

Cheerleading follow-up
FFA State Convention in May in Syracuse
Buildings & Grounds Supervisor
Common Core Standards

X. Closing Open Forum

There were no comments.

XI. Executive Session

At 9:33 p.m. Gloria Bear moved, seconded by Rosanne Stapleton and carried unanimously to adjourn to Executive Session, after a 20 minute recess, to discuss:

- Contract Negotiations ~ Non-affiliated contracts

Executive Session convened at 9:50 p.m. and at 10:19 p.m. Duncan Macpherson moved, seconded by Rosanne Stapleton, and carried unanimously to return to open session.

XII. Adjournment

At 10:20 p.m. Rosanne Stapleton moved, seconded by Duncan Macpherson, and carried unanimously to adjourn the meeting.

District Clerk

Board of Education President

Greenville Central School District
Board of Education
Minutes
Wednesday
December 18, 2013

6:00 p.m.

MS/HS Library Media Center

I . Call to Order

A meeting of the Board of Education was held on Thursday, in the MS/HS Library Media Center. Gregory Lampman, President, called the meeting to order at 6:0 p.m.

Members present: Gloria Bear
Ann Holstein (6:20 p.m.)
Gregory Lampman
Patricia Macko
Duncan Macpherson
Rosanne Stapleton

Member absent: Jennifer Howard

Others present: Cheryl A. Dudley, Superintendent
Jacqueline O'Halloran, District Clerk
Donna Accuosti, Director of Human Resources
Scott Gardiner, Director of Technology
Todd Hilgendorff, High School Principal
Brian Mazza, Assistant District Principal
Robert Schrader, Supervisor of Buildings and Grounds
Tammy J. Sutherland, Assistant Superintendent for Business
Brook VanFleet, Director of Special Education &
Pupil Personnel Services

II. Approval of Agenda

Patricia Macko moved, seconded by Rosanne Stapleton and carried unanimously, to approve the Agenda for the Board of Education Workshop of December 18, 2013

III. Workshop

Philip Snyder, Architect, Stieglitz, Snyder Architecture
Dr. Richard Timbs, Bernard P. Donegan, Inc., Financial Consultant
Toby Heath, Security Consult, C & S Companies

Philip Snyder reviewed and discussed the recommendations for the Board of Education's consideration for a proposed project consisting of:

- The installation of a campus-wide sanitary sewer system to be connected to the Town's proposed new sewer system,
- Roof replacements at the existing elementary, middle school, and high school buildings,
- Various replacements and upgrades to existing building systems and infrastructure, including
 - security, technology, and energy systems, and
- The construction of an approximately 2,000 square foot addition to its existing Transportation
 - Facility to accommodate a storage bay, together with the installation of a covered walkway.

Dr. Richard Timbs discussed the estimated financial impact of the proposed project

- Estimated current State Building Aid Ratio is \$66.7%

- Proposed Referendum date for approval by voters March 4, 2014
- Revenue for proposed project:
 - Capital Reserves \$ 902,000
 - Debt Service 9,443,000 (New debt will replace current retiring debt. This project will have no impact on the tax levy.)
 - Total \$10,345,000

IV. Adjournment

At 8:12 p.m. Rosanne Stapleton moved, seconded by Gloria Bear and carried unanimously to adjourn the meeting.


District Clerk

Board of Education President



GREENVILLE
CENTRAL SCHOOL DISTRICT

MEMORANDUM

TO: Cheryl A. Dudley/Superintendent of Schools
 FROM: Tammy J. Sutherland/Assistant Superintendent for Business 
 RE: Senior Citizen Tax Exemption
 DATE: December 19, 2013

By law, each municipality must adopt the Senior Citizen Tax Exemption. For the last eight years the Board has adopted the same scale as the County (Catskill, Coxsackie-Athens, and Cairo-Durham continue to adopt the same scale).

The district was notified on December 10, 2013 by Laura J. VanValkenburg, Director of Real Property Tax Service that they are recommending to the Greene County Legislature that the maximum income limit remain the same, set at \$22,500 with a sliding scale for 2014.

It is my recommendation that we continue to adopt the same scale as the County for the Senior Citizen Tax Exemption and the Disabled Citizen Tax Exemption.

Maximum income limit	22,500.00	50%
22,500.01	23,499.99	45%
23,500.00	24,499.99	40%
24,500.00	25,499.99	35%
25,500.00	26,399.99	30%
26,400.00	27,299.99	25%
27,300.00	28,199.99	20%
28,200.00	29,099.99	15%
29,100.00	29,999.99	10%
30,000.00	30,899.99	5%

BOARD OF EDUCATION
January 9, 2014

GREENVILLE CENTRAL SCHOOL DISTRICT

The Superintendent of Schools hereby recommends the
Acceptance of the Treasurer's Report
as of DECEMBER 31, 2013

National Bank of Coxsackie Accounts, JP Morgan Chase Account, & Bank of Greene County Account

	General		Federal	Trust & Agency		Cafeteria		Capital	
	Savings & Investments	General	Federal	Trust & Agency Savings	Trust & Agency	Cafeteria Savings	Cafeteria	Capital Savings	Capital Checking
Available Cash Balance as of November 30, 2013	\$13,935,213.80	\$115.57	\$28.90	\$761,832.63	\$31.46	\$8,092.22	\$59.08	\$52,976.92	\$83.09
Add:									
Receipts Collected During the Month:									
Real Property Taxes	-	-	-	-	-	-	-	-	-
Penalties	-	-	-	-	-	-	-	-	-
Star Reimbursement	-	-	-	-	-	-	-	-	-
Grants	353.00	-	-	-	-	-	-	-	-
State, BOCES, & Federal Aid	887,550.04	-	-	-	-	-	-	-	-
Interest & Earnings on Investments	3,359.23	-	-	193.76	-	1.75	-	13.93	-
Cafeteria	-	-	-	-	-	17,666.66	-	-	-
Tuition & Charges for Services	25,040.76	15,284.60	-	-	-	-	-	-	-
Medicaid	-	-	-	-	-	-	-	-	-
Erate	-	-	-	-	-	-	-	-	-
Workers' Compensation Account	-	-	-	-	-	-	-	-	-
RCG Health Ins.	-	-	-	-	-	-	-	-	-
Insurance Recovery	4,117.04	-	-	-	-	-	-	-	-
Sales	970.00	-	-	-	-	-	-	-	-
Payroll	-	-	-	29,145.94	1,188,809.28	221.50	-	-	-
Interfund Transfers	-	-	44,050.00	-	251,867.58	510.88	3,000.00	-	-
Miscellaneous Receipts	7,340.33	-	-	31,029.89	-	-	-	-	-
Redeem/Decrease Investments	-	2,271,400.00	-	-	71,000.00	-	24,400.00	-	-
Total:	928,730.40	2,286,684.60	44,050.00	60,369.59	1,511,676.86	18,400.79	27,400.00	13.93	-
Less:									
Disbursements During the Month:									
By Check	-	812,713.49	1,999.03	-	342,684.24	-	10,948.34	-	-
By Wire, Payroll, & Interfund Transfer	2,322,850.00	1,474,034.68	42,011.78	71,000.00	820,562.54	20,000.00	16,482.60	-	-
State & Federal Payroll Taxes	-	-	-	-	348,426.42	-	-	-	-
Total:	2,322,850.00	2,286,748.17	44,010.81	71,000.00	1,511,673.20	20,000.00	27,430.94	-	-
Available Cash Balance as of Dec. 31, 2013 per General Ledger	\$ 12,541,094.20	\$ 52.00	\$ 68.09	\$ 751,202.22	\$ 35.12	\$ 6,493.01	\$ 28.14	\$ 52,990.85	\$ 83.09
Reconciliation with Bank Statements:	A201-A208	A200	F200	TA201	TA200	C201 & C202	C200	H201	H200
Balance Per Bank Statements:	\$ 12,541,094.10	\$ 29,074.73	\$ 68.09	\$ 751,202.22	\$ 11,383.64	\$ 6,493.11	\$ 60.92	\$ 52,990.85	\$ 83.09
Less: Outstanding Checks:	-	(29,021.95)	-	-	(11,348.52)	-	(32.78)	-	-
Add: Deposits in Transit:	-	-	-	-	-	-	-	-	-
Less: Other Debits	-	(0.81)	-	-	-	(0.10)	-	-	-
Add: Other Credits	0.10	0.03	-	-	-	-	-	-	-
Adjusted Bank Balance:	\$12,541,094.20	\$52.00	\$68.09	\$751,202.22	\$35.12	\$6,493.01	\$28.14	\$52,990.85	\$83.09
Unreconciled Difference:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

I certify that the above balances are in agreement with the bank statements, as reconciled.

Received by the Board of Education and entered as part of the Board meeting held _____

Prepared By: _____
Treasurer

Management

Clerk of the Board of Education

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1010.400-05-0103	CONFERENCE AND TRAVEL	1,000.00	1,230.00	2,230.00	1,085.00	750.00	395.00
A 1010.400-05-0104	PUBLICATIONS	0.00	595.00	595.00	595.00	0.00	0.00
A 1010.450-05-0000	MATERIAL & SUPPLIES	225.00	0.00	225.00	211.92	0.00	13.08
A 1010....BOARD OF EDUCATION	*	1,225.00	1,825.00	3,050.00	1,891.92	750.00	408.08
A 1040.160-05-0000	SALARIES	6,328.00	0.00	6,328.00	822.64	5,505.36	0.00
A 1040.400-05-0000	WORKSHOP	250.00	0.00	250.00	0.00	0.00	250.00
A 1040....DISTRICT CLERK	*	6,578.00	0.00	6,578.00	822.64	5,505.36	250.00
A 1060.400-05-0000	MACHINE CUSTODIAN	600.00	0.00	600.00	0.00	0.00	600.00
A 1060.400-05-0001	REGISTRATION BOARD	4,400.00	0.00	4,400.00	0.00	0.00	4,400.00
A 1060.400-05-0108	ADVERTISING	450.00	0.00	450.00	0.00	0.00	450.00
A 1060....DISTRICT MEETING	*	5,450.00	0.00	5,450.00	0.00	0.00	5,450.00
A 10....BOARD OF EDUCATION	**	13,253.00	1,825.00	15,078.00	2,714.56	6,255.36	6,108.08
A 1240.150-05-0000	SALARIES(INST.)	153,042.00	0.00	153,042.00	76,227.84	76,814.16	0.00
A 1240.160-05-0000	SALARIES(N/I)	53,921.00	1,500.00	55,421.00	30,493.59	24,911.20	16.21
A 1240.400-05-0018	COPIER LEASE/MAINTENANCE	2,500.00	397.23	2,897.23	1,190.92	1,265.67	440.64
A 1240.400-05-0103	CONFERENCES AND TRAVEL	1,000.00	615.00	1,615.00	1,134.14	250.00	230.86
A 1240.450-05-0117	OFFICE SUPPLIES	500.00	271.00	771.00	770.99	0.00	0.01
A 1240....CHIEF SCHOOL ADMINISTRATOR	*	210,963.00	2,783.23	213,746.23	109,817.48	103,241.03	687.72
A 12....CENTRAL ADMINISTRATION	**	210,963.00	2,783.23	213,746.23	109,817.48	103,241.03	687.72
A 1310.160-05-0000	SALARIES	137,418.00	0.00	137,418.00	68,388.71	68,914.79	114.50
A 1310.400-05-0018	COPIER LEASE/MAINTENANCE	2,500.00	397.23	2,897.23	1,387.41	1,265.67	244.15
A 1310.400-05-0103	CONFERENCE AND TRAVEL	1,000.00	0.00	1,000.00	15.00	0.00	985.00
A 1310.400-05-0104	COMPLIANCE SERVICES	3,800.00	0.00	3,800.00	1,025.24	2,194.76	580.00
A 1310.400-05-0105	INTERNAL AUDIT SERVICES	6,800.00	(6,800.00)	0.00	0.00	0.00	0.00
A 1310.400-05-0108	ADVERTISING	1,400.00	0.00	1,400.00	635.91	764.09	0.00
A 1310.400-05-0112	HEALTH & SAFETY SERVICES	8,000.00	0.00	8,000.00	3,437.50	4,562.50	0.00
A 1310.400-05-0114	LONG RANGE FINANCIAL PLAN	0.00	13,529.24	13,529.24	0.00	13,529.24	0.00
A 1310.450-05-0117	OFFICE SUPPLIES	650.00	170.00	820.00	575.29	0.00	244.71
A 1310.490-05-0002	STATE AID PLANNING	3,050.00	0.00	3,050.00	3,050.00	0.00	0.00
A 1310.490-05-0003	POLICY UPDATE	1,030.00	3,370.00	4,400.00	1,320.00	3,080.00	0.00
A 1310.490-05-0005	HEALTH INSURANCE CONSULTANT	7,500.00	0.00	7,500.00	2,250.00	5,250.00	0.00
A 1310.490-05-0007	GASB 45 PLANNING & VALUATION SER	4,700.00	0.00	4,700.00	1,410.00	3,290.00	0.00
A 1310.490-05-0011	W/C COORDINATOR	4,075.00	0.00	4,075.00	1,222.50	2,852.50	0.00
A 1310.490-05-0013	CENTRAL BUSINESS OFFICE	135,795.00	0.00	135,795.00	40,738.44	95,056.36	0.20
A 1310.490-05-0014	GRANT WRITER	0.00	7,688.00	7,688.00	2,306.40	5,381.60	0.00
A 1310.490-05-0016	COOPERATIVE PURCHASING	7,729.00	28.00	7,757.00	2,324.90	5,432.01	0.09
A 1310....BUSINESS ADMINISTRATION	*	325,447.00	18,382.47	343,829.47	130,087.30	211,573.52	2,168.65
A 1320.400-05-0124	AUDITING SERVICE	16,500.00	0.00	16,500.00	10,675.00	0.00	5,825.00
A 1320....AUDITING	*	16,500.00	0.00	16,500.00	10,675.00	0.00	5,825.00
A 1325.160-05-0000	SALARIES	64,945.00	575.00	65,520.00	33,201.09	32,318.91	0.00
A 1325.400-05-0000	WORKSHOP	450.00	0.00	450.00	0.00	0.00	450.00
A 1325.450-05-0000	MATERIALS & SUPPLIES	300.00	0.00	300.00	100.99	0.00	199.01

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1325....TREASURER		65,695.00	575.00	66,270.00	33,302.08	32,318.91	649.01
A 1330.160-05-0000	SALARY	5,213.00	0.00	5,213.00	5,213.00	0.00	0.00
A 1330.400-05-0108	ADVERTISING	130.00	0.00	130.00	0.00	0.00	130.00
A 1330.400-05-0109	TAX BILLING	2,903.00	0.00	2,903.00	2,805.86	0.00	97.14
A 1330.400-05-0110	SOFTWARE MAINTENANCE	1,314.00	0.00	1,314.00	1,227.19	0.00	86.81
A 1330....TAX COLLECTOR		9,560.00	0.00	9,560.00	9,246.05	0.00	313.95
A 13....FINANCE		417,202.00	18,957.47	436,159.47	183,310.43	243,892.43	8,956.61
A 1420.400-05-0126	SCHOOL ATTORNEY	53,460.00	0.00	53,460.00	3,490.62	4,659.38	45,310.00
A 1420....LEGAL		53,460.00	0.00	53,460.00	3,490.62	4,659.38	45,310.00
A 1430.150-07-0000	PERSONNEL SALARIES	78,594.00	2,953.00	81,547.00	40,578.98	40,968.02	0.00
A 1430.160-07-0000	CLERICAL SALARY	0.00	2,000.00	2,000.00	1,227.80	0.00	772.20
A 1430.400-07-0000	CONFERENCE & TRAVEL	1,300.00	1,365.00	2,665.00	1,885.49	250.00	529.51
A 1430.490-05-0001	STUDENT DISC. HEARING OFFICER	1,245.00	0.00	1,245.00	0.00	0.00	1,245.00
A 1430.490-05-0002	LABOR NEGOTIATIONS	18,540.00	180.00	18,720.00	5,616.00	13,104.00	0.00
A 1430.490-07-0000	RECRUITING SERVICES	3,127.00	(180.00)	2,947.00	857.64	2,000.04	89.32
A 1430....PERSONNEL		102,806.00	6,318.00	109,124.00	50,165.91	56,322.06	2,636.03
A 1480.400-05-0130	PRINT & MAIL PUBLICATIONS	1,000.00	0.00	1,000.00	0.00	42.00	958.00
A 1480.490-07-0000	PUBLIC INFORMATION(PRINTING)	19,000.00	0.00	19,000.00	4,447.20	10,376.80	4,176.00
A 1480.490-07-0001	WEB SITE DESIGN & MANAGEMENT	8,963.00	0.00	8,963.00	2,688.90	6,274.10	0.00
A 1480.490-07-0002	SCHOOL CONNECTS	3,100.00	0.00	3,100.00	848.70	1,980.30	271.00
A 1480....PUBLIC INFORMATION & SERVICES		32,063.00	0.00	32,063.00	7,984.80	18,673.20	5,405.00
A 14....STAFF		188,329.00	6,318.00	194,647.00	61,641.33	79,654.64	53,351.03
A 1620.160-07-0000	SALARIES	780,925.00	0.00	780,925.00	370,817.35	323,164.80	86,942.85
A 1620.161-07-0000	SUBSTITUTE SALARIES	27,000.00	0.00	27,000.00	18,064.87	8,935.13	0.00
A 1620.200-07-0000	EQUIPMENT	21,500.00	0.00	21,500.00	0.00	0.00	21,500.00
A 1620.200-07-0001	EQUIPMENT-CAFETERIA	10,300.00	10,300.00	20,600.00	0.00	10,300.00	10,300.00
A 1620.400-01-0601	FUEL	250,000.00	(30,220.00)	219,780.00	0.00	209,894.00	9,886.00
A 1620.400-01-0602	ELECTRICITY	165,000.00	(320.02)	164,679.98	64,381.58	71,618.42	28,679.98
A 1620.400-01-0604	TELEPHONE	26,000.00	320.02	26,320.02	15,671.16	10,648.86	0.00
A 1620.400-07-0601	LP GAS	1,400.00	0.00	1,400.00	0.00	0.00	1,400.00
A 1620.400-07-0602	WATER USAGE	11,000.00	0.00	11,000.00	4,122.52	6,425.23	452.25
A 1620.400-07-0603	WATER TAX	6,400.00	0.00	6,400.00	0.00	6,400.00	0.00
A 1620.400-07-0605	REFUSE COLLECTION	16,000.00	2,087.25	18,087.25	5,292.13	10,079.06	2,716.06
A 1620.400-07-0606	LAUNDRY & DRY CLEANING	100.00	0.00	100.00	0.00	0.00	100.00
A 1620.400-07-0607	SEWER SYSTEM TESTING	700.00	0.00	700.00	0.00	0.00	700.00
A 1620.400-07-0608	MISCELLANEOUS SERVICES	0.00	800.00	800.00	533.29	266.71	0.00
A 1620.400-07-0615	INS. CLAIM-IRENE DAMAGES	0.00	25,000.00	25,000.00	22,000.00	3,000.00	0.00
A 1620.400-07-0628	UNIFORM SERVICE	4,380.00	0.00	4,380.00	1,661.68	2,718.32	0.00
A 1620.400-07-0629	MATS/MOPS - SERVICE	6,300.00	0.00	6,300.00	1,897.76	4,402.24	0.00
A 1620.401-07-0610	STONE, SAND & SOIL	4,000.00	0.00	4,000.00	3,975.00	0.00	25.00
A 1620.401-07-0611	BLACKTOP & CEMENT	10,000.00	37,400.00	47,400.00	37,500.00	0.00	9,900.00
A 1620.401-07-0612	SEED & FERTILIZER	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1620.401-07-0613	ICE MELT-	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 1620.401-07-0616	PLAYGROUND EQUIPMENT REPAIR	1,000.00	12,450.00	13,450.00	12,757.00	222.50	470.50
A 1620.402-07-0620	WINDOWS & FRAMES & DOORS	7,000.00	(100.00)	6,900.00	5,592.55	1,011.20	296.25
A 1620.402-07-0622	SHADES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1620.402-07-0624	EXTERIOR REPAIRS	12,000.00	146,320.00	158,320.00	145,870.10	4,332.65	8,117.25
A 1620.402-07-0625	INTER-COM REPAIRS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.402-07-0626	INTERIOR REPAIRS	13,000.00	8,388.39	21,388.39	16,989.92	3,477.14	921.33
A 1620.402-07-0627	ARCHITECT	3,000.00	12,165.00	15,165.00	12,165.00	0.00	3,000.00
A 1620.403-07-0630	HEATING CONTRACT	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 1620.403-07-0631	HEATING REPAIR	10,000.00	6,913.00	16,913.00	1,299.75	13,605.25	2,008.00
A 1620.403-07-0632	MOTORS	2,000.00	(1,300.00)	700.00	0.00	0.00	700.00
A 1620.403-07-0633	BOILER REPAIR	3,000.00	0.00	3,000.00	0.00	200.00	2,800.00
A 1620.403-07-0634	SECURITY ALARM SYSTEM	3,520.00	(400.00)	3,120.00	0.00	400.00	2,720.00
A 1620.403-07-0635	ELECTRICAL REPAIRS	6,000.00	1,122.50	7,122.50	400.00	2,122.50	4,600.00
A 1620.403-07-0636	UNIVENT PARTS	4,700.00	(2,050.00)	2,650.00	0.00	50.00	2,600.00
A 1620.403-07-0638	PUMPS	3,000.00	4,182.55	7,182.55	6,482.55	700.00	0.00
A 1620.403-07-0639	PARTS-PLUMBING	4,000.00	879.00	4,879.00	1,881.68	2,185.56	811.76
A 1620.403-07-0640	SERVICE CLOCKS/FIRE ALARM	1,500.00	2,400.00	3,900.00	0.00	3,705.36	194.64
A 1620.403-07-0641	STORAGE SPACE	2,200.00	(602.00)	1,598.00	0.00	0.00	1,598.00
A 1620.403-07-0642	EMERGENCY	2,000.00	(317.00)	1,683.00	0.00	0.00	1,683.00
A 1620.403-07-0643	CAFETERIA EQUIPMENT REPAIRS	7,000.00	10,300.00	17,300.00	2,737.71	13,519.58	1,042.71
A 1620.404-07-0626	REGULATORY CERTIFICATIONS	700.00	100.00	800.00	800.00	0.00	0.00
A 1620.404-07-0650	SEPTIC TANKS CLEANED	5,000.00	2,022.00	7,022.00	4,950.00	2,072.00	0.00
A 1620.404-07-0651	FIRE EXTINGUISHER SERVICE	1,000.00	3,813.05	4,813.05	0.00	3,913.05	900.00
A 1620.404-07-0652	MACHINE REPAIR	11,000.00	0.00	11,000.00	2,034.65	2,506.00	6,459.35
A 1620.404-07-0653	MATS & CARPETS	5,000.00	4,400.00	9,400.00	8,745.95	136.85	517.20
A 1620.404-07-0654	ELEVATOR SERVICE	6,200.00	0.00	6,200.00	1,169.34	1,046.82	3,983.84
A 1620.404-07-0655	BUILDING ALTERATIONS	18,000.00	(2,595.55)	15,404.45	683.36	300.00	14,421.09
A 1620.404-07-0656	CONFERENCE & TRAVEL	1,000.00	0.00	1,000.00	117.50	0.00	882.50
A 1620.404-07-0657	INSPECTORS-FOLDING DOWN BLEACHER	2,500.00	4,836.00	7,336.00	4,836.00	0.00	2,500.00
A 1620.404-07-0658	BUILDING AUTOMATION SER./CONT.	8,700.00	0.00	8,700.00	0.00	0.00	8,700.00
A 1620.404-07-0659	FIRE SYSTEMS SER./CONT.	6,100.00	1,755.00	7,855.00	1,780.00	0.00	6,075.00
A 1620.404-07-0660	RISK MANAGEMENT SERVICES	12,000.00	0.00	12,000.00	5,117.50	5,062.50	1,820.00
A 1620.404-07-0661	FIELD REPAIR	5,500.00	500.00	6,000.00	6,000.00	0.00	0.00
A 1620.404-07-0662	HAZARDOUS MATERIALS REMOVAL	0.00	4,500.00	4,500.00	0.00	4,500.00	0.00
A 1620.404-07-0665	PAINTING	3,000.00	5,500.00	8,500.00	6,050.00	2,200.00	250.00
A 1620.404-07-0668	PEST CONTROL SERVICES	2,500.00	740.00	3,240.00	1,022.88	1,022.88	1,194.24
A 1620.450-07-0654	MISCELANEOUS SUPPLIES	0.00	800.00	800.00	609.47	185.99	4.54
A 1620.450-07-0670	CLEANING/MAIN.SUPPLIES	30,000.00	(1,888.85)	28,111.15	4,888.23	3,977.48	19,245.44
A 1620.450-07-0671	PAPER SUPPLIES	10,000.00	0.00	10,000.00	4,744.11	0.00	5,255.89
A 1620.450-07-0672	PAINT	1,500.00	3,105.00	4,605.00	4,600.15	0.00	4.85
A 1620.450-07-0673	ELECTRICAL SUPPLIES	7,000.00	(200.00)	6,800.00	837.94	2,255.82	3,706.24

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1620.450-07-0674	SEWER SYSTEM SUPPLIES	500.00	0.00	500.00	0.00	0.00	500.00
A 1620.450-07-0675	FURNITURE MAINTENANCE	300.00	0.00	300.00	0.00	0.00	300.00
A 1620.450-07-0676	HAND TOOLS	2,500.00	0.00	2,500.00	626.05	200.00	1,673.95
A 1620.450-07-0677	BOILER SUPPLIES	200.00	0.00	200.00	0.00	100.00	100.00
A 1620.450-07-0678	HARDWARE	600.00	(200.00)	400.00	0.00	50.00	350.00
A 1620.450-07-0679	WORKBOOTS/SHOE ALLOWANCE	2,000.00	150.00	2,150.00	713.38	1,411.62	25.00
A 1620.450-07-0680	OFFICE SUPPLIES	250.00	433.85	683.85	683.66	0.00	0.19
A 1620.450-07-0681	FLAGS	250.00	0.00	250.00	0.00	0.00	250.00
A 1620.450-07-0682	FURNITURE & MATERIALS	0.00	11,574.00	11,574.00	7,359.05	4,000.00	214.95
A 1620.450-07-0683	HEALTH & SAFETY SUPPLIES	1,000.00	(500.00)	500.00	0.00	0.00	500.00
	A 1620....OPERATION OF PLANT	1,597,725.00	284,563.19	1,882,288.19	820,462.82	748,325.52	313,499.85
A 1660.450-07-0001	COPIER PAPER	19,000.00	2,494.15	21,494.15	1,607.15	5,632.80	14,254.20
A 1660.450-07-0002	POSTAGE	19,000.00	5,900.00	24,900.00	13,468.57	9,620.00	1,811.43
A 1660.450-07-0003	COPIER SUPPLIES	3,500.00	354.00	3,854.00	2,204.00	0.00	1,650.00
A 1660.450-07-0007	LAMINATING	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
	A 1660....CENTRAL STOREROOM	42,500.00	8,748.15	51,248.15	17,279.72	15,252.80	18,715.63
A 1680.490-07-0000	ON LINE PROCESSING	4,707.00	(4,707.00)	0.00	0.00	0.00	0.00
A 1680.490-07-0001	ADMIN DATA PROCESSING ITEMS	0.00	6,681.62	6,681.62	2,004.49	4,677.13	0.00
A 1680.490-07-0004	FACILITY SERVICES	3,000.00	1,045.00	4,045.00	1,213.50	2,831.50	0.00
A 1680.490-07-0005	FINANCE MANAGER	21,064.00	17,032.00	38,096.00	5,784.30	32,311.70	0.00
A 1680.490-07-0006	E-RATE	2,750.00	0.00	2,750.00	825.00	1,925.00	0.00
A 1680.490-07-0007	DATA WAREHOUSE	8,331.00	0.00	8,331.00	2,499.29	5,831.66	0.05
A 1680.490-07-0009	TESTING	10,574.00	(1,236.62)	9,337.38	0.00	0.00	9,337.38
	A 1680....CENTRAL DATA PROCESSING	50,426.00	18,815.00	69,241.00	12,326.58	47,576.99	9,337.43
	A 16....CENTRAL SERVICES	1,690,651.00	312,126.34	2,002,777.34	850,069.12	811,155.31	341,552.91
A 1910.400-07-0001	UMBRELLA INSURANCE	18,715.00	0.00	18,715.00	14,872.50	3,842.50	0.00
A 1910.400-07-0002	PUPIL INSURANCE	8,968.00	0.00	8,968.00	8,044.67	0.00	923.33
A 1910.400-07-0003	MULTI-PERIL INSURANCE	65,770.00	0.00	65,770.00	50,474.25	15,295.75	0.00
	A 1910....UNALLOCATED INSURANCE	93,453.00	0.00	93,453.00	73,391.42	19,138.25	923.33
A 1920.400-07-0000	SCHOOL ASSOCIATION DUES	8,720.00	7,803.00	16,523.00	13,091.46	636.00	2,795.54
	A 1920....SCHOOL ASSOCIATION DUES	8,720.00	7,803.00	16,523.00	13,091.46	636.00	2,795.54
A 1930.400-07-0000	JUDGMENT AND CLAIMS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
	A 1930....JUDGMENTS & CLAIMS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1964.400-07-0001	PROPERTY TAX REFUND	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
	A 1964....REFUND ON REAL PROPERTY TAXES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1981.490-07-0001	BOCES-ADM CHARGE	189,279.00	0.00	189,279.00	56,783.40	132,494.60	1.00
	A 1981....BOCES ADMINISTRATIVE COSTS	189,279.00	0.00	189,279.00	56,783.40	132,494.60	1.00
A 1989.400-07-0001	BOND & NOTE ISSUE EXPENSE	13,000.00	0.00	13,000.00	0.00	0.00	13,000.00
	A 1989....UNCLASSIFIED	13,000.00	0.00	13,000.00	0.00	0.00	13,000.00
	A 19....SPECIAL ITEMS	307,452.00	7,803.00	315,255.00	143,266.28	152,268.85	19,719.87

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1....BOARD OF EDUCATION	***	2,827,850.00	349,813.04	3,177,663.04	1,350,819.20	1,396,467.62	430,376.22
A 2010.150-07-0000	CURRICULUM SUPERVISOR	88,286.00	11,576.00	99,862.00	47,483.75	51,514.99	863.26
A 2010.450-01-0007	CURRICULUM DEV. SUPPLIES	300.00	0.00	300.00	0.00	0.00	300.00
A 2010....CURRICULUM DEVEL & SUPERVISION	*	88,586.00	11,576.00	100,162.00	47,483.75	51,514.99	1,163.26
A 2020.150-07-0000	SALARIES (INST.)	344,904.00	(2,031.23)	342,872.77	161,958.61	169,243.05	11,671.11
A 2020.160-07-0000	CLERICAL SALARIES	149,000.00	537.23	149,537.23	67,582.19	81,955.04	0.00
A 2020.161-01-0000	SALARIES ELEMENTARY	2,100.00	0.00	2,100.00	826.50	1,273.50	0.00
A 2020.162-02-0000	SALARIES SECONDARY	3,000.00	0.00	3,000.00	174.00	2,826.00	0.00
A 2020.400-01-0104	PROFESSIONAL LITERATURE	500.00	134.00	634.00	230.40	29.00	374.60
A 2020.450-01-0003	OFFICE SUPPLIES ELEMENTARY	1,000.00	96.67	1,096.67	824.71	0.05	271.91
A 2020.450-02-0003	OFFICE SUPPLIES SECONDARY	500.00	0.00	500.00	203.28	0.00	296.72
A 2020.450-03-0003	OFFICE SUPPLIES (MS)	275.00	0.00	275.00	2.45	73.19	199.36
A 2020.490-07-0001	SUBSTITUTE TEACHER CALLING SVC	10,075.00	0.00	10,075.00	2,964.00	6,916.00	195.00
A 2020....SUPERVISION-REGULAR SCHOOL	*	511,354.00	(1,263.33)	510,090.67	234,766.14	262,315.83	13,008.70
A 2060.490-07-0005	STUDENT DATA REPORTING SVC	20,806.00	0.00	20,806.00	6,060.00	14,140.00	606.00
A 2060....RESEARCH, PLANNING & EVALUAT	*	20,806.00	0.00	20,806.00	6,060.00	14,140.00	606.00
A 2070.400-07-0000	IN-SERVICE EDUCATION	2,000.00	16,874.00	18,874.00	10,770.98	4,275.00	3,828.02
A 2070.490-07-0000	STAFF DEV-SUPT CONF DAYS-PROG	2,000.00	3,334.48	5,334.48	(8,711.36)	14,045.84	0.00
A 2070.490-07-0001	MODEL SCHOOLS	6,592.00	0.00	6,592.00	1,865.00	4,620.00	107.00
A 2070.490-07-0002	TEACHSCAPE	0.00	4,009.00	4,009.00	1,202.69	2,806.27	0.04
A 2070.490-07-0007	REGIONAL SCORING	15,000.00	(3,408.48)	11,591.52	1,881.00	4,389.00	5,321.52
A 2070.490-07-0008	ADMINISTRATOR MENTOR	0.00	10,000.00	10,000.00	0.00	10,000.00	0.00
A 2070....INSERVICE TRAINING-INSTRUCTION	*	25,592.00	30,809.00	56,401.00	7,008.31	40,136.11	9,256.58
A 20....ADMIN & IMPROVEMENT	**	646,338.00	41,121.67	687,459.67	295,318.20	368,106.93	24,034.54
A 2110.120-01-0000	SALARIES K-3	1,889,376.00	(105,517.00)	1,783,859.00	663,801.79	1,071,897.62	48,159.59
A 2110.122-01-0000	SALARIES 4-6	1,434,755.00	0.00	1,434,755.00	548,057.07	876,671.15	10,026.78
A 2110.130-02-0000	SALARIES 7-12	3,001,722.00	(5,746.00)	2,995,976.00	1,203,837.97	1,748,220.63	43,917.40
A 2110.140-07-0000	CERTIFIED SUBSTITUTES	180,275.00	0.00	180,275.00	70,340.58	108,934.42	1,000.00
A 2110.140-07-0001	SALARIES HOME TUTORING	13,500.00	0.00	13,500.00	990.00	0.00	12,510.00
A 2110.141-07-0000	UNCERTIFIED SUBSTITUTES	28,841.00	0.00	28,841.00	10,230.05	18,610.95	0.00
A 2110.160-07-0000	SALARIES-N/I AIDES	253,524.00	0.00	253,524.00	91,231.24	148,819.82	13,472.94
A 2110.161-07-0000	SUB TEACHERS AIDE	19,200.00	0.00	19,200.00	14,360.03	4,776.67	63.30
A 2110.200-01-0010	EQUIPMENT-K-5	376.00	0.00	376.00	0.00	0.00	376.00
A 2110.200-01-0011	1ST GRADE/ 2ND GRADE	700.00	0.00	700.00	0.00	0.00	700.00
A 2110.200-01-0032	PHYSICAL EDUCATION	1,000.00	0.00	1,000.00	0.00	711.00	289.00
A 2110.200-01-0050	BUILDING EQUIPMENT	600.00	0.00	600.00	0.00	0.00	600.00
A 2110.200-02-0010	EQUIP 9-12	2,675.00	0.00	2,675.00	546.38	0.00	2,128.62
A 2110.200-03-0010	EQUIPMENT 6-8	2,675.00	0.00	2,675.00	0.00	0.00	2,675.00
A 2110.400-01-0004	BOOKBINDING	300.00	0.00	300.00	0.00	0.00	300.00
A 2110.400-01-0005	REPAIR CLASSROOM EQUIPMENT	400.00	0.00	400.00	0.00	0.00	400.00
A 2110.400-01-0008	REPAIR MUSICAL INSTRUMENTS	800.00	0.00	800.00	102.00	0.00	698.00
A 2110.400-01-0009	ASSEMBLY PROGRAMS	600.00	0.00	600.00	0.00	600.00	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.400-01-0010	AWARDS	300.00	0.00	300.00	151.73	0.00	148.27
A 2110.400-01-0012	EMERGENCY	300.00	0.00	300.00	0.00	0.00	300.00
A 2110.400-01-0016	CHALLENGE	1,400.00	0.00	1,400.00	0.00	300.00	1,100.00
A 2110.400-01-0021	FIELD TRIP FEES	0.00	1,875.85	1,875.85	185.00	927.85	763.00
A 2110.400-02-0004	BOOKBINDING	1,000.00	(1,000.00)	0.00	0.00	0.00	0.00
A 2110.400-02-0005	REPAIR CLASSROOM EQUIP	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 2110.400-02-0006	PIANO TUNING	850.00	0.00	850.00	0.00	0.00	850.00
A 2110.400-02-0007	REPAIR MUSICAL INSTRUMENT (MS)	700.00	0.00	700.00	440.00	0.00	260.00
A 2110.400-02-0009	ASSEMBLY PROGRAMS	600.00	0.00	600.00	0.00	0.00	600.00
A 2110.400-02-0010	AWARDS	500.00	500.00	1,000.00	858.00	0.00	142.00
A 2110.400-02-0012	EMERGENCY	500.00	(500.00)	0.00	0.00	0.00	0.00
A 2110.400-02-0014	GRADUATION EXPENSE	1,300.00	0.00	1,300.00	580.25	0.00	719.75
A 2110.400-02-0017	AG. CONF./TRAVEL	1,675.00	252.00	1,927.00	942.27	0.00	984.73
A 2110.400-02-0027	GIFTED AND TALENTED	1,000.00	(888.00)	112.00	0.00	0.00	112.00
A 2110.400-02-0031	BAND UNIFORM MAINTAINENCE	250.00	0.00	250.00	0.00	0.00	250.00
A 2110.400-03-0004	BOOKBINDING	200.00	200.00	400.00	0.00	200.00	200.00
A 2110.400-03-0005	REPAIR CLASSROOM EQUIPMENT	300.00	0.00	300.00	0.00	0.00	300.00
A 2110.400-03-0007	REPAIR MUSICAL EQUIPMENT	600.00	0.00	600.00	0.00	100.00	500.00
A 2110.400-03-0009	ASSEMBLY PROGRAMS	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.400-03-0010	AWARDS	200.00	0.00	200.00	0.00	179.50	20.50
A 2110.400-03-0012	EMERGENCY	500.00	0.00	500.00	84.00	0.00	416.00
A 2110.400-03-0014	GRADUATION EXPENSE (MS)	450.00	0.00	450.00	0.00	324.36	125.64
A 2110.400-03-0027	CHALLENGE	400.00	0.00	400.00	167.50	0.00	232.50
A 2110.400-07-0000	CONFERENCE & TRAVEL DISTRICT WID	2,000.00	7,926.94	9,926.94	3,875.94	1,419.26	4,631.74
A 2110.400-07-0001	IB DIPLOMA PROGRAM	15,000.00	1,888.00	16,888.00	16,797.62	90.00	0.38
A 2110.450-01-0003	3RD GRADE	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.450-01-0005	5TH GRADE	1,200.00	0.00	1,200.00	1,184.78	0.00	15.22
A 2110.450-01-0007	KINDERGARTEN	1,500.00	0.00	1,500.00	1,482.68	0.00	17.32
A 2110.450-01-0010	K-5	500.00	26,465.99	26,965.99	500.00	21,977.68	4,488.31
A 2110.450-01-0011	1ST GRADE/ 2ND GRADE	2,700.00	165.02	2,865.02	2,865.02	0.00	0.00
A 2110.450-01-0012	3RD GRADE / 4TH GRADE	2,700.00	(0.01)	2,699.99	2,699.98	0.01	0.00
A 2110.450-01-0021	ART	2,100.00	0.00	2,100.00	1,941.86	0.00	158.14
A 2110.450-01-0022	ELEMENTARY CHALLENGE	500.00	0.00	500.00	29.68	0.00	470.32
A 2110.450-01-0031	MUSIC	1,000.00	0.00	1,000.00	339.15	0.00	660.85
A 2110.450-01-0032	PHYSICAL EDUCATION	800.00	14.43	814.43	814.43	0.00	0.00
A 2110.450-01-0033	EARLY LITERACY & MATH	500.00	0.00	500.00	166.10	0.00	333.90
A 2110.450-01-0036	ELEMENTARY MUSICAL	650.00	0.00	650.00	281.20	368.30	0.50
A 2110.450-02-0010	9-12	0.00	8,746.02	8,746.02	4,521.83	0.00	4,224.19
A 2110.450-02-0021	ART	3,975.00	0.00	3,975.00	2,980.04	557.90	437.06
A 2110.450-02-0023	BUSINESS EDUCATION	100.00	0.00	100.00	0.00	0.00	100.00
A 2110.450-02-0024	ENGLISH	300.00	0.00	300.00	177.77	0.00	122.23
A 2110.450-02-0026	HOME/CAREER SKILLS	100.00	641.38	741.38	236.43	504.95	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.450-02-0028	TECHNOLOGY 9-12	900.00	986.30	1,886.30	1,000.90	0.00	885.40
A 2110.450-02-0029	FOREIGN LANGUAGE	200.00	0.00	200.00	19.37	0.00	180.63
A 2110.450-02-0030	MATHEMATICS	200.00	559.65	759.65	259.64	500.00	0.01
A 2110.450-02-0031	MUSIC	900.00	522.64	1,422.64	922.64	500.00	0.00
A 2110.450-02-0032	PHYSICAL EDUCATION	2,000.00	170.00	2,170.00	356.31	1,769.50	44.19
A 2110.450-02-0034	SCIENCE	2,600.00	1,905.00	4,505.00	2,842.60	1,035.13	627.27
A 2110.450-02-0035	SOCIAL STUDIES	750.00	0.00	750.00	478.68	0.00	271.32
A 2110.450-02-0038	DIPLOMAS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2110.450-02-0041	AGRICULTURE	2,000.00	0.00	2,000.00	556.12	1,433.97	9.91
A 2110.450-02-0044	WSLC	125.00	27.44	152.44	149.88	0.00	2.56
A 2110.450-03-0010	SUPPLIES 6-8	2,000.00	5,256.34	7,256.34	1,235.39	1,200.90	4,820.05
A 2110.450-03-0021	ART (MS)	1,200.00	0.00	1,200.00	1,173.96	0.00	26.04
A 2110.450-03-0023	BUSINESS (6-8)	200.00	0.00	200.00	0.00	188.99	11.01
A 2110.450-03-0025	HEALTH EDUCATION (MS)	100.00	0.00	100.00	14.50	38.96	46.54
A 2110.450-03-0026	HOME/CAREER SKILLS (MS)	800.00	(259.94)	540.06	74.17	465.89	0.00
A 2110.450-03-0028	TECHNOLOGY 6-8	3,470.00	259.74	3,729.74	3,313.53	415.14	1.07
A 2110.450-03-0029	FOREIGN LANGUAGE (6-8)	200.00	0.00	200.00	99.22	0.00	100.78
A 2110.450-03-0031	MUSIC (MS)	800.00	0.00	800.00	684.81	106.60	8.59
A 2110.450-03-0052	6 GRADE TEAM	800.00	0.00	800.00	468.76	331.24	0.00
A 2110.450-03-0053	7 GRADE TEAM	800.00	1.24	801.24	0.00	801.24	0.00
A 2110.450-03-0054	8 GRADE TEAM	800.00	(1.24)	798.76	500.81	296.97	0.98
A 2110.450-07-0011	K-12 SUPPLIES	0.00	1,163.06	1,163.06	0.00	0.00	1,163.06
A 2110.450-07-0012	SUPPLIES--DONATIONS	0.00	0.00	0.00	(200.00)	0.00	200.00
A 2110.450-07-0031	K-12 MUSIC	0.00	1,223.19	1,223.19	0.00	923.15	300.04
A 2110.470-07-0000	TUITION - OTHER DISTRICTS	6,500.00	4,307.40	10,807.40	3,921.10	6,000.00	886.30
A 2110.480-01-0010	K-6	0.00	105,230.83	105,230.83	1,229.09	103,987.68	14.06
A 2110.480-01-0033	EARLY LITERACY & MATH	5,360.00	(26.39)	5,333.61	1,679.04	0.00	3,654.57
A 2110.480-02-0010	9-12	17,427.00	(16,970.58)	456.42	0.00	456.42	0.00
A 2110.480-02-0023	BUSINESS EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.480-02-0024	ENGLISH	0.00	5,317.99	5,317.99	5,317.99	0.00	0.00
A 2110.480-02-0026	HOME/CAREER SKILLS	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.480-02-0028	TECHNOLOGY 9-12	0.00	1,000.00	1,000.00	448.20	0.00	551.80
A 2110.480-02-0029	FOREIGN LANGUAGE	0.00	1,971.07	1,971.07	1,971.07	0.00	0.00
A 2110.480-02-0030	MATHEMATICS	0.00	1,910.70	1,910.70	1,910.70	0.00	0.00
A 2110.480-02-0031	MUSIC	0.00	1,535.00	1,535.00	1,284.72	34.94	215.34
A 2110.480-02-0034	SCIENCE	0.00	2,371.77	2,371.77	0.00	0.00	2,371.77
A 2110.480-02-0035	SOCIAL STUDIES	0.00	3,158.20	3,158.20	2,996.62	0.00	161.58
A 2110.480-02-0041	AGRICULTURE	0.00	2,000.00	2,000.00	885.40	35.78	1,078.82
A 2110.480-02-0042	WHOLE STUDENT LEARNING CENTER	0.00	800.00	800.00	253.66	20.27	526.07
A 2110.480-03-0010	TEXTBOOKS 6-8	9,000.00	0.00	9,000.00	647.59	6.50	8,345.91
A 2110.480-03-0026	HOME & CAREERS (6-8)	650.00	0.00	650.00	0.00	0.00	650.00
A 2110.480-03-0029	FOREIGN LANGUAGE (6-8)	500.00	0.00	500.00	0.00	500.00	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.480-03-0031	MUSIC (6-8)	1,000.00	0.00	1,000.00	737.21	92.43	170.36
A 2110.480-03-0052	TEAM 6	2,500.00	0.00	2,500.00	632.95	1,795.89	71.16
A 2110.480-03-0053	TEAM 7	2,500.00	0.00	2,500.00	259.06	2,240.94	0.00
A 2110.480-03-0054	TEAM 8	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2110.480-08-0040	PRIVATE SCHOOL TEXTBOOKS	6,500.00	(2,000.00)	4,500.00	0.00	0.00	4,500.00
A 2110.481-01-0005	5TH GRADE	1,800.00	0.00	1,800.00	0.00	250.14	1,549.86
A 2110.481-01-0007	KINDERGARTEN	2,250.00	0.00	2,250.00	0.00	1,416.57	833.43
A 2110.481-01-0010	K-5	10,452.00	0.00	10,452.00	1,368.78	0.00	9,083.22
A 2110.481-01-0011	1ST GRADE/2ND GRADE	4,500.00	0.00	4,500.00	437.99	398.82	3,663.19
A 2110.481-01-0012	3RD GRADE/4TH GRADE	4,500.00	0.00	4,500.00	362.45	798.25	3,339.30
A 2110.481-01-0031	MUSIC	1,000.00	0.00	1,000.00	405.87	77.00	517.13
A 2110.490-00-0001	TEXTBOOK COORD.	3,196.00	(143.00)	3,053.00	915.90	2,137.10	0.00
A 2110.490-00-0002	EMERGENCY	4,680.00	(4,680.00)	0.00	0.00	0.00	0.00
A 2110.490-07-0003	ARTS EXCHANGE PROGRAM	17,000.00	8,726.83	25,726.83	(3,596.70)	18,347.70	10,975.83
A 2110.490-07-0004	MINDS ON WORKSHOP	3,150.00	0.00	3,150.00	0.00	0.00	3,150.00
A 2110.490-07-0005	NATURE'S CLASSROOM	4,800.00	0.00	4,800.00	0.00	0.00	4,800.00
A 2110.490-07-0007	ALTERNATIVE LEARNING PROG-FULL D	10,622.00	(10,622.00)	0.00	0.00	0.00	0.00
A 2110.490-07-0009	ALP ACADEMY PROGRAM	213,426.00	(35,571.00)	177,855.00	53,356.50	124,498.50	0.00
A 2110.490-07-0010	ALTERNATE LEARNING W/ VOTEC	0.00	47,780.00	47,780.00	14,334.00	33,446.00	0.00
A 2110.490-07-0016	HOME INSTRUCTION REVIEW	5,953.00	1,527.00	7,480.00	1,797.75	5,682.25	0.00
A 2110.490-07-0017	PROG ALT TO SCHOOL SUSPENSION	0.00	10,622.00	10,622.00	3,186.60	7,435.40	0.00
A 2110.490-07-0018	CENTER BASED ACADEMICS 1/2 CREDI	0.00	3,696.00	3,696.00	1,108.80	2,587.20	0.00
A 2110....TEACHING-REGULAR SCHOOL	*	7,247,580.00	78,779.86	7,326,359.86	2,759,604.00	4,328,445.53	238,310.33
A 21....TEACHING	**	7,247,580.00	78,779.86	7,326,359.86	2,759,604.00	4,328,445.53	238,310.33
A 2250.150-07-0000	SALARIES	1,898,435.00	81,779.78	1,980,214.78	782,268.09	1,199,276.69	(1,330.00)
A 2250.160-07-0000	SALARIES	305,190.00	(3,090.78)	302,099.22	115,214.36	174,408.07	12,476.79
A 2250.160-07-0001	SUBSTITUTES	15,000.00	0.00	15,000.00	2,782.61	12,217.39	0.00
A 2250.200-01-0000	ELEMENTARY	2,000.00	34.95	2,034.95	640.94	0.00	1,394.01
A 2250.400-07-0001	TRAVEL & CONFERENCES	800.00	0.00	800.00	63.45	186.55	550.00
A 2250.400-07-0002	ADMINISTRATIVE SHARED SERVICES	11,520.00	(11,520.00)	0.00	0.00	0.00	0.00
A 2250.400-07-0003	STATE SERVICES	1,500.00	199.00	1,699.00	1,699.00	0.00	0.00
A 2250.400-07-0004	MEDICAID REIMBURSEMENT	3,025.00	1,475.00	4,500.00	2,250.00	2,250.00	0.00
A 2250.400-07-0008	PHYSICAL THERAPY	45,000.00	(10,089.00)	34,911.00	6,595.00	20,605.00	7,711.00
A 2250.400-07-0009	SPEECH THERAPY	0.00	8,415.00	8,415.00	255.00	8,160.00	0.00
A 2250.450-01-0000	RESOURCE ROOM (ELEM)	1,400.00	0.00	1,400.00	1,068.31	39.99	291.70
A 2250.450-01-0002	SPEECH	200.00	0.00	200.00	62.23	0.00	137.77
A 2250.450-01-0004	CSE OFFICE	350.00	(32.28)	317.72	75.15	63.35	179.22
A 2250.450-02-0000	RESOURCE ROOM (HS)	500.00	0.00	500.00	447.14	0.00	52.86
A 2250.450-03-0000	RESOURCE ROOM (MS)	500.00	0.00	500.00	424.43	0.00	75.57
A 2250.450-07-0006	SUPPLIES-ESL	50.00	32.28	82.28	82.28	0.00	0.00
A 2250.450-07-0008	SUPPLIES-PHYSICAL THERAPY	0.00	1,124.00	1,124.00	1,060.05	0.00	63.95
A 2250.470-09-0000	TUITION-PRIVATE SCHOOLS	668,875.00	(108,132.61)	560,742.39	136,303.93	404,150.40	20,288.06

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2250.470-09-0002	TUITION - PREVIOUS YEARS ADJ.	10,000.00	(500.00)	9,500.00	2,011.00	0.00	7,489.00
A 2250.471-09-0000	TUITION-PUBLIC SCHOOLS	100,000.00	77,915.00	177,915.00	0.00	97,915.00	80,000.00
A 2250.480-01-0001	ELEMENTARY	2,200.00	0.00	2,200.00	145.80	153.97	1,900.23
A 2250.480-02-0000	SECONDARY	2,500.00	(33.42)	2,466.58	1,618.36	263.10	585.12
A 2250.480-03-0000	MIDDLE SCHOOL	1,200.00	33.42	1,233.42	1,228.80	0.00	4.62
A 2250.490-07-0000	BOCES SERVICES	251,773.00	59,950.00	311,723.00	93,516.90	218,206.10	0.00
A 2250.490-07-0002	ITINERANT/RELATED SERVICES	26,164.00	80,321.00	106,485.00	31,945.47	74,539.43	0.10
	A 2250....PROGRAMS-STUDENTS W/ DISABIL *	3,348,182.00	177,881.34	3,526,063.34	1,181,758.30	2,212,435.04	131,870.00
A 2280.400-07-0000	OCCUPATIONAL THERAPY	48,000.00	0.00	48,000.00	10,630.00	22,320.00	15,050.00
A 2280.490-07-0000	CAREER & TECH	473,014.00	0.00	473,014.00	141,904.20	331,109.80	0.00
	A 2280....OCCUPATIONAL EDUCATION *	521,014.00	0.00	521,014.00	152,534.20	353,429.80	15,050.00
	A 22....SPECIAL APPORTIONMENT PROGRAMS **	3,869,196.00	177,881.34	4,047,077.34	1,334,292.50	2,565,864.84	146,920.00
A 2330.490-07-0002	ALT HS EQUIV W/SPECIAL NEEDS	37,111.00	37,289.00	74,400.00	19,185.56	55,214.44	0.00
	A 2330....TEACHING-SPECIAL SCHOOLS *	37,111.00	37,289.00	74,400.00	19,185.56	55,214.44	0.00
	A 23....SPECIAL SCHOOLS **	37,111.00	37,289.00	74,400.00	19,185.56	55,214.44	0.00
A 2610.150-07-0000	SALARIES	124,747.00	0.00	124,747.00	46,041.21	77,861.29	844.50
A 2610.160-07-0000	SALARIES N/I	133,376.00	0.00	133,376.00	66,432.47	66,943.53	0.00
A 2610.400-01-0007	EQUIPMENT REPAIR	800.00	0.00	800.00	0.00	0.00	800.00
A 2610.400-02-0009	LIBRARY AUTOMATION	2,400.00	0.00	2,400.00	0.00	0.00	2,400.00
A 2610.400-02-0024	STUDENT COIN/COPIER	1,250.00	39.94	1,289.94	526.41	722.79	40.74
A 2610.400-07-0000	COMPUTER SUPPORT	45,000.00	(20,000.00)	25,000.00	23,762.88	0.00	1,237.12
A 2610.450-01-0001	LIBRARY BOOKS	4,400.00	0.00	4,400.00	0.00	4,400.00	0.00
A 2610.450-01-0003	A/V MATERIALS	1,100.00	0.00	1,100.00	0.00	573.54	526.46
A 2610.450-01-0004	PERIODICALS	2,720.00	0.00	2,720.00	2,491.84	228.16	0.00
A 2610.450-01-0005	SUPPLIES	267.00	0.00	267.00	127.25	0.00	139.75
A 2610.450-01-0008	COMPUTER SUPPLIES	17,770.00	9.86	17,779.86	12,387.00	983.53	4,409.33
A 2610.450-02-0001	LIBRARY BOOKS	6,000.00	0.00	6,000.00	0.00	5,981.89	18.11
A 2610.450-02-0002	REFERENCE BOOKS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2610.450-02-0003	A/V MATERIALS	500.00	0.00	500.00	182.00	0.00	318.00
A 2610.450-02-0004	PERIODICALS	1,010.00	0.00	1,010.00	549.65	0.00	460.35
A 2610.450-02-0005	SUPPLIES	130.00	0.00	130.00	126.09	0.00	3.91
A 2610.450-02-0007	BOOKBINDING	200.00	0.00	200.00	0.00	0.00	200.00
A 2610.450-02-0008	COMPUTER SUPPLIES	0.00	2,000.00	2,000.00	0.00	2,000.00	0.00
A 2610.490-07-0003	PRO QUEST	1,485.00	0.00	1,485.00	52.56	122.64	1,309.80
	A 2610....SCHOOL LIBRARY & AUDIOVISUAL *	344,655.00	(17,950.20)	326,704.80	152,679.36	159,817.37	14,208.07
A 2620.490-07-0000	BLACKBOARD/CLASS MANAGEMENT	642.00	0.00	642.00	192.60	449.40	0.00
	A 2620....EDUCATIONAL TELEVISION *	642.00	0.00	642.00	192.60	449.40	0.00
A 2630.220-07-0001	COMPUTER HARDWARE	18,000.00	0.00	18,000.00	4,167.61	12,143.94	1,688.45
A 2630.400-07-0002	COMPUTER REPAIR	6,500.00	0.00	6,500.00	953.11	1,414.89	4,132.00
A 2630.450-07-0001	COMPUTER SOFTWARE DONATION	0.00	0.00	0.00	(3,858.80)	0.00	3,858.80
A 2630.460-07-0000	COMPUTER SOFTWARE STATE AIDED	23,000.00	0.00	23,000.00	12,100.02	6,799.95	4,100.03
A 2630.490-07-0000	EQUIPMENT CONTRACT-LEASES	65,000.00	100,000.00	165,000.00	16,727.23	139,030.21	9,242.56

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2630.490-07-0002	COMPUTER SOFTWARE-MICROSOFT	9,086.00	0.00	9,086.00	2,725.63	6,359.81	0.56
A 2630.490-07-0004	INTERNET/NERIC	29,625.00	0.00	29,625.00	8,887.44	20,737.34	0.22
A 2630.490-07-0005	COMPUTER SUPPORT	0.00	20,000.00	20,000.00	1,950.00	4,550.00	13,500.00
A 2630.490-07-0006	COMPUTER LEASE/PURCHASE	80,000.00	(125.00)	79,875.00	23,590.41	55,044.28	1,240.31
A 2630.490-07-0007	INTERNET FILTER-NERIC	4,750.00	125.00	4,875.00	1,462.50	3,412.50	0.00
	A 2630....COMPUTER ASSISTED INSTRUCTION *	235,961.00	120,000.00	355,961.00	68,705.15	249,492.92	37,762.93
	A 26....INSTRUCTIONAL MEDIA **	581,258.00	102,049.80	683,307.80	221,577.11	409,759.69	51,971.00
A 2805.160-07-0000	SALARIES	23,316.00	873.00	24,189.00	10,396.51	13,791.68	0.81
A 2805.451-07-0000	MATERIAL & SUPPLIES	50.00	0.00	50.00	0.00	0.00	50.00
	A 2805....ATTENDANCE-REGULAR SCHOOL *	23,366.00	873.00	24,239.00	10,396.51	13,791.68	50.81
A 2810.150-02-0000	SALARIES(INST.)	294,920.00	3,183.55	298,103.55	120,486.17	177,616.40	0.98
A 2810.160-02-0000	SALARIES(N/I)	29,409.00	228.45	29,637.45	12,240.87	17,396.08	0.50
A 2810.400-02-0002	BOOK-PROFESSIONAL	152.00	0.00	152.00	0.00	0.00	152.00
A 2810.400-02-0004	REFERENCE BOOKS	700.00	0.00	700.00	0.00	0.00	700.00
A 2810.400-03-0002	BOOKS PROFESSIONAL (MS)	200.00	0.00	200.00	0.00	0.00	200.00
A 2810.400-03-0004	REFERENCE BOOKS	100.00	73.85	173.85	0.00	73.85	100.00
A 2810.450-01-0007	TESTING SUPPLIES - ELEM	1,700.00	0.00	1,700.00	1,370.49	66.00	263.51
A 2810.450-01-0120	SUPPLIES (ELEM)	500.00	0.00	500.00	238.68	252.11	9.21
A 2810.450-02-0007	TESTING SUPPLIES - HS	2,714.00	0.00	2,714.00	909.00	0.00	1,805.00
A 2810.450-02-0120	OFFICE SUPPLIES	500.00	0.00	500.00	64.28	0.00	435.72
A 2810.450-03-0007	TESTING SUPPLIES (MS)	300.00	0.00	300.00	0.00	0.00	300.00
A 2810.450-03-0120	OFFICE SUPPLIES (MS)	200.00	0.00	200.00	0.00	200.00	0.00
A 2810.490-02-0005	NUTRITION MANAGEMENT W/ALBANY	6,802.00	17,416.10	24,218.10	7,265.43	16,952.67	0.00
A 2810.490-02-0006	MY LEARNING PLAN	4,615.00	(134.00)	4,481.00	1,344.30	3,136.70	0.00
A 2810.490-02-0009	STUDENT MANAGEMENT SYSTEM	31,500.00	0.00	31,500.00	9,000.02	21,000.03	1,499.95
A 2810.490-02-0010	GUIDANCE INFO. SYSTEM	5,838.00	(2,348.00)	3,490.00	1,047.00	2,443.00	0.00
A 2810.490-02-0011	DISTANCE LEARNING	5,000.00	(3,310.40)	1,689.60	(333.00)	623.00	1,399.60
A 2810.490-02-0012	CLEARTRACK SOFTWARE/SUPPORT	12,566.00	310.40	12,876.40	3,862.92	9,013.48	0.00
A 2810.490-07-0012	CURRICULUM MAPPING SOFTWARE	4,000.00	(1,152.10)	2,847.90	0.00	0.00	2,847.90
	A 2810....GUIDANCE-REGULAR SCHOOL *	401,716.00	14,267.85	415,983.85	157,496.16	248,773.32	9,714.37
A 2815.160-07-0000	SALARIES	190,303.00	7,891.90	198,194.90	82,004.32	113,256.31	2,934.27
A 2815.161-07-0000	NURSES AIDE - SALARIES	30,222.00	(4,981.90)	25,240.10	458.55	0.00	24,781.55
A 2815.161-07-0001	SUBSTITUTE NURSES & LPN	4,500.00	0.00	4,500.00	4,444.00	56.00	0.00
A 2815.400-07-0002	EQUIPMENT REPAIR	500.00	0.00	500.00	0.00	30.00	470.00
A 2815.400-07-0004	SERVICE OTHER DISTRICTS	17,500.00	0.00	17,500.00	0.00	0.00	17,500.00
A 2815.400-07-0005	HEPATITIS B VACCINE	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2815.400-07-0006	WASTE DISPOSAL	3,700.00	0.00	3,700.00	375.00	2,125.00	1,200.00
A 2815.400-07-0007	SCHOOL PHYSICIAN	7,000.00	0.00	7,000.00	0.00	6,500.00	500.00
A 2815.450-01-0000	ELEMENTARY SUPPLIES	2,800.00	0.00	2,800.00	2,425.15	345.24	29.61
A 2815.450-02-0000	MS/HS SUPPLIES	4,000.00	99.99	4,099.99	2,217.54	1,161.44	721.01

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2815....HEALTH SERVICES-REGULAR SCHOOL *		261,525.00	3,009.99	264,534.99	91,924.56	123,473.99	49,136.44
A 2820.150-07-0000	SALARIES(INST.)	340,831.00	8,269.00	349,100.00	136,700.78	207,399.22	5,000.00
A 2820.450-01-0007	TESTING SUPPLIES	600.00	170.88	770.88	770.88	0.00	0.00
A 2820.450-03-0007	TESTING SUPPLIES	500.00	(170.88)	329.12	228.06	0.00	101.06
A 2820.450-07-0000	SUPPLIES & MATERIALS	300.00	0.00	300.00	172.15	0.00	127.85
A 2820.450-07-0001	TESTING SUPPLIES-APPR	0.00	0.00	0.00	0.00	0.00	0.00
A 2820....PSYCHOLOGICAL SRVC-REG SCHOOL *		342,231.00	8,269.00	350,500.00	137,871.87	207,399.22	5,228.91
A 2850.150-07-0000	SALARIES-ADVISORS	36,052.00	15.50	36,067.50	2,207.60	33,859.90	0.00
A 2850.151-07-0000	CHAPERONES (I)	1,900.00	(800.00)	1,100.00	400.00	700.00	0.00
A 2850.151-07-0001	HEALTH CARE CHAPERONE (I)	0.00	784.50	784.50	0.00	0.00	784.50
A 2850.160-07-0000	CHAPERONES (NI)	1,900.00	(500.00)	1,400.00	240.00	960.00	200.00
A 2850.160-07-0001	HEALTH CARE CHAPERONE (NI)	0.00	500.00	500.00	40.00	0.00	460.00
A 2850....CO-CURRICULAR ACTIV-REG SCHL *		39,852.00	0.00	39,852.00	2,887.60	35,519.90	1,444.50
A 2855.150-07-0000	SALARIES COACHES & DIRECTOR	147,890.00	0.00	147,890.00	59,054.24	70,555.02	18,280.74
A 2855.150-07-0001	HEALTH CARE CHAPERONE (I)	0.00	5,420.00	5,420.00	4,080.00	0.00	1,340.00
A 2855.151-07-0000	CHAPERONE SALARIES (I)	22,200.00	(6,000.00)	16,200.00	2,380.00	13,820.00	0.00
A 2855.160-07-0000	CHAPERONE/SECURITY	8,200.00	(2,000.00)	6,200.00	3,470.00	2,730.00	0.00
A 2855.160-07-0001	HEALTH CARE CHAPERONE (NI)	0.00	2,580.00	2,580.00	2,580.00	0.00	0.00
A 2855.400-07-0001	DIRECTOR OF PHYSICAL EDUCATION	500.00	0.00	500.00	0.00	0.00	500.00
A 2855.400-07-0002	BASEBALL OFFICIALS	3,927.00	0.00	3,927.00	0.00	0.00	3,927.00
A 2855.400-07-0003	BASKETBALL OFFICIALS	5,202.00	0.00	5,202.00	1,592.25	0.00	3,609.75
A 2855.400-07-0004	SOCCER BOYS	3,689.00	(146.11)	3,542.89	2,185.24	0.00	1,357.65
A 2855.400-07-0005	TRACK	1,326.00	0.00	1,326.00	564.70	40.00	721.30
A 2855.400-07-0006	GIRLS SOCCER	3,570.00	0.00	3,570.00	3,379.25	0.00	190.75
A 2855.400-07-0007	GIRLS BASKETBALL	4,386.00	0.00	4,386.00	458.25	0.00	3,927.75
A 2855.400-07-0008	GIRLS SOFTBALL	3,927.00	0.00	3,927.00	0.00	0.00	3,927.00
A 2855.400-07-0009	WRESTLING OFFICIALS	918.00	0.00	918.00	116.25	0.00	801.75
A 2855.400-07-0010	EQUIP MAINTENANCE	1,000.00	1,880.00	2,880.00	0.00	1,880.00	1,000.00
A 2855.400-07-0011	CONF./TRAVEL	500.00	0.00	500.00	0.00	0.00	500.00
A 2855.400-07-0012	COACHING IN SERVICE	900.00	0.00	900.00	0.00	600.00	300.00
A 2855.400-07-0013	GIRLS VOLLEYBALL	4,182.00	146.11	4,328.11	4,328.11	0.00	0.00
A 2855.400-07-0014	WRESTLING TOURNAMENT	900.00	0.00	900.00	150.00	0.00	750.00
A 2855.400-07-0015	BOYS VOLLEYBALL	2,958.00	0.00	2,958.00	752.39	300.00	1,905.61
A 2855.450-07-0002	BOYS BASEBALL	650.00	0.00	650.00	0.00	0.00	650.00
A 2855.450-07-0003	BOYS BASKETBALL	550.00	0.00	550.00	332.45	0.00	217.55
A 2855.450-07-0004	BOYS SOCCER	588.00	0.00	588.00	0.00	0.00	588.00
A 2855.450-07-0005	TRACK	625.00	0.00	625.00	0.00	0.00	625.00
A 2855.450-07-0006	GIRLS SOCCER	588.00	0.00	588.00	0.00	0.00	588.00
A 2855.450-07-0007	GIRLS BASKETBALL	550.00	0.00	550.00	0.00	0.00	550.00
A 2855.450-07-0008	GIRLS SOFTBALL	650.00	0.00	650.00	0.00	0.00	650.00
A 2855.450-07-0009	CROSS COUNTRY	625.00	0.00	625.00	380.00	0.00	245.00
A 2855.450-07-0010	WRESTLING SUPPLIES	400.00	0.00	400.00	0.00	59.99	340.01

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2855.450-07-0012	CHEERLEADING	375.00	0.00	375.00	0.00	0.00	375.00
A 2855.450-07-0013	GOLF	400.00	0.00	400.00	270.00	0.00	130.00
A 2855.450-07-0014	TENNIS	300.00	0.00	300.00	0.00	0.00	300.00
A 2855.450-07-0015	VOLLEYBALL-GIRLS	400.00	0.00	400.00	0.00	0.00	400.00
A 2855.450-07-0016	TEAMS SUPPLIES	3,250.00	0.00	3,250.00	215.50	219.84	2,814.66
A 2855.450-07-0017	MODIFIED TEAMS	600.00	0.00	600.00	0.00	0.00	600.00
A 2855.450-07-0018	UNIFORMS	3,000.00	3,200.00	6,200.00	1,000.00	2,200.00	3,000.00
A 2855.450-07-0019	VOLLEYBALL-BOYS	400.00	235.00	635.00	0.00	235.00	400.00
A 2855....INTERSCHOL ATHLETICS-REG SCHL	*	230,126.00	5,315.00	235,441.00	87,288.63	92,639.85	55,512.52
A 28....PUPIL SERVICES	**	1,298,816.00	31,734.84	1,330,550.84	487,865.33	721,597.96	121,087.55
A 2....ADMIN & IMPROVEMENT	***	13,680,299.00	468,856.51	14,149,155.51	5,117,842.70	8,448,989.39	582,323.42
A 5510.160-04-0000	MECHANICS & SUPERVISOR	286,142.00	0.00	286,142.00	133,147.42	137,799.49	15,195.09
A 5510.160-04-0001	SALARIES DRIVERS	570,876.00	0.00	570,876.00	193,544.19	279,356.44	97,975.37
A 5510.160-04-0003	SALARIES-SUB DRIVERS	24,780.00	0.00	24,780.00	6,350.96	18,429.04	0.00
A 5510.160-04-0004	SALARIES-FIELD TRIPS	0.00	0.00	0.00	0.00	0.00	0.00
A 5510.160-04-0005	SALARIES-ATHLETIC TRIPS	20,000.00	0.00	20,000.00	9,372.36	10,627.64	0.00
A 5510.160-04-0007	ASSISTANT DRIVER	17,000.00	0.00	17,000.00	4,150.61	7,848.32	5,001.07
A 5510.160-04-0008	FIELD TRIPS (ELEM)	3,530.00	0.00	3,530.00	2,192.00	0.00	1,338.00
A 5510.160-04-0009	FIELD TRIPS (HS)	3,109.00	(1,647.00)	1,462.00	978.50	0.00	483.50
A 5510.160-04-0010	FIELD TRIPS (MS)	673.00	0.00	673.00	0.00	0.00	673.00
A 5510.160-04-0031	FIELD TRIPS MUSIC	0.00	269.50	269.50	269.50	0.00	0.00
A 5510.160-04-0041	FIELD TRIPS AG	0.00	1,377.50	1,377.50	1,377.50	0.00	0.00
A 5510.200-04-0000	EQUIPMENT	2,325.00	2,199.99	4,524.99	4,524.99	0.00	0.00
A 5510.400-04-0001	OUTSIDE LABOR	13,500.00	11,050.00	24,550.00	10,476.06	7,540.00	6,533.94
A 5510.400-04-0004	OIL/WATER TANK CLEANING	0.00	500.00	500.00	0.00	500.00	0.00
A 5510.400-04-0005	INSURANCE LIABILITY	33,500.00	(3,214.52)	30,285.48	23,549.75	6,425.25	310.48
A 5510.400-04-0006	DRIVER PHYSICALS	4,200.00	0.00	4,200.00	3,090.00	230.00	880.00
A 5510.400-04-0007	CONFERENCE & TRAVEL	400.00	500.00	900.00	210.00	216.00	474.00
A 5510.400-04-0008	LIFT MAINTENANCE/INSPECTION	375.00	0.00	375.00	0.00	375.00	0.00
A 5510.400-04-0009	REPEATER RENTAL	2,250.00	0.00	2,250.00	2,100.00	0.00	150.00
A 5510.400-04-0011	UNIFORMS	2,263.00	0.00	2,263.00	1,082.66	1,117.34	63.00
A 5510.400-04-0012	COPIER SUPPLIES MAINTENANCE	0.00	291.00	291.00	291.00	0.00	0.00
A 5510.400-04-0014	SOFTWARE/MAINTENANCE FEE	3,700.00	0.00	3,700.00	3,170.35	0.00	529.65
A 5510.400-04-0015	RADIO REPAIR	1,000.00	0.00	1,000.00	419.50	580.50	0.00
A 5510.400-04-0016	PROFESSIONAL FEES	1,300.00	0.00	1,300.00	0.00	722.50	577.50
A 5510.400-04-0018	HEPATITIS B VACCINE	400.00	(28.60)	371.40	0.00	0.00	371.40
A 5510.400-04-0019	COPIER LEASE	0.00	2,743.12	2,743.12	1,069.07	1,571.24	102.81
A 5510.400-04-0022	BRIDGE TICKETS-REGULAR & SPORTS	1,900.00	(65.00)	1,835.00	465.85	640.00	729.15
A 5510.400-04-0023	BRIDGE TICKETS-FIELD TRIPS	0.00	125.00	125.00	58.80	0.00	66.20
A 5510.400-04-0108	ADVERTISING	500.00	0.00	500.00	361.56	52.04	86.40
A 5510.400-04-0127	BUS DRIVER TRAINING	150.00	0.00	150.00	0.00	109.95	40.05
A 5510.450-04-0001	PARTS	70,000.00	9,773.13	79,773.13	39,106.92	22,334.26	18,331.95

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 5510.450-04-0002	GAS	190,000.00	0.00	190,000.00	44,904.72	130,888.73	14,206.55
A 5510.450-04-0003	OIL & GREASE	5,000.00	0.00	5,000.00	1,525.35	3,202.25	272.40
A 5510.450-04-0004	TIRES	16,500.00	529.00	17,029.00	14,373.75	1,655.25	1,000.00
A 5510.450-04-0005	BUS CLEANING SUPPLIES	500.00	0.00	500.00	293.47	59.43	147.10
A 5510.450-04-0006	ANTI FREEZE	750.00	0.00	750.00	334.12	0.00	415.88
A 5510.450-04-0007	BUS DRIVER TRAINING	50.00	0.00	50.00	0.00	0.00	50.00
A 5510.450-04-0008	CLEANING-FIRST AID SUPPLIES	250.00	0.00	250.00	247.04	0.00	2.96
A 5510.450-04-0009	SOLVENT	1,200.00	0.00	1,200.00	800.46	155.59	243.95
A 5510.450-04-0010	OFFICE SUPPLIES	200.00	0.00	200.00	187.69	0.00	12.31
A 5510.450-04-0011	WORKBOOTS/SHOES	375.00	0.00	375.00	0.00	375.00	0.00
A 5510.450-04-0013	DIESEL EXHAUST FLUID	950.00	0.00	950.00	157.24	792.76	0.00
A 5510.450-04-0019	SMALL TOOLS	500.00	0.00	500.00	15.90	250.00	234.10
A 5510.490-04-0001	TRANS.DRUG AND ALCOHOL TESTING	2,500.00	0.00	2,500.00	133.32	408.18	1,958.50
A 5510....DISTRICT TRANSPORT	*	1,282,648.00	24,403.12	1,307,051.12	504,332.61	634,262.20	168,456.31
A 5530.400-04-0000	FUEL - BUS GARAGE	15,000.00	(2,600.00)	12,400.00	0.00	10,000.00	2,400.00
A 5530.400-04-0001	LP GAS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 5530.400-04-0002	TELEPHONE	3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
A 5530.400-04-0003	ELECTRICITY	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 5530.400-04-0004	GARBAGE REMOVAL	1,000.00	0.00	1,000.00	442.60	557.40	0.00
A 5530.400-04-0005	BUS GARAGE REPAIRS	2,000.00	2,600.00	4,600.00	3,725.00	736.00	139.00
A 5530.400-04-0007	FIRE SYSTEM SERVICE CONTRACT & R	700.00	0.00	700.00	0.00	0.00	700.00
A 5530.403-04-0634	SECURITY ALARM	600.00	0.00	600.00	0.00	120.00	480.00
A 5530.404-04-0651	FIRE EXTINGUISHER SERVICE	800.00	893.80	1,693.80	0.00	893.80	800.00
A 5530....GARAGE BUILDING	*	30,600.00	893.80	31,493.80	4,167.60	12,307.20	15,019.00
A 5540.400-04-0001	SPECIAL EDUCATION	400,000.00	(9,384.00)	390,616.00	119,220.90	189,925.60	81,469.50
A 5540....CONTRACT TRANSPORT-MEDICAID	*	400,000.00	(9,384.00)	390,616.00	119,220.90	189,925.60	81,469.50
A 55....PUPIL TRANSPORTATION	**	1,713,248.00	15,912.92	1,729,160.92	627,721.11	836,495.00	264,944.81
A 5....	***	1,713,248.00	15,912.92	1,729,160.92	627,721.11	836,495.00	264,944.81
A 9010.800-07-0000	N/I EMPLOYEE RETIREMENT	762,092.00	0.00	762,092.00	550,507.35	120,000.00	91,584.65
A 9010....STATE RETIREMENT	*	762,092.00	0.00	762,092.00	550,507.35	120,000.00	91,584.65
A 9020.800-07-0000	TEACHER RETIREMENT	1,810,000.00	0.00	1,810,000.00	1,659,911.26	150,000.00	88.74
A 9020....TEACHERS' RETIREMENT	*	1,810,000.00	0.00	1,810,000.00	1,659,911.26	150,000.00	88.74
A 9030.800-07-0000	SOCIAL SECURITY	821,966.00	0.00	821,966.00	334,509.02	479,379.10	8,077.88
A 9030.800-07-0001	MEDICARE	192,234.00	0.00	192,234.00	79,249.82	111,743.58	1,240.60
A 9030....SOCIAL SECURITY	*	1,014,200.00	0.00	1,014,200.00	413,758.84	591,122.68	9,318.48
A 9040.800-07-0000	WORKERS COMPENSATION	179,215.00	0.00	179,215.00	(41.86)	30,000.00	149,256.86
A 9040....WORKERS' COMPENSATION	*	179,215.00	0.00	179,215.00	(41.86)	30,000.00	149,256.86
A 9050.800-07-0000	UNEMPLOYMENT INSURANCE	65,000.00	2,709.00	67,709.00	5,685.11	35,462.03	26,561.86
A 9050....UNEMPLOYMENT INSURANCE	*	65,000.00	2,709.00	67,709.00	5,685.11	35,462.03	26,561.86
A 9060.800-07-0000	HOSPITAL & MEDICAL INS.	3,570,028.00	(26,864.00)	3,543,164.00	1,594,403.63	1,871,855.01	76,905.36
A 9060.800-07-0001	DENTAL/OPTOMETRIC	162,500.00	0.00	162,500.00	162,500.00	0.00	0.00
A 9060.800-07-0002	DENTAL/OPTOMETRIC	10,300.00	0.00	10,300.00	4,013.24	1,686.76	4,600.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 06/30/14 (Detail)

ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 9060....	HOSPITAL, MEDICAL & DENTAL INS	*	3,742,828.00	(26,864.00)	3,715,964.00	1,760,916.87	1,873,541.77	81,505.36
A 90....	EMPLOYEE BENEFITS	**	7,573,335.00	(24,155.00)	7,549,180.00	4,390,737.57	2,800,126.48	358,315.95
A 9530.900-07-0010	FEDERAL		47,000.00	0.00	47,000.00	0.00	47,000.00	0.00
A 9530.900-07-0011	RENOVATIONS		99,000.00	0.00	99,000.00	0.00	99,000.00	0.00
A 9530.900-07-0012	CAFETERIA		80,000.00	0.00	80,000.00	80,000.00	0.00	0.00
A 9530....		*	226,000.00	0.00	226,000.00	80,000.00	146,000.00	0.00
A 95....		**	226,000.00	0.00	226,000.00	80,000.00	146,000.00	0.00
A 9711.600-07-0002	PRINCIPAL 1998 BOND HS/MS		575,000.00	0.00	575,000.00	0.00	575,000.00	0.00
A 9711.600-07-0003	PRINCIPAL 2012 BUS PURCHASES		160,000.00	0.00	160,000.00	0.00	160,000.00	0.00
A 9711.600-07-0004	PRINCIPAL 2004 HS RENOVATION		40,000.00	0.00	40,000.00	40,000.00	0.00	0.00
A 9711.600-07-0007	PRINCIPAL ELEM ELEVATOR		45,000.00	0.00	45,000.00	45,000.00	0.00	0.00
A 9711.600-07-0009	PRINCIPAL 2009 BUS BOND		125,000.00	0.00	125,000.00	0.00	125,000.00	0.00
A 9711.600-07-0011	PRINCIPAL REFUNDING 2013B		380,000.00	0.00	380,000.00	0.00	380,000.00	0.00
A 9711.600-07-0012	PRINCIPAL-2013A REFUNDING BOND		5,000.00	0.00	5,000.00	5,000.00	0.00	0.00
A 9711.700-07-0002	INTEREST 1998 BOND HS/MS		29,029.02	0.00	29,029.02	13,225.00	13,225.00	2,579.02
A 9711.700-07-0003	INTEREST 2012 BUS PURCHASES		9,881.26	0.00	9,881.26	4,940.00	4,941.25	0.01
A 9711.700-07-0004	INTEREST 2004 HS RENOVATION		680.00	0.00	680.00	680.00	0.00	0.00
A 9711.700-07-0007	INTEREST ELEM ELEVATOR		34,745.00	0.00	34,745.00	17,642.50	17,102.50	0.00
A 9711.700-07-0009	INTEREST 2009 BUS BOND		3,875.00	0.00	3,875.00	1,937.50	1,937.50	0.00
A 9711.700-07-0011	INTEREST-REFUNDING 2013B		85,206.26	0.00	85,206.26	42,603.13	42,603.13	0.00
A 9711.700-07-0012	INTEREST-2013A REFUNDING BOND		5,696.46	0.00	5,696.46	1,874.57	3,821.89	0.00
A 9711....	SERIAL BOND	*	1,499,113.00	0.00	1,499,113.00	172,902.70	1,323,631.27	2,579.03
A 97....	Term Bonds - Other(Specify	**	1,499,113.00	0.00	1,499,113.00	172,902.70	1,323,631.27	2,579.03
A 9....	EMPLOYEE BENEFITS	***	9,298,448.00	(24,155.00)	9,274,293.00	4,643,640.27	4,269,757.75	360,894.98
GRAND TOTALS			27,519,845.00	810,427.47	28,330,272.47	11,740,023.28	14,951,709.76	1,638,539.43

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APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 12/31/13 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
SA 2110.450-01-YEAR	ELEM YEARBOOK	8,263.48	0.00	8,263.48	6,008.94	0.00	2,254.54
SA 2110.450-02-2013	CLASS OF 2013	1,609.03	0.00	1,609.03	1,609.03	0.00	0.00
SA 2110.450-02-2014	CLASS OF 2014	7,817.70	3,937.93	11,755.63	2,750.06	0.00	9,005.57
SA 2110.450-02-2015	CLASS OF 2015	5,267.07	1,600.49	6,867.56	1,281.59	0.00	5,585.97
SA 2110.450-02-2016	CLASS OF 2016	2,326.34	3,743.45	6,069.79	2,430.25	0.00	3,639.54
SA 2110.450-02-2017	CLASS OF 2017	1,285.64	196.60	1,482.24	0.00	0.00	1,482.24
SA 2110.450-02-ARTC	ART CLUB	98.70	0.00	98.70	0.00	0.00	98.70
SA 2110.450-02-ATHL	ATHLETIC	6,855.34	6,475.00	13,330.34	2,658.62	0.00	10,671.72
SA 2110.450-02-AWAR	AWARDS	80.07	0.00	80.07	0.00	0.00	80.07
SA 2110.450-02-BAND	BAND	763.94	0.00	763.94	0.00	0.00	763.94
SA 2110.450-02-CHEE	CHEERLEADING	10.82	0.00	10.82	0.00	0.00	10.82
SA 2110.450-02-CULI	CULINARY CLUB	551.73	0.00	551.73	0.00	0.00	551.73
SA 2110.450-02-FORE	INTERNATIONAL CLUB	1,068.04	0.00	1,068.04	0.00	0.00	1,068.04
SA 2110.450-02-INTE	INTERACT CLUB	716.24	96.34	812.58	0.00	0.00	812.58
SA 2110.450-02-LIBR	HS LIBRARY CLUB	228.10	0.00	228.10	0.00	0.00	228.10
SA 2110.450-02-MUSI	HS MUSICAL	11,046.39	0.00	11,046.39	2,527.20	0.00	8,519.19
SA 2110.450-02-NLHS	NATIONAL HONOR SOCIETY	808.09	722.52	1,530.61	777.23	0.00	753.38
SA 2110.450-02-PEPC	PEP CLUB	1,256.23	0.00	1,256.23	0.00	0.00	1,256.23
SA 2110.450-02-SADD	SADD	81.84	0.00	81.84	0.00	0.00	81.84
SA 2110.450-02-SALE	SALES TAX	630.49	1,569.88	2,200.37	1,904.58	0.00	295.79
SA 2110.450-02-SFFA	SENIOR FFA	3,206.59	9,868.89	13,075.48	7,095.75	0.00	5,979.73
SA 2110.450-02-SKIC	SKI CLUB	1,239.31	0.00	1,239.31	0.00	0.00	1,239.31
SA 2110.450-02-STUD	HS STUDENT COUNCIL	2,391.24	3,351.20	5,742.44	2,886.40	0.00	2,856.04
SA 2110.450-02-VIDE	VIDEO CLUB	997.66	0.00	997.66	0.00	0.00	997.66
SA 2110.450-02-YEAR	HS YEARBOOK	36.08	11,470.50	11,506.58	5,918.11	0.00	5,588.47
SA 2110.450-03-JFFA	JR FFA	1,443.23	3,867.17	5,310.40	1,154.04	0.00	4,156.36
SA 2110.450-03-MNHS	JUNIOR NATIONAL HONOR SOCIETY	664.40	0.00	664.40	0.00	0.00	664.40
SA 2110.450-03-MUSI	MS MUSICAL	7,560.42	0.00	7,560.42	0.00	0.00	7,560.42
SA 2110.450-03-SKIC	MS SKI CLUB	613.05	0.00	613.05	0.00	0.00	613.05
SA 2110.450-03-STUD	MS STUDENT COUNCIL	6,236.09	221.74	6,457.83	2,008.22	0.00	4,449.61
SA 2110.450-03-YEAR	MS YEARBOOK	1,246.66	753.15	1,999.81	0.00	0.00	1,999.81
SA 2110....	*	76,400.01	47,874.86	124,274.87	41,010.02	0.00	83,264.85
SA 21....	**	76,400.01	47,874.86	124,274.87	41,010.02	0.00	83,264.85
SA 2....	***	76,400.01	47,874.86	124,274.87	41,010.02	0.00	83,264.85
GRAND TOTALS		76,400.01	47,874.86	124,274.87	41,010.02	0.00	83,264.85

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 12/31/13 (Detail)

ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
C 2860.160	SALARIES		125,000.00	32,912.90	157,912.90	61,997.12	98,778.71	(2,862.93)
C 2860.402	SHARED SERVICES		10,000.00	7,036.99	17,036.99	2,952.18	14,084.81	0.00
C 2860.410	FOOD PURCHASES		165,000.00	(25,281.18)	139,718.82	54,632.26	48,044.68	37,041.88
C 2860.450	SUPPLIES		15,000.00	0.00	15,000.00	4,467.75	4,145.99	6,386.26
C 2860....		*	315,000.00	14,668.71	329,668.71	124,049.31	165,054.19	40,565.21
C 28....		**	315,000.00	14,668.71	329,668.71	124,049.31	165,054.19	40,565.21
C 2....		***	315,000.00	14,668.71	329,668.71	124,049.31	165,054.19	40,565.21
C 9010.800	EMPLOYEES' RETIREMENT SYSTEM		28,000.00	0.00	28,000.00	9,930.09	0.00	18,069.91
C 9010....		*	28,000.00	0.00	28,000.00	9,930.09	0.00	18,069.91
C 9030.800	SOCIAL SECURITY		16,000.00	0.00	16,000.00	4,735.21	0.00	11,264.79
C 9030....		*	16,000.00	0.00	16,000.00	4,735.21	0.00	11,264.79
C 9040.800	WORKMAN'S COMP		200.00	0.00	200.00	37.32	0.00	162.68
C 9040....		*	200.00	0.00	200.00	37.32	0.00	162.68
C 9060.800	HEALTH INSURANCE		50,000.00	0.00	50,000.00	33,416.69	0.00	16,583.31
C 9060.801	DENTAL		5,000.00	0.00	5,000.00	2,240.00	0.00	2,760.00
C 9060....		*	55,000.00	0.00	55,000.00	35,656.69	0.00	19,343.31
C 90....		**	99,200.00	0.00	99,200.00	50,359.31	0.00	48,840.69
C 9....		***	99,200.00	0.00	99,200.00	50,359.31	0.00	48,840.69
GRAND TOTALS			414,200.00	14,668.71	428,868.71	174,408.62	165,054.19	89,405.90

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APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 12/31/13 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
F 2020.150-14-STRE	TEACHING SALARIES-RTTT STLE	59,350.00	6,400.00	65,750.00	22,651.96	38,698.04	4,400.00
F 2020.160-14-STRE	SUPPORT STAFF SALARIES-STLE	3,000.00	0.00	3,000.00	52.03	0.00	2,947.97
F 2020.200-14-STRE	EQUIPMENT-STLE	0.00	0.00	0.00	0.00	0.00	0.00
F 2020.400-14-STRE	PURCHASED SERVICES-STLE	0.00	10,000.00	10,000.00	0.00	0.00	10,000.00
F 2020.450-14-STRE	SUPPLIES-STLE	5,300.00	3,400.00	8,700.00	6,746.51	0.00	1,953.49
F 2020.490-14-STRE	PURCHASED SERVICES BOCES-STLE	7,000.00	(7,000.00)	0.00	0.00	0.00	0.00
F 2020.800-14-STRE	EMPLOYEE BENEFITS-STLE	0.00	8,329.00	8,329.00	0.00	8,329.00	0.00
F 2020....	*	74,650.00	21,129.00	95,779.00	29,450.50	47,027.04	19,301.46
F 20....	**	74,650.00	21,129.00	95,779.00	29,450.50	47,027.04	19,301.46
F 2110.150-14-MENT	TEACHER SALARIES-MENTOR	18,340.00	0.00	18,340.00	1,270.80	2,429.20	14,640.00
F 2110.150-14-S611	TEACHING SALARIES-SECTION 611	127,604.00	0.00	127,604.00	46,540.04	81,063.96	0.00
F 2110.150-14-TIT1	TEACHING SALARIES-TITLE 1	0.00	199,492.00	199,492.00	67,240.02	132,251.98	0.00
F 2110.160-14-S611	SUPPORT STAFF-SECTION 611	46,508.00	0.00	46,508.00	16,693.97	29,813.48	0.55
F 2110.160-14-S619	SUPPORT STAFF-SECTION 619	2,348.00	0.00	2,348.00	584.95	1,680.03	83.02
F 2110.400-13-S611	PURCHASED SERVICES-SECTION 611	1,916.00	0.00	1,916.00	0.00	0.00	1,916.00
F 2110.400-14-MENT	PURCHASED SERVICES-MENTOR	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
F 2110.400-14-RTTT	PURCHASED SERVICES-RTTT	0.00	29,908.00	29,908.00	14,731.00	0.00	15,177.00
F 2110.400-14-S611	PURCHASED SERVICES-SECTION 611	27,990.00	0.00	27,990.00	0.00	23,490.00	4,500.00
F 2110.400-14-S619	PURCHASED SERVICES-SECTION 619	9,045.00	0.00	9,045.00	0.00	9,045.00	0.00
F 2110.450-13-TIT1	SUPPLIES-TITLE 1	66.58	862.27	928.85	928.85	0.00	0.00
F 2110.450-14-MENT	SUPPLIES-MENTOR	500.00	0.00	500.00	0.00	0.00	500.00
F 2110.450-14-TIT1	SUPPLIESL-TITLE 1	0.00	3,211.00	3,211.00	0.00	0.00	3,211.00
F 2110.460-14-MENT	TRAVEL-MENTOR	1,464.00	0.00	1,464.00	0.00	0.00	1,464.00
F 2110.800-14-MENT	EMPLOYEE BENEFITS-MENTOR	4,383.00	0.00	4,383.00	0.00	0.00	4,383.00
F 2110.800-14-S611	EMPLOYEE BENEFITS-SECTION 611	90,156.00	0.00	90,156.00	0.00	90,156.00	0.00
F 2110.800-14-S619	EMPLOYEE BENEFITS-SECTION 619	662.00	0.00	662.00	0.00	662.00	0.00
F 2110.800-14-TIT1	EMPLOYEE BENEFITS	0.00	14,982.00	14,982.00	9,355.00	5,627.00	0.00
F 2110....	*	336,982.58	248,455.27	585,437.85	157,344.63	376,218.65	51,874.57
F 21....	**	336,982.58	248,455.27	585,437.85	157,344.63	376,218.65	51,874.57
F 2250.150-14-TIIA	TEACHING SALARIES-TITLE IIA	0.00	48,862.00	48,862.00	16,334.46	32,527.54	0.00
F 2250.450-13-TIIA	SUPPLIES-TITLE IIA	106.47	0.00	106.47	106.47	0.00	0.00
F 2250.800-14-TIIA	EMPLOYEE BENEFITS-TITLE IIA	0.00	1,005.00	1,005.00	0.00	1,005.00	0.00
F 2250....	*	106.47	49,867.00	49,973.47	16,440.93	33,532.54	0.00
F 2253.472-03-SHDP	SUMMER HANDICAP-TUITION	160,000.00	(2,310.30)	157,689.70	88,130.18	69,559.38	0.14
F 2253....	*	160,000.00	(2,310.30)	157,689.70	88,130.18	69,559.38	0.14
F 22....	**	160,106.47	47,556.70	207,663.17	104,571.11	103,091.92	0.14
F 2510.400-14-PREK	PURCHASED SERVICES-PREK	110,592.00	0.00	110,592.00	10,162.60	100,429.29	0.11
F 2510....	*	110,592.00	0.00	110,592.00	10,162.60	100,429.29	0.11
F 25....	**	110,592.00	0.00	110,592.00	10,162.60	100,429.29	0.11
F 2....	***	682,331.05	317,140.97	999,472.02	301,528.84	626,766.90	71,176.28
F 5510.160-04-SHDP	BUS DRIVER SALARY	15,000.00	6,495.95	21,495.95	21,495.95	0.00	0.00
F 5510.400-04-SHDP	SUMMER HANDICAP-CONTRACT TRANSP	0.00	0.00	0.00	(4,819.57)	0.00	4,819.57

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 12/31/13 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
F 5510.450-04-SHDP	MAINTENANCE & GAS	5,000.00	4,876.50	9,876.50	9,876.50	0.00	0.00
F 5510.800-04-SHDP	EMPLOYEE BENEFITS-SUMMER HANDICA	5,000.00	1,137.09	6,137.09	6,137.09	0.00	0.00
<i>F 5510....</i>	<i>*</i>	<i>25,000.00</i>	<i>12,509.54</i>	<i>37,509.54</i>	<i>32,689.97</i>	<i>0.00</i>	<i>4,819.57</i>
F 5540.400-03-SHDP	SUMMER HANDICAP-TRANSPORTATION	0.00	11,572.76	11,572.76	11,572.76	0.00	0.00
<i>F 5540....</i>	<i>*</i>	<i>0.00</i>	<i>11,572.76</i>	<i>11,572.76</i>	<i>11,572.76</i>	<i>0.00</i>	<i>0.00</i>
<i>F 55....</i>	<i>**</i>	<i>25,000.00</i>	<i>24,082.30</i>	<i>49,082.30</i>	<i>44,262.73</i>	<i>0.00</i>	<i>4,819.57</i>
<i>F 5....</i>	<i>***</i>	<i>25,000.00</i>	<i>24,082.30</i>	<i>49,082.30</i>	<i>44,262.73</i>	<i>0.00</i>	<i>4,819.57</i>
F 6292.150-14-CGCC	PROFESSIONAL SALARIES-CGCC	0.00	1,850.00	1,850.00	289.76	1,560.24	0.00
F 6292.400-14-CGCC	NON PROFESSIONAL PERSONNEL	0.00	6,000.00	6,000.00	1,830.00	0.00	4,170.00
F 6292.450-14-CGCC	SUPPLIES-CGCC	0.00	6,207.00	6,207.00	304.63	3,958.48	1,943.89
F 6292.460-14-CGCC	TRAVEL EXPENSES-CGCC	0.00	2,100.00	2,100.00	0.00	0.00	2,100.00
F 6292.800-14-CGCC	EMPLOYEE BENEFITS-CGCC	0.00	443.00	443.00	0.00	0.00	443.00
<i>F 6292....</i>	<i>*</i>	<i>0.00</i>	<i>16,600.00</i>	<i>16,600.00</i>	<i>2,424.39</i>	<i>5,518.72</i>	<i>8,656.89</i>
<i>F 62....</i>	<i>**</i>	<i>0.00</i>	<i>16,600.00</i>	<i>16,600.00</i>	<i>2,424.39</i>	<i>5,518.72</i>	<i>8,656.89</i>
<i>F 6....</i>	<i>***</i>	<i>0.00</i>	<i>16,600.00</i>	<i>16,600.00</i>	<i>2,424.39</i>	<i>5,518.72</i>	<i>8,656.89</i>
GRAND TOTALS		707,331.05	357,823.27	1,065,154.32	348,215.96	632,285.62	84,652.74

Report Completed 3:11 PM

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/13 - 12/31/13 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
H 1620.240-22-1026	ADMIN EXPENSES-ELEM MASON & DOOR	1.00	0.00	1.00	0.00	0.00	1.00
H 1620.245-22-8018	ARCHITECTS-MS/HS PAVING	0.00	5,400.00	5,400.00	0.00	5,400.00	0.00
H 1620.293-22-1026	GENERAL CONTRUCTION-ELEM MASON &	2,298.29	0.00	2,298.29	0.00	0.00	2,298.29
H 1620.293-22-8018	GENERAL CONSTRUCTION-PAVING PROJ	0.00	224,500.00	224,500.00	179,336.25	45,163.75	0.00
<i>H 1620....</i>	<i>*</i>	2,299.29	229,900.00	232,199.29	179,336.25	50,563.75	2,299.29
<i>H 16....</i>	**	2,299.29	229,900.00	232,199.29	179,336.25	50,563.75	2,299.29
<i>H 1....</i>	***	2,299.29	229,900.00	232,199.29	179,336.25	50,563.75	2,299.29
GRAND TOTALS		2,299.29	229,900.00	232,199.29	179,336.25	50,563.75	2,299.29

Report Completed 3:11 PM

GREENVILLE CENTRAL SCHOOLS
REVENUE SUMMARY
December 31, 2013

<i>General Fund</i>	<i>BUDGET</i>	<i>TOTAL REVENUE RECEIVED</i>	<i>ESTIMATED REVENUE</i>	<i>OVER (UNDER) BUDGET</i>
<i>BUDGET 2012/2013</i>	490,000.00			
Balance on Hand July 1	535,000.00			
Carryforward PO's	810,260.04	2,893,703.98	0.00	1,058,443.94
Interest & Penalties on Taxes	37,500.00	35,773.66	0.00	(1,726.34)
Real Estate Taxes	13,888,421.12	13,879,405.72	0.00	(9,015.40)
PILOT Payments	0.00	8,527.78	0.00	8,527.78
Star Reimbursement	1,681,774.42	1,682,766.42	0.00	992.00
Reserve Fund-Retirement	222,613.00	0.00	222,613.00	0.00
Reserve Unemployment	65,000.00	0.00	65,000.00	0.00
Library & Textbook Fines	200.00	111.96	88.04	0.00
Admissions	2,000.00	850.00	1,150.00	0.00
Tuition	190,000.00	39,115.20	158,328.94	7,444.14
Interest on Reserves		2,070.21	(2,070.21)	0.00
Interest on Deposits	30,000.00	13,926.27	16,073.73	0.00
E-Rate	16,000.00	0.00	16,000.00	0.00
Refunds, Commissions,	175,000.00	398,297.90	0.00	223,297.90
Gross State Aid-Basic Formula		1,618,129.75	4,296,523.24	
Lottery Aid		1,027,624.96	0.00	
State Aid Excess		467,903.25	1,403,709.75	
Other State Aid-Lottery VLT		249,310.05	203,981.00	
Other State Aid-		(854.15)	0.00	
Medicaid		8,657.71	0.00	
Other State Aid-		0.00	0.00	
Other State Aid-		0.00	0.00	
Other State Aid-		0.00	0.00	
	9,357,187.00	3,370,771.57	5,904,213.99	(82,201.44)
Continuing Education		2,715.50	(2,715.50)	0.00
Rental to BOCES	14,000.00	0.00	14,000.00	0.00
State Aid-BOCES	695,183.00	0.00	701,201.00	6,018.00
State Aid-Textbooks/Software/Lib	119,963.00	19,245.00	100,602.00	(116.00)
TOTAL	28,330,101.58	22,347,281.17	7,194,484.99	1,211,664.58

Dated:

District Treasurer

REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/13 - 12/31/13

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
A 1001	REAL PROPERTY TAX	15,570,199.00	0.00	15,570,199.00	13,879,405.72	1,690,793.28
A 1040	APPROPRIATION OF PLANNED	1,312,613.00	0.00	1,312,613.00	0.00	1,312,613.00
A 1081	OTHER PAYMENTS IN LIEU OF	0.00	0.00	0.00	8,527.78	(8,527.78)
A 1085	STAR REIMBURSEMENT	0.00	0.00	0.00	1,682,766.42	(1,682,766.42)
A 1090	INTEREST & PENALTIES ON R	37,500.00	0.00	37,500.00	35,773.66	1,726.34
A 1315	CONTINUING EDUCATION	0.00	0.00	0.00	2,715.50	(2,715.50)
A 1330	TEXTBOOK CHARGES	200.00	0.00	200.00	111.96	88.04
A 1410	ADMISSIONS	2,000.00	0.00	2,000.00	850.00	1,150.00
A 2230	DAY SCHOOL TUITION (OTHER	190,000.00	0.00	190,000.00	39,115.20	150,884.80
A 2401	INTEREST & EARNINGS	30,000.00	0.00	30,000.00	13,926.27	16,073.73
A 2404	INTEREST-CAPITAL RESERVE	0.00	0.00	0.00	1,290.77	(1,290.77)
A 2407	INTEREST-UNEMPLOYMENT RES	0.00	0.00	0.00	283.46	(283.46)
A 2408	INTEREST-RETIREMENT RESER	0.00	0.00	0.00	440.39	(440.39)
A 2409	INTEREST WORKERS COMPENSA	0.00	0.00	0.00	55.59	(55.59)
A 2413	RENTAL REAL PROPERTY,BOCE	14,000.00	0.00	14,000.00	0.00	14,000.00
A 2701	REFUNDS OF PRIOR YEARS EX	175,000.00	0.00	175,000.00	398,297.90	(223,297.90)
A 2770	OTHER UNCLASSIFIED REVENU	16,000.00	0.00	16,000.00	0.00	16,000.00
A 3101	BASIC FORMULA	10,172,333.00	0.00	10,172,333.00	1,618,129.75	8,554,203.25
A 3102	LOTTERY AID	0.00	0.00	0.00	1,027,624.96	(1,027,624.96)
A 3102.VLT	LOTTERY GRANTS	0.00	0.00	0.00	249,310.05	(249,310.05)
A 3104	EXCESS COST AID	0.00	0.00	0.00	467,903.25	(467,903.25)
A 3260	TEXTBOOKS	0.00	0.00	0.00	19,245.00	(19,245.00)
A 3289	OTHER STATE AID	0.00	0.00	0.00	(854.15)	854.15
A 4601	MEDICAID ASSISTANCE-SCHOO	0.00	0.00	0.00	8,657.71	(8,657.71)
FUND A TOTAL		27,519,845.00	0.00	27,519,845.00	19,453,577.19	8,066,267.81

Report Completed 2:58 PM

REVENUE BUDGET STATUS - FUNDS: C FOR PERIOD COVERED 07/01/13 - 12/31/13

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
C 1440	SALES TYPE A	114,180.00	0.00	114,180.00	44,497.20	69,682.80
C 1445	OTHER FOOD SALES	75,000.00	14,668.71	89,668.71	29,822.92	59,845.79
C 1447	AFTER SCHOOL PROGRAM	0.00	0.00	0.00	3,921.66	(3,921.66)
C 2401	INTEREST & EARNINGS	20.00	0.00	20.00	9.26	10.74
C 2770	SALES MISC	6,000.00	0.00	6,000.00	1,149.83	4,850.17
C 3190	STATE AID	9,000.00	0.00	9,000.00	3,490.00	5,510.00
C 4190	FEDERAL AID	190,000.00	0.00	190,000.00	77,525.00	112,475.00
C 4190.1	SURPLUS	20,000.00	0.00	20,000.00	4,626.33	15,373.67
C 5031	TRANSFER FROM GENERAL FUN	0.00	0.00	0.00	80,000.00	(80,000.00)
FUND C TOTAL		414,200.00	14,668.71	428,868.71	245,042.20	183,826.51

Report Completed 2:59 PM

REVENUE BUDGET STATUS - FUNDS: F FOR PERIOD COVERED 07/01/13 - 12/31/13

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
F 3289.03S.HD.P	SUMMER HANDICAP	185,000.00	21,772.00	206,772.00	0.00	206,772.00
F 3289.14P.RE.K	UNIVERSAL PRE-K PROGRAM	110,592.00	0.00	110,592.00	82,944.00	27,648.00
F 4126.13T.IT.1	TITLE 1	66.58	0.00	66.58	66.58	0.00
F 4126.14T.IT.1	TITLE 1	0.00	217,685.00	217,685.00	60,184.00	157,501.00
F 4256.13S.61.1	SECTION 611	1,916.00	0.00	1,916.00	0.00	1,916.00
F 4256.14S.61.1	SECTION 611	292,258.00	0.00	292,258.00	0.00	292,258.00
F 4256.14S.61.9	SECTION 619	12,055.00	0.00	12,055.00	0.00	12,055.00
F 4285.14R.TT.T	RACE TO THE TOP	0.00	29,908.00	29,908.00	0.00	29,908.00
F 4289.13T.II.A	TITLE IIA	106.47	0.00	106.47	106.47	0.00
F 4289.14M.EN.T	MENTOR	30,687.00	0.00	30,687.00	0.00	30,687.00
F 4289.14S.TR.E	RTTT-STRENGTH LEADER	74,650.00	21,129.00	95,779.00	47,890.00	47,889.00
F 4289.14T.II.A	TITLE IIA	0.00	49,867.00	49,867.00	23,271.00	26,596.00
F 4790.14C.GC.C	CGCC 1314	0.00	16,600.00	16,600.00	353.00	16,247.00
FUND F TOTAL		707,331.05	356,961.00	1,064,292.05	214,815.05	849,477.00

Report Completed 3:00 PM

Greenville Central School

Cafeteria Fund Income Statement

12/31/2013

	Current Month		Year To Date
Sales	16,633.74	45%	74,320.12
After School Sales	1,206.75	3%	3,921.66
Misc. Sales	894.88	2%	1,149.83
State Aid Receivables	18,459.53	50%	85,641.33
Total Sales:	37,194.90	100%	165,032.94
Less Food Costs:			
Food Purchases	14,388.67	39%	54,632.26
Net Profit (Loss):	22,806.23		110,400.68
Less Operating Expenses:			
Shared Services	0.00		2,952.18
Conference	0.00		0.00
Uniform	0.00		0.00
Non-Food	523.19	1%	4,467.75
	523.19		7,419.93
Less Personnel Cost:			
Payroll	16,482.60		61,997.12
Fringe Benefits	10,262.17	72%	50,359.31
	26,744.77		112,356.43
Net Operating Cost:	41,656.63	112%	174,408.62
Profit or (Loss) from Sales:	(4,461.73)	-12%	(9,375.68)
Other Income	1.75		9.26
Transfer from General	-		80,000.00
Overall Profit or (Loss):	(4,459.98)		70,633.58

Dated:

Janet Maassmann
Treasurer

Greenville Central School
 Transfer of Funds
 Month of December 2013

FROM:			TO:			AMOUNT:	
1	2110.130-02-0000	Salaries - 7-12	\$ 1,330	2250.150-07-0000	Salaries - Special Education	\$ 1,330	
		Totals	\$ 1,330		Totals	\$ 1,330	

1 Transfer among teacher salary codes

Board of Education
 January 9, 2014

Transfer made pending Board approval *

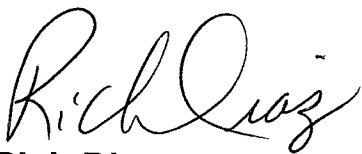
**Greenville Central School District
Claims Audit Report
December 1 to December 31, 2013**

Fund	Check Dates	Amount	Checks Issued	Check Series
Fund A – Warrant 18*	12/01-12/06/13	1,561,755	80	336-338, 341, 29754-29828
Fund TA – Warrant 11	12/01-12/06/13	901,047	16	1052-1055, 2885-2896
Fund C – Warrant 9	12/01-12/06/13	13,448	13	339,2022-2033
Fund F – Warrant 11	12/01-12/06/13	21,234	2	340, 1996
Fund A – Warrant 19	12/07-12/20/13	724,993	69	342-344, 29829-29894
Fund TA – Warrant 12	12/07-12/20/13	610,626	16	1056-1060, 2897-2907
Fund C – Warrant 10	12/07-12/20/13	13,983	9	345, 2036-2043
Fund F – Warrant 12	12/07-12/20/13	22,777	2	346, 1997
Fiscal Totals		\$3,869,863	207	

Recommendation:

There were no issues with this month's claims audit.

***Six checks voided during printing.**



**Rich Diaz
Claims Auditor**

December 20, 2013



AIA® Document G701™ – 2001

Change Order

PROJECT <i>(Name and address):</i> Greenville Central School District MS/HS Bus Loop Modifications & Ellis Elementary FEMA Drainage Rt. 81 Greenville, NY 12083	CHANGE ORDER NUMBER: GC-001 DATE: 12/17/2013	OWNER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO CONTRACTOR <i>(Name and address):</i> Maple Ridge Enterprises PO Box 305 Round Top, NY 12473	ARCHITECT'S PROJECT NUMBER: 12.14 CONTRACT DATE: 6/24/2013 CONTRACT FOR: General Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

This is a no cost change to the Contract that modifies the contract by reducing the amount of contingency included in the "FEMA Alternates & Curbing" Schedule of Values that contains \$4,000 of contingency and the "Bus Loop and Doors" Schedule of Values that contains \$20,000 worth of contingency by applying it to the following scopes of work itemized below.

Scope 1: Install additional Yard drain and connect to Catch Basin #2, restore lawn. And, install additional catch basin grass island, pipe to drainage line and regrade for positive drainage. (\$6,850) District Request

Scope 2: Excavate existing discovered conduit and install hand hole box. (\$1,195) Field Condition

Scope 3: Add additional concrete sidewalk, relocate concrete flagpole base and modify parking lot paving markings. (\$11,443.30) District Request

The total Scope amount is \$19,488.30, of which \$4,000 is drawn from the "FEMA Alternates & Curbing" Schedule of Values effectively closing out that contingency. The remaining \$15,488.30 is drawn against the \$20,000 of contingency in the "Bus Loop and Doors" Schedule of Values leaving \$4,511.70 available in the contract.

The original Contract Sum was	\$ 224,500.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 224,500.00
The Contract Sum will be unchanged by this Change Order in the amount of	\$ 19,488.30
The new Contract Sum including this Change Order will be	\$ 224,500.00

The Contract Time will be increased by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is 8/28/2013

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Stieglitz Snyder Architecture
ARCHITECT (Firm name)

425 Franklin Street
Buffalo, NY 14202

ADDRESS

BY (Signature)

Philip J. Snyder, AIA
(Typed name)

December 17, 2013
DATE

Maple Ridge Enterprises
CONTRACTOR (Firm name)

PO Box 305
Round Top, NY 12473

ADDRESS

BY (Signature)

Gloria Hilgendorf
(Typed name)

12-17-13
DATE

Greenville Central School District
OWNER (Firm name)

Route 81
Greenville, NY 12083

ADDRESS

BY (Signature)

(Typed name)

DATE

Food Service Committee Charge

(Responsibility & Charge of Food Service Committee:

The purpose of the Food Services Committee is to serve in an advisory capacity to the Board of Education to provide a food services program for students with offerings which are nutritious, appealing and sustainable in a financially self-supporting manner. The membership of the committee is:

Composition of the Committee:

- 2 Board of Education members
 - Gloria Bear
 - Patricia Macko
- 1-2 Food Service supervisors
- 2 Food Service workers
- 2 Students
- 1 Parent
- 1 Administrators
 - Tammy J. Sutherland, Assistant Superintendent for Business
- 1 Superintendent of Schools
 - Cheryl A. Dudley

Local Assistance Plan (LAP)
Diagnostic Self-Review Document and Report Template



Name of Principal:	Peter Mahan
Name/Number of School:	Scott M. Ellis Elementary School
School Address:	PO Box 129, Greenville, NY 12083
School Telephone Number:	(518) 966-5070
Principal's Direct Phone Number:	(518) 966-5070 x 301
Principal's E-Mail:	mahanp@greenville.k12.ny.us
District Telephone Number:	(518) 966-5070
Superintendent's Direct Phone Number:	(518) 966-5070 x 501
Superintendent's E-Mail:	dudleyc@greenville.k12.ny.us
Reason for LAP Designation:	AYA for Students with Disabilities
Website Link for Published Report:	

School Principal's Signature *Peter Mahan* Date 11/1/13

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. I understand that the accountability status determination reported in the Information Reporting Services (IRS) portal/nySTART is official and that the district and its school must meet all federal and State requirements pertaining to such accountability designations and expected student performance improvements.

I further certify that I have reviewed the Diagnostic Self-Review Document and met with the school leadership to discuss and revise the rubric ratings as appropriate and that I concur that the ratings provided in the rubric are an accurate assessment of the school's current performance in relation to the tenets.

Superintendent's Signature *Chester Dudley* Date November 1, 2013
For New York City schools, the Community School District Superintendent must sign the self-assessment.

A Message to School/District Leaders:
The purpose of the New York State Education Department (NYSED) school review is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess its current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement. Schools should use the self-review as an opportunity to identify actions to be taken to improve student academic results for the identified subgroup(s), describe the district resources to be used to implement the actions identified, and describe the professional development activities planned to support the implementation of the actions to improve student academic results.

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by Friday, November 22, 2013, as well as kept on file at both the school and the district offices.

Completing This Form

- ✓ Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>) contains helpful information about the rubric.
- ✓ In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.
 - Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
 - Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
 - Make sure the activities proposed reflect a new and robust direction or a continuation of practices that are showing evidence-based positive results in closing the achievement gap(s).
- ✓ Be concise and clear when describing the evidence that supports your ratings.
- ✓ Provide information in the plan that addresses the "who, what, when, and why" of the strategies chosen to meet the needs of the school.
- ✓ **Please Note:** The designation of a school as a LAP means that a school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. These areas should be reflected in the ratings, evidence and action plans outlined in this assessment.
- ✓ Before the completed Self-Review Document and Report Template are submitted to the Board of Education (for NYC, the Chancellor) for approval, the school superintendent must meet with the school leadership to discuss and revise the rubric ratings as appropriate.

A successfully completed Self-Review provides an accurate picture of your school and its needs and describes the actions you and the district will take to address these needs. The evidence and plans for improvement described in the document will closely align to the expectations put forth in the rubric, therefore aligning the plan to the optimal conditions for school effectiveness.

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to accountinfo@mail.nysed.gov.

School Information Sheet											
Grade Configuration	K-5		Total Enrollment	538		Title 1 Population	22.8%		Attendance Rate	94.8 %	
Free Lunch	37%	Reduced Lunch	7%	Student Sustainability	%	Limited English Proficient	%	Students with Disabilities	11.7%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language							
Types and Number of Special Education Classes											
#Special Classes	2		#Consultant Teaching		#Integrated Collaborative Teaching						
# Resource Room											
Types and Number Special Classes											
#Visual Arts	26	#Music	26	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	0.9 %	Hispanic or Latino	2.4 %	Asian or Native Hawaiian/Other Pacific Islander	1.29 %	White	94 %	Multi-racial	1.11%
Personnel											
Years Principal Assigned to School	11		# of Assistant Principals	0.3	# of Deans	0		# of Counselors / Social Workers	1		
% of Teachers with No Valid Teaching Certificate	100%		% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.	12%		Average Teacher Absences	29%		
Overall Accountability Status											
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		6 Year Graduation Rate	N/A	
Reason for LAP (Indicate under the Category) Achievement Gap (AG), Cut Point (CP), and/or Did Not Meet Adequate Yearly Progress (AYP)											
ELA	Mathematics	Science	Graduation Rate	Subgroup							
				American Indian or Alaska Native							
				Hispanic or Latino							
				White							
AYP				Students with Disabilities							
				Economically Disadvantaged							
				Black or African American							
				Asian or Native Hawaiian/Other Pacific Islander							
				Multi-racial							
				Limited English Proficient							

Rate each practice with an H, E, D, or I in the space provided. Before assigning a rating of Effective or Highly Effective to a Statement of Practice, the school should pay particular attention to how the statement of practice is related to the performance of the subgroup(s) of students who caused the school to be identified as requiring a LAP. When providing a response to a Statement of Practice that is Effective, Developing, or Ineffective, the school should specify whether actions will be targeted to the subgroup(s) of students who caused the school's identification or be part of a whole school transformation or turnaround strategy.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Rating	Statement of Practice 2.2: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).						
<input type="checkbox"/>	Highly Effective	a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.					
<input type="checkbox"/>	Effective	a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.					
X	Developing	a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.					
<input type="checkbox"/>	Ineffective	a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.					
Please indicate the evidence used to determine the rating. Check all that apply.	X Classroom Observations – # Visited: <u> 12 </u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u> 45 </u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning	X Documents Reviewed: <table border="1" data-bbox="1015 1129 1518 1281"> <tr><td>DIBELS, APPR plans data 9/2013</td></tr> <tr><td>Fountas and Pinnell 9/13, 2012-2013</td></tr> <tr><td>NYS School Report Card 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Gr 3-5 Special Education Analysis 2012-2013</td></tr> <tr><td>ELA Standards Distribution 2013</td></tr> </table>	DIBELS, APPR plans data 9/2013	Fountas and Pinnell 9/13, 2012-2013	NYS School Report Card 2009-10, 2010-11, 2011-12	Gr 3-5 Special Education Analysis 2012-2013	ELA Standards Distribution 2013
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Fountas and Pinnell 9/13, 2012-2013							
NYS School Report Card 2009-10, 2010-11, 2011-12							
Gr 3-5 Special Education Analysis 2012-2013							
ELA Standards Distribution 2013							
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.							
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> - The Response to Intervention Team and Building Level Team will continue to enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will be reviewed three times per year in the fall, winter and spring -Faculty members will continue to review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013). Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5 -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention plans at PTA meetings, through the website, and via school newsletters 						

Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool -District communication platforms i.e. website, school newsletter
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services in the construction of Response to Intervention interventions (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborative review of the New York State standards and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core

Rating	Statement of Practice 2.3: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.								
<input type="checkbox"/>	Highly Effective	<ul style="list-style-type: none"> a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life. 							
<input type="checkbox"/>	Effective	<ul style="list-style-type: none"> a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders. 							
X	Developing	<ul style="list-style-type: none"> a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders. 							
<input type="checkbox"/>	Ineffective	<ul style="list-style-type: none"> a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders. 							
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #:----- X Other: Collaborative Teacher/Administrator planning </td> <td style="width: 50%; vertical-align: top;"> X Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>DIBELS, APPR plans data 9/2013</td></tr> <tr><td>Fountas and Pinnell 9/13, 2012-2013</td></tr> <tr><td>NYS School Report Card 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Gr 3-5 Special Education Analysis 2012-2013</td></tr> <tr><td>ELA Standards Distribution 2013</td></tr> </table> </td> </tr> </table>		<ul style="list-style-type: none"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #:----- X Other: Collaborative Teacher/Administrator planning 	X Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>DIBELS, APPR plans data 9/2013</td></tr> <tr><td>Fountas and Pinnell 9/13, 2012-2013</td></tr> <tr><td>NYS School Report Card 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Gr 3-5 Special Education Analysis 2012-2013</td></tr> <tr><td>ELA Standards Distribution 2013</td></tr> </table>	DIBELS, APPR plans data 9/2013	Fountas and Pinnell 9/13, 2012-2013	NYS School Report Card 2009-10, 2010-11, 2011-12	Gr 3-5 Special Education Analysis 2012-2013	ELA Standards Distribution 2013
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Gr 3-5 Special Education Analysis 2012-2013									
ELA Standards Distribution 2013									

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Observation of teachers will be conducted twice a year, Summative professional conferences with principal, providing feedback to teachers, will be conducted annually -Mentors and Instructional Support Services Coaches for Students with Disabilities will provide office hours and teacher workshops -The district will continue to work with outside agencies that provide support for at-risk/special education students (Office of Mental Health, Greene County Committee for Disabilities and OPWDD) -Parent participation will continue via Parent/Teacher Conferences, Open House, Building Level Teams (shared decision making team) -The Response to Intervention Team and Building Level Team will enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will be reviewed three times per year in the fall, winter and spring. -Faculty members will review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013). Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan.
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly establish schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool -District communication platforms i.e. website, school newsletter
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<ul style="list-style-type: none"> -Purchased and implemented training on the use of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services in the construction of Response to Intervention interventions (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborative review of the New York State standards and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core

Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	
<p>Rating</p> <p><input type="checkbox"/></p>	<p>Highly Effective</p> <ul style="list-style-type: none"> a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.
<p>X</p>	<p>Effective</p> <ul style="list-style-type: none"> a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely

		available to all stakeholders.												
<input type="checkbox"/>	Developing	a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.												
<input type="checkbox"/>	Ineffective	a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.												
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="0"> <tr> <td>X Classroom Observations – # Visited: <u>12</u></td> <td>X Documents Reviewed:</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Students – #: _____</td> <td>Budget Planning Calendar</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Support Staff – #: _____</td> <td>Quality Education Committee (K-12) process</td> </tr> <tr> <td>X Interviews with Teachers – #: <u>45</u></td> <td>Grades 3-5 Special Education Analysis</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</td> <td></td> </tr> <tr> <td>X Other: Collaborative Teacher/Administrator planning</td> <td></td> </tr> </table>	X Classroom Observations – # Visited: <u>12</u>	X Documents Reviewed:	<input type="checkbox"/> Interviews with Students – #: _____	Budget Planning Calendar	<input type="checkbox"/> Interviews with Support Staff – #: _____	Quality Education Committee (K-12) process	X Interviews with Teachers – #: <u>45</u>	Grades 3-5 Special Education Analysis	<input type="checkbox"/> Interviews with Parents/Guardians – #: _____		X Other: Collaborative Teacher/Administrator planning	
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<input type="checkbox"/> Interviews with Parents/Guardians – #: _____														
X Other: Collaborative Teacher/Administrator planning														
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.														
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Board of Education will adopt Journeys Common Core 2014 as of October 10, 2013 -The principal will continue to work with teachers to define staffing needs in K-3 language development, as related to Common Core Learning Standards -The principal and Director of Special Education will continue to use the 2013-2014 budget calendar guidelines to develop recommendations regarding ELA, Response to Intervention and special education staffing -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication 													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -The Board of Education purchased Journeys Common Core (October 10, 2013) -District funds to purchase a general education/special education data management tool -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan 													
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Houghton, Mifflin, Harcourt provided professional development regarding the use of Journeys 2014 student and teacher materials -Teacher training regarding use of Response to Intervention data management system -Teachers will be provided goal updates via monthly grade level team meetings and monthly faculty meetings 													

Rating	Statement of Practice 2.5:	
	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	
<input type="checkbox"/>	Highly Effective	a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans. b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members. c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.
X	Effective	a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant

		<p>feedback and teacher improvement plans.</p> <p>b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.</p> <p>c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.</p>				
<input type="checkbox"/>	Developing	<p>a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans.</p> <p>b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members.</p> <p>c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.</p>				
<input type="checkbox"/>	Ineffective	<p>a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized.</p> <p>b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members.</p> <p>c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.</p>				
<p>Please indicate the evidence used to determine the rating. Check all that apply.</p>		<p>X Classroom Observations – # Visited: <u>12</u></p> <p><input type="checkbox"/> Interviews with Students – #: _____</p> <p><input type="checkbox"/> Interviews with Support Staff – #: _____</p> <p>X Interviews with Teachers – #: <u>45</u></p> <p><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</p> <p>X Other: Collaborative Teacher/Administrator planning</p>				
		<p>X Documents Reviewed:</p> <table border="1"> <tr><td>APPR plan 1 (2003)</td></tr> <tr><td>APPR plan 2 (2012)</td></tr> <tr><td>Grades 3-5 Special Education Analysis</td></tr> <tr><td> </td></tr> </table>	APPR plan 1 (2003)	APPR plan 2 (2012)	Grades 3-5 Special Education Analysis	
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Grades 3-5 Special Education Analysis						
<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>						
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<p>-Observation of teachers conducted twice a year. Summative professional conference with principal, providing feedback to teachers annually</p> <p>-Mentors and Instructional Support Services Coach for Students with Disabilities will continue to provide office hours and teacher workshops</p> <p>- The Response to Intervention Team and Building Level Team will enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013)</p> <p>-The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will be reviewed three times per year in the fall, winter and spring.</p> <p>-Faculty members will continue to review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013). Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5.</p> <p>-Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan.</p> <p>-Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication</p> <p>-The district will continue to implement established protocols to enhance teacher and principal effectiveness via approved Teacher/Principal Improvement Planning structures</p> <p>-The district will adopt IEP Direct and align IEP goals with the Common Core Learning Standards</p>					
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance</p>	<p>-Instructional Support Services coaches are in place for 2013-2014 via the Strengthening Teacher Leader Effectiveness grant</p> <p>-District release time for teachers enhancing practices via the APPR process</p> <p>-Assign Questar III Special Education School Improvement Services support on a regular basis for 2013-</p>					

levels.	2014 -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool -District communication platforms i.e. website, school newsletter					
Describe the professional development activities planned to support the implementation of the actions in this area.	-Train special education and general education teachers in the use of IEP Direct student management system					
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are ***appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.						
Rating	Statement of Practice 3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.					
<input type="checkbox"/>	Highly Effective	a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.				
<input type="checkbox"/>	Effective	a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.				
X	Developing	a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.				
<input type="checkbox"/>	Ineffective	a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Collaborative Teacher/Administrator planning	<input checked="" type="checkbox"/> Documents Reviewed: Common Core Learning Standard <table border="1" style="width: 100%;"> <tr><td>Literacy Research Summary 2013</td></tr> <tr><td>BLT Report to Teachers 7/2013</td></tr> <tr><td>Quality Education Committee minutes 9/2013</td></tr> <tr><td>Board of Education minutes 10/2013</td></tr> </table>	Literacy Research Summary 2013	BLT Report to Teachers 7/2013	Quality Education Committee minutes 9/2013	Board of Education minutes 10/2013
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Board of Education minutes 10/2013						
If the SOP rating is Effective, Developing or Ineffective , please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	-Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Teachers will implement differentiated learning activities within Journeys Common Core to support special education and at-risk learners -The building principal and special education director will continue to recommend that a targeted language service be provided to all classrooms K-3 to achieve the language standards of the common core					
Describe the district resources to be	-Journeys 2014 purchase, which includes materials for special education teachers and students with					

used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>disabilities</p> <ul style="list-style-type: none"> -Team meetings with building administration to review progress monitoring data of at-risk and special education students -Budgeted staffing to address K-3 language needs as related to Common Core Learning Standards
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Special education teachers will use monthly meeting times to review differentiation opportunities within the Journeys Common Core learning program -Professional development for 2013-2014 will be implemented via the district approved Journeys Common Core implementation plan

Statement of Practice 3.3:								
Rating	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.							
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs.</p> <p>b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates.</p> <p>c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.</p>							
<input type="checkbox"/>	<p>Effective</p> <p>a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject.</p> <p>b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials.</p> <p>c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.</p>							
X	<p>Developing</p> <p>a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas.</p> <p>b) Teachers use unit plans in classes that expose students to materials aligned to their grade.</p> <p>c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.</p>							
<input type="checkbox"/>	<p>Ineffective</p> <p>a) Teachers meet informally and/or have no systems or protocols for working on unit plans.</p> <p>b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars.</p> <p>c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.</p>							
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If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Grade level teams, including special education teachers, will continue to work on a weekly basis to collaborate on the development of Common Core Learning Standards aligned lessons -Special education and general education teachers will review the Journeys 2014 scope and sequence charts to confirm alignment with Common Core Learning Standards during team and faculty meetings -Student IEPs will reflect present level of performance and Common Core Learning Standards aligned goals -Special education plans will continue to be aligned with progress monitoring data -Special education teachers' progress monitoring plans will be supported and reviewed via the Response to Intervention team process
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -CSE meetings will be used to align goals and present levels of performance with the Common Core Learning Standards -Grade level team meetings will be used for data review -Principal, Director of Special Education, Curriculum Specialist and other Administrators will work with the Questar III data specialist to review the connection between student New York State assessment

	<p>data, power standards, and annotated questions from NYSED assessment</p> <ul style="list-style-type: none"> -Power standard/ annotated question data to enhance faculty meeting activities. -Questar III data analyst and Special Education School Improvement Services support
Describe the professional development activities planned to support the implementation of the actions in this area.	-Professional development for 2013-2014 will be implemented via the district approved Journeys Common Core implementation plan

Rating	Statement of Practice 3.4: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.
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<input type="checkbox"/>	Highly Effective	<p>a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught.</p> <p>b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.</p>
X	Effective	<p>a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.</p> <p>b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.</p>
<input type="checkbox"/>	Developing	<p>a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis.</p> <p>b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.</p>
<input type="checkbox"/>	Ineffective	<p>a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist.</p> <p>b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.</p>

Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Collaborative Teacher/Administrator planning	X Documents Reviewed: <table border="1"> <tr> <td>Integrated Technology Instruction Proposal planning Summer 2013</td> </tr> <tr> <td>Team Leaders agenda 2012-2013</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table>	Integrated Technology Instruction Proposal planning Summer 2013	Team Leaders agenda 2012-2013		
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If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Grade level teachers will continue to plan with Instructional Support Services Coach for Technology to embed technology standards within grade level content (summer 2013). Integrated technology activities will be attached to identified units and be implemented K-5 (fall 2013) -Grade level teams will continue to integrate science and social studies themes while addressing Common Core Learning Standards aligned ELA lessons -Special education and general education teachers will review the Journeys 2014 scope and sequence charts to confirm alignment with Common Core Learning Standards during team and faculty meetings -Student IEPs will reflect present level of performance and Common Core Learning Standards aligned goals -Special education plans will be aligned with progress monitoring data -The district Gifted and Talented Education Committee is conducting research regarding technology applications that will support the effective integration of content for at risk and gifted and talented learners (October 2, 2013) -The Response to Intervention team and teachers will review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention Team, and benchmark data will be reviewed three times per year in the fall, winter and spring. -Faculty members will review State Education Department data regarding ELA power standards based on
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	<p>the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013)</p> <p>Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned Journeys Common Core 2014 for all students K-5.</p> <p>-Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan</p> <p>-Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication</p> <p>-The building principal will communicate Response to Intervention activities at PTA meetings, through the website, and via school newsletters</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>-CSE meetings will be used to align individual students' IEP goals and present levels of performance</p> <p>-Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners</p> <p>- Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant)</p> <p>-Speech and occupational therapy improvement services that can be provided to all at risk students (change in delivery model)</p> <p>-District funds to purchase a general education/special education data management tool</p> <p>-District communication platforms i.e. website, school newsletter</p> <p>-Grade level team meetings will be used for data review</p> <p>-Principal, Director of Special Education, Curriculum Specialist and other Administrators will work with Questar III data specialist to review the connection between student New York State assessment data, power standards, and annotated questions from NYSED assessment</p> <p>-Power standard/ annotated question data will be used to enhance faculty meeting activities</p> <p>-Questar III data analyst and Special Education School Improvement Services support</p>
Describe the professional development activities planned to support the implementation of the actions in this area.	<p>-Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013)</p> <p>-Teacher in-services in the construction of Response to Intervention interventions (2012-2013, summer 2013, fall 2013)</p> <p>-Faculty meeting time for collaborative review of the New York State standards and identification of power standards (ongoing during 2013-2014)</p> <p>-Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core</p>

Statement of Practice 3.5:	
Rating	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success.</p> <p>b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based.</p> <p>c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.</p>
<input type="checkbox"/>	<p>Effective</p> <p>a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success.</p> <p>b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction.</p> <p>c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and</p>

		timely path for progress and growth.														
X	Developing	<p>a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels.</p> <p>b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction.</p> <p>c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.</p>														
<input type="checkbox"/>	Ineffective	<p>a) The school leader does not use data as a mechanism to assess student achievement levels.</p> <p>b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning.</p> <p>c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.</p>														
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td>X Classroom Observations – # Visited: <u>12</u></td> <td>X Documents Reviewed:</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Students – #: _____</td> <td>RTI planning notes 2012-2013</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Support Staff – #: _____</td> <td>DIBELS APPR plans data 9/2013</td> </tr> <tr> <td>X Interviews with Teachers – #: <u>45</u></td> <td>Fountas and Pinnell 9/13, 2012-2013</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</td> <td>NYS School Report Card 2009-10, 2010-11, 2011-12</td> </tr> <tr> <td>X Other: Collaborative Teacher/Administrator planning</td> <td>Gr 3-5 Special Education Analysis 2012-2013</td> </tr> <tr> <td></td> <td>ELA Standards Distribution 2013</td> </tr> </table>	X Classroom Observations – # Visited: <u>12</u>	X Documents Reviewed:	<input type="checkbox"/> Interviews with Students – #: _____	RTI planning notes 2012-2013	<input type="checkbox"/> Interviews with Support Staff – #: _____	DIBELS APPR plans data 9/2013	X Interviews with Teachers – #: <u>45</u>	Fountas and Pinnell 9/13, 2012-2013	<input type="checkbox"/> Interviews with Parents/Guardians – #: _____	NYS School Report Card 2009-10, 2010-11, 2011-12	X Other: Collaborative Teacher/Administrator planning	Gr 3-5 Special Education Analysis 2012-2013		ELA Standards Distribution 2013
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If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.																
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -The Response to Intervention team and teachers will review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will be reviewed three times per year in the fall, winter and spring. - School psychologists and Instructional Support Coaches for Special Education, English Language Learners and Response to Intervention will work with classroom teachers to effectively analyze student data to improve classroom instruction -Implement speech/language improvement services in primary classrooms to support the language needs of students as required within the Common Core Learning Standards - The Response to Intervention team and Building Level Team will enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013) -Faculty members will review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned Journeys Common Core 2014 for all students K-5 -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention activities at PTA meetings, through the website, and via school newsletters. 															
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool -District communication platforms i.e. website, school newsletter -September DIBELS screening/ midyear/ end of the year -Budgeted staffing to address K-3 language needs as related to Common Core Learning Standards 															
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Use special education team meetings, which are held weekly, to plan the development of IEP goals that are aligned with Common Core power standards and the associated prerequisite skills -Use special education/remedial team meetings, which are held weekly, to develop consistent strategies and processes (K-5) to assist in regular progress monitoring for at- risk students and students with 															

	<p>disabilities.</p> <ul style="list-style-type: none"> -Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services in the construction of Response to Intervention supports (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborate review of the New York State standards, and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core -Provide technology integration support strategies at monthly faculty meetings
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Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Rating	Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students.</p> <p>b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students.</p> <p>c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.</p>
<input type="checkbox"/>	<p>Effective</p> <p>a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.</p> <p>b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement.</p> <p>c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.</p>
X	<p>Developing</p> <p>a) Teachers have a plan and are learning how to align it to class data.</p> <p>b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students.</p> <p>c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.</p>
<input type="checkbox"/>	<p>Ineffective</p> <p>a) Teachers do not have plans that are based on data.</p> <p>b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students.</p> <p>c) Teachers have not established short or long-term goals for groups of students.</p>

<p>Please indicate the evidence used to determine the rating. <i>Check all that apply.</i></p>	<p>X Classroom Observations – # Visited: <u>12</u></p> <p><input type="checkbox"/> Interviews with Students – #: _____</p> <p><input type="checkbox"/> Interviews with Support Staff – #: _____</p> <p>X Interviews with Teachers – #: <u>45</u></p> <p><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</p> <p>X Other: Collaborative Teacher/Administrator planning</p>	<p>X Documents Reviewed:</p> <table border="1" style="width: 100%;"> <tr><td>DIBELS, APPR plans data 9/2013</td></tr> <tr><td>Fountas and Pinnell 9/13, 2012-2013</td></tr> <tr><td>NYS School Report Card 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Gr 3-5 Special Education Analysis 2012-2013</td></tr> <tr><td>ELA Standards Distribution 2013</td></tr> </table>	DIBELS, APPR plans data 9/2013	Fountas and Pinnell 9/13, 2012-2013	NYS School Report Card 2009-10, 2010-11, 2011-12	Gr 3-5 Special Education Analysis 2012-2013	ELA Standards Distribution 2013
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ELA Standards Distribution 2013							

If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Special education teachers will continue to develop IEP goals on an annual basis to match common core learning standards. Goals will be progress monitored three times per year. Skills will be measured via student work samples and assessments - The Response to Intervention team and Building Level Team will enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013) -The Response to Intervention team and teachers will review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention Team, and benchmark data will be reviewed three times per year in the fall, winter and spring
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	<ul style="list-style-type: none"> -Faculty members will review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) - Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned Journeys Common Core 2014 for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention activities at PTA meetings, through the website, and via school newsletters -Attendance is monitored by attendance review team on a monthly basis and reported concerns are addressed through letters, face to face meetings with parents and guidance staff, and administration - every two weeks -English Language Learner students will be provided guided support that is aligned with part 154 and Common Core Learning Standards. An English Language Learner coach is available to support classroom teachers regarding the needs of English Language Learner students. This support is available throughout the 2013- 2014 school year -Speech and OT therapists will provide support and consultation services for at-risk and special education students via classroom teachers
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool -District communication platforms i.e. website, school newsletter
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services regarding the construction of Response to Intervention supports (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborate review of the New York State standards, and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core

Rating	Statement of Practice 4.3: Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	
<input type="checkbox"/>	Highly Effective	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.
<input type="checkbox"/>	Effective	a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.
X	Developing	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals.
<input type="checkbox"/>	Ineffective	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.
Please indicate the evidence used to determine the rating.		X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____
		X Documents Reviewed: <u>Gr 3-5 Special Education Analysis 2012-2013</u>

Check all that apply.	<input type="checkbox"/> Interviews with Support Staff – #: _____	ELA Standards Distribution 2013
	X Interviews with Teachers – #: <u>45</u>	Faculty meeting October 2013
	<input type="checkbox"/> Interviews with Parents/Guardians – #: _____	Common Core Learning Standards
	X Other: Collaborative Teacher/Administrator planning	Journeys 2014 Scope and Sequences

If the SOP rating is **Effective, Developing** or **Ineffective**, please provide a response in the areas below.

<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> - The Response to Intervention team and Building Level Team will enhance the intervention processes and expectations for at-risk students. (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will continue to be reviewed three times per year in the fall, winter and spring -Faculty members will continue to review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) -Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention plans at PTA meetings, through the website, and via school newsletters. -Teachers will implement grade specific scope and sequence that is aligned with the Common Core Learning Standards -Students with high levels of reading needs, will be provided intervention via the Leveled Literacy Intervention or WILSON reading program on a daily basis -Consultant teacher services, resource rooms, and special education classes will be provided to meet the needs of students with disabilities as per IEP goals
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Journeys Common Core ELA materials have been purchased by the Board of Education, at the recommendation of the Building Level Team, to support the curriculum needs of special education and general education students and their teachers. These materials will be the basis of the K-5 ELA program (October 10, 2013) -Fountas & Pinnell ELA materials have been purchased by the Board of Education, at the recommendation of the Building Level Team, to support the curriculum needs of special education and general education students and their teachers. These materials are a resource tool for children who require specialized reading instruction. -Leveled Literacy Intervention materials have been purchased -A defined scope and sequence that will guide student learning expectations, specific to each grade level and aligned with the common core
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<ul style="list-style-type: none"> -Professional development for 2013-2014 will be implemented via the district approved Journeys Common Core implementation plan -The principal and curriculum specialist will develop a 14-21 hour in-service opportunity for teachers to work collaboratively to align ELA curriculum resources with the individual needs of students. This in-service is proposed for late August 2014

Rating	Statement of Practice 4.4: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	
<input type="checkbox"/>	Highly Effective	<ul style="list-style-type: none"> a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of

		instructional materials that contain high levels of text and content complexity.												
X	Effective	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.												
<input type="checkbox"/>	Developing	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.												
<input type="checkbox"/>	Ineffective	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.												
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1"> <tr> <td>X Classroom Observations – # Visited: <u>12</u></td> <td>X Documents Reviewed:</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Students – #: _____</td> <td>BLT survey data 2010-2011, 2011-2012, 2012-2013</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Support Staff – #: _____</td> <td>Responsive Classroom Guiding Principles</td> </tr> <tr> <td>X Interviews with Teachers – #: <u>45</u></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</td> <td></td> </tr> <tr> <td>X Other: Collaborative/Teacher Administrator planning</td> <td></td> </tr> </table>	X Classroom Observations – # Visited: <u>12</u>	X Documents Reviewed:	<input type="checkbox"/> Interviews with Students – #: _____	BLT survey data 2010-2011, 2011-2012, 2012-2013	<input type="checkbox"/> Interviews with Support Staff – #: _____	Responsive Classroom Guiding Principles	X Interviews with Teachers – #: <u>45</u>		<input type="checkbox"/> Interviews with Parents/Guardians – #: _____		X Other: Collaborative/Teacher Administrator planning	
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X Other: Collaborative/Teacher Administrator planning														
If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.														
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Responsive Classroom strategies will continue to be implemented by general education teachers, special education teachers and principal in grades K-5 -Code of Conduct will be reviewed annually with students during the opening days of school via teachers and building principal -All families will continue to receive a plain language copy of the Code of Conduct. The Code of Conduct will be posted on the district website -Morning meetings will be used within each classrooms at least once per week to develop classroom community and focus on cooperation, assertion, respect, empathy, and self-control -Kelso's choice/ solution circle strategies will be used in classrooms, cafeteria, playground and all instructional spaces. -The Bully Buster program was presented to all students in grades K-5 (spring 2013) -The elementary guidance counselor will continue to provide in-class instruction for K-2 classrooms that focuses on courage and determination -The elementary guidance counselor will continue to provide in-class instruction for grades 3-5 regarding assertiveness, bully prevention and student resources for when they need adult assistance -The elementary guidance counselor will continue to provide classroom support regarding character education topics such as solution circle and sportsmanship -“Bucket fillers” program will be used in kindergarten classrooms annually -Journeys materials are aligned to address text complexity. Selected students with disabilities are participating in “Better Answers” interventions -Counseling services are provided as per IEP's and teacher referrals -Occupational therapy service delivery models that increase consultation and enhance proactive services will be investigated by the Director of Special Education -The building principal will continue to direct student assemblies on the opening day of school that are aligned with SAVE and DASA regulations regarding student safety and bullying -Director of Special Education will explore supports for at-risk learners via assistive technology services -Students who demonstrate patterns of undesirable behavior will be provided weekly social skills training via the school psychologists -The elementary guidance counselor will continue to meet with students based on teacher, parent or self-referral. Students are oriented to this self-referral process by the counselor's visits to every classroom in the fall, and through individual meetings with all new students -The principal will continue to provide feedback to all teachers regarding classroom environment via the observation process, with feedback on communication with students and effective student groupings. -The principal will continue to develop a master schedule that provides extended learning opportunities 													
Describe the district resources to be used to implement the actions in this area to improve the identified	<ul style="list-style-type: none"> -The Responsive Classroom model (as a Tier I intervention) in grades K-5. Training has been provided to the principal and several classroom/special education teachers -The Building Level Team will allocate staff efforts to address any student concerns regarding a safe and 													

subgroup(s) student performance levels.	<p>orderly school environment, based on student survey results</p> <ul style="list-style-type: none"> -Elementary guidance counselor and school psychologist will continue to allocate time for character education and social skills lessons -Principal requires approximately three hours per day to address APPR requirements
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Responsive Classroom trained staff members will continue to provide turnkey training to Special education and general education teachers regarding use of proactive strategies -Student Aide/monitors will be trained in the use of Solution Circle strategies as a way to help students solve small problems -Teachers/aides will receive annual training regarding the use of proactive behavioral de-escalation techniques for at-risk students

Statement of Practice 4.5:								
Rating	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.							
<input type="checkbox"/>	<p>Highly Effective</p> <p>a) Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs.</p> <p>b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction.</p> <p>c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.</p>							
<input type="checkbox"/>	<p>Effective</p> <p>a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.</p> <p>b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>							
X	<p>Developing</p> <p>a) Teachers utilize data sources to inform instructional decision-making.</p> <p>b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support.</p> <p>c) Teachers provide data-based feedback to students.</p>							
<input type="checkbox"/>	<p>Ineffective</p> <p>a) Teachers do not use assessments to inform instructional decision-making.</p> <p>b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans.</p> <p>c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.</p>							
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<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> - The Response to Intervention Team and Building Level Team will enhance the intervention processes and expectations for at-risk students (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will be reviewed three times per year in the fall, winter and spring -Faculty members will continue to review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) -Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to
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	<p>Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication</p> <p>-The building principal will communicate Response to Intervention activities at PTA meetings, through the website, and via school newsletters</p>
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<p>-Response To Intervention processes will continue to be developed to direct in-class interventions for students at Tier I. These plans will be monitored via the Response To Intervention team (teacher, reading specialist, guidance counselor, school psychologist) every five weeks. Data will include screening results, Fountas & Pinnell assessments, reading records, and classroom artifacts.</p> <p>-Data Driven Instruction (DDI) processes will continue to be developed to direct interventions for high needs students at Tier II & III. These plans will be monitored via a team (teacher, reading specialist, school psychologist) on a regular basis. Data will include screening results, Fountas & Pinnell assessments, reading records, and classroom artifacts.</p> <p>-The principal, curriculum specialist, and grade/department teacher leaders will develop assessment schedules that define the assessments required in reading, the timeline of such assessments, and the expectations for teachers to use the data.</p>
Describe the professional development activities planned to support the implementation of the actions in this area.	-General education and special education teachers will work collaboratively with the Response to Intervention coach to develop strategies regarding consistent methods on how to involve students in their own learning

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Rating	Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.					
<input type="checkbox"/>	Highly Effective	<p>a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students.</p> <p>b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success.</p> <p>c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.</p>				
X	Effective	<p>a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.</p> <p>b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs.</p> <p>c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.</p>				
<input type="checkbox"/>	Developing	<p>a) The school is developing a system to address the social and emotional developmental health needs of students.</p> <p>b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students.</p> <p>c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.</p>				
<input type="checkbox"/>	Ineffective	<p>a) The school does not have a system to coordinate the social and emotional developmental health needs of students.</p> <p>b) The school does not have a system of referral and support, or the system in place is ineffective.</p> <p>c) The school does not use data to identify student areas of need connected to social and emotional developmental health.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<p>X Classroom Observations – # Visited: <u>12</u></p> <p><input type="checkbox"/> Interviews with Students – #: _____</p> <p><input type="checkbox"/> Interviews with Support Staff – #: _____</p> <p>X Interviews with Teachers – #: <u>45</u></p> <p><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</p> <p>X Other: Collaborative Teacher/Administrator planning</p>	<p>X Documents Reviewed:</p> <table border="1"> <tr><td>DASA regulations</td></tr> <tr><td>Responsive Classroom Guiding Principles</td></tr> <tr><td>Part regulations</td></tr> <tr><td>BLT student surveys 2010-11, 2011-12, 2012-13</td></tr> </table>	DASA regulations	Responsive Classroom Guiding Principles	Part regulations	BLT student surveys 2010-11, 2011-12, 2012-13
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If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to	-Elementary guidance counselor and school psychologist will continue to allocate time for character
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<p>improve the identified subgroup(s) student performance levels.</p>	<p>education and social skills lessons</p> <ul style="list-style-type: none"> -General education and special education teachers will continue to remind students to seek guidance staff as needed -Morning meetings will continue to be used to develop rapport with teachers and classmates -Students with IEPs who demonstrate social, emotional and developmental needs will continue to be provided Functional Behavioral Assessments/Behavioral Intervention Plan supports with parental consent -Special education staff will continue to work with community partners via the Single Point of Access team to coordinate the social and medical needs of students -Greene County Committee on Disabilities will meet at GCSD to inform agencies and parents of resources available within the county (November 18, 2013) -Scott M. Ellis Elementary School will partner with the local food bank to provide weekend meals to children who are at risk of hunger -The principal, guidance and secretarial team will continue to meet on a regular basis to review student attendance information. -The principal, guidance and school psychologists will continue to meet weekly to review discipline/emotional needs of students -The school nurse will continue to create health plans for at-risk students annually -The district required wellness training for all staff will continue to be provided (August 2012-June 2014)
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>	<ul style="list-style-type: none"> -Responsive Classroom model (as a Tier I intervention) in grades K-5. -Use of morning meetings to build relationships with each student in their classrooms. Meetings are conducted one to five times per week -Students continue to be referred for social and emotional support from the school, psychologist or counselor via the classroom teacher. Ongoing interventions are scheduled as a result of these initial consultations. -The school psychologist and the guidance counselor continue to assist in the creation of individualized behavioral plans to address students' social and emotional needs. -The school is developing systems to effectively monitor the effectiveness of these behavioral interventions, and to develop a hierarchy of processes to address student needs. -GCSD has purchased materials to support Occupational Therapy based de-escalation strategies
<p>Describe the professional development activities planned to support the implementation of the actions in this area.</p>	<ul style="list-style-type: none"> -The principal has provided professional development in the use of morning meetings via faculty meetings. Additional resources are available so they may participate in independent study via video resources and morning meeting texts. -GCSD provides education to all faculty and staff members regarding the care of students with individualized health plans. This instruction is presented at superintendent's conference days annually. -Occupational Therapy consultation to effectively use OT based de-escalation for special education and general education teachers

Statement of Practice 5.3:		
Rating	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	
<input type="checkbox"/>	Highly Effective	<ul style="list-style-type: none"> a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.
X	Effective	<ul style="list-style-type: none"> a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills.

		c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.												
<input type="checkbox"/>	Developing	a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.												
<input type="checkbox"/>	Ineffective	a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in supporting the social and emotional developmental health of students.												
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If the SOP rating is Effective , Developing or Ineffective , please provide a response in the areas below.														
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Responsive classroom will continue to be consistently implemented in grades K-5 with a focus on students developing cooperation, assertion, respect, empathy and self-control. This program is embedded in classroom instruction and is reinforced throughout the school via school wide messages and parent newsletters. -Autism training will be provided to school employees to address the needs of working with students with autism (October 11, 2013). This training was provided through the Center for Autism Related Disabilities (CARD) through the University at Albany -Nurses, speech pathologists, and school psychologists will continue to meet with the Director of Special Education to review alternate approaches to social and emotional development of student 													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	-Greenville CSD has implemented the Responsive Classroom model (as a Tier I intervention) in grades K-5.													
Describe the professional development activities planned to support the implementation of the actions in this area.	-Autism training is provided to school employees to address the needs of working with students with autism spectrum disorders (October 11, 2013). This training was provided through the Center for Autism Related Disabilities (CARD) at the State University of New York-Albany.													

Rating	Statement of Practice 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	
<input type="checkbox"/>	Highly Effective	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.
<input type="checkbox"/>	Effective	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.

X	Developing	<p>a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports.</p> <p>b) Among teachers, there is uncertainty regarding their role in supporting students’ social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support.</p> <p>c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn’t a clear understanding of how the support connects to the school’s vision.</p>												
☐	Ineffective	<p>a) Students express that they do not feel safe and supported in their school community.</p> <p>b) Teachers are unable to articulate the school’s vision connected to social and emotional developmental health and/or do not express their role in supporting students.</p> <p>c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.</p>												
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.														
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> - The Response to Intervention team and Building Level team will enhance the intervention processes and expectations for at-risk students. (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will continue to be reviewed three times per year in the fall, winter and spring. -Faculty members will review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) - Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Tools will be reviewed by the Director of Special Education to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention plans at PTA meetings, through the website, and via school newsletters. -Students can articulate the core values of Cooperation, Assertion, Responsibility, Empathy and Self-Control (CARES.) Students complete surveys about respect within the school. During 2013-14 BLT members will refine these surveys to pinpoint specific interventions to address students’ needs. Results are used to develop interventions -Parent participation continues to be an essential element of the code of conduct, BLT, Principal attends all PTA meetings and events 													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -The Responsive Classroom model (as a Tier I intervention) in grades K-5. Training has been provided to the principal and several classroom/special education teachers. -The Building Level Team will allocate staff efforts to address any student concerns regarding a safe and orderly school environment, based on student survey results -Elementary guidance counselor and school psychologist will continue to allocate time for character education and social skills lessons -Principal requires approximately three hours per day to address APPR requirements 													
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Responsive Classroom trained staff members will continue to provide turnkey training to Special education and general education teachers regarding use of proactive strategies -Student Aide/monitors will be trained in the use of Solution Circle strategies as a way to help students solve small problems 													

	-Teachers/aides will receive annual training regarding the use of proactive behavioral de-escalation techniques for at risk students
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Rating	Statement of Practice 5.5: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.						
<input type="checkbox"/>	Highly Effective	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.					
<input type="checkbox"/>	Effective	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.					
X	Developing	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.					
<input type="checkbox"/>	Ineffective	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.					
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning </td> <td style="width: 50%; vertical-align: top;"> X Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Building Level Team goals 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Student surveys 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Staff training 2010-11, 2011-12</td></tr> </table> </td> </tr> </table>	X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning	X Documents Reviewed: <table border="1" style="width: 100%;"> <tr><td>Building Level Team goals 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Student surveys 2009-10, 2010-11, 2011-12</td></tr> <tr><td>Staff training 2010-11, 2011-12</td></tr> </table>	Building Level Team goals 2009-10, 2010-11, 2011-12	Student surveys 2009-10, 2010-11, 2011-12	Staff training 2010-11, 2011-12
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If the SOP rating is **Effective**, **Developing** or **Ineffective**, please provide a response in the areas below.

Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> - The Response to Intervention team and Building Level team will enhance the intervention processes and expectations for at-risk students. (fall/ winter of 2013) -The Response to Intervention team and teachers will continue to review student learning data from Speed Dial, DIBELS, Fountas & Pinnell, New York State Assessment data, attendance, discipline and curriculum based measures (classroom tier I interventions) for all students, including at-risk and special education students. Data review meetings will be conducted weekly through the Response to Intervention team, and benchmark data will continue to be reviewed three times per year in the fall, winter and spring. -Faculty members will review State Education Department data regarding ELA power standards based on the 2013 grade 3-5 New York State ELA assessments at team meetings (October/ November 2013) -Faculty meeting time will be set aside each month to identify power standards and to guide the implementation of the common core aligned, Journeys Common Core 2014, for all students K-5. -Journeys Common Core curriculum materials will be fully implemented by September 2014. Necessary professional development for general education and special education teachers will be provided as per the developed implementation plan. -Tools will be reviewed by PPS Director to collect and manage K-12 Response to Intervention and special education data in a manner that is efficient for teachers and that will enhance parent communication -The building principal will communicate Response to Intervention plans at PTA meetings, through the website, and via school newsletters. -Behavioral plan data will continue to be collected and reviewed based on the needs of individual students via school psychologists and classroom teachers on daily/ weekly basis
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Release time for K-5 general education and special education teachers to meet with the Response to Intervention team on a regularly established schedule to review data and implement recommendations for at-risk learners - Instructional Support Services coach for Response to Intervention, English Language Learners and Students with Disabilities to support classroom teachers (via Strengthening Teacher Leadership Effectiveness grant) -Speech and occupational therapy improvement services that can be provided to all at-risk students (change in delivery model) -District funds to purchase a general education/special education data management tool

	-District communication platforms i.e. website, school newsletter
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Teachers, Teaching Assistants, Aides, Administrators, Bus Drivers and Custodians, were provided training on October 11, 2013 regarding the needs of autistic learners -Teaching Assistants were provided training on October 11, 2013 through Greene County Mental Health to address students engagement in learning -“Handle with Care” training , to develop verbal de-escalation strategies (August 2013) to effectively work with high needs students with special needs -Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services in the construction of Response to Intervention supports (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborative review of the New York State standards, and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Rating	Statement of Practice 6.2: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.					
<input type="checkbox"/>	Highly Effective	<ul style="list-style-type: none"> a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development. 				
X	Effective	<ul style="list-style-type: none"> a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development. 				
<input type="checkbox"/>	Developing	<ul style="list-style-type: none"> a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school. 				
<input type="checkbox"/>	Ineffective	<ul style="list-style-type: none"> a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities. 				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<ul style="list-style-type: none"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning 	X Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Volunteer Application 2012-2013, 2013-2014</td></tr> <tr><td>PTA Agendas</td></tr> <tr><td>Building Level Team parent surveys</td></tr> <tr><td>Open House agendas 2012-2013, 2013-2014</td></tr> </table>	Volunteer Application 2012-2013, 2013-2014	PTA Agendas	Building Level Team parent surveys	Open House agendas 2012-2013, 2013-2014
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Open House agendas 2012-2013, 2013-2014						
If the SOP rating is Effective, Developing or Ineffective , please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Parent volunteers will continue to be welcomed in classrooms. The school has a process to invite community members and high school students to volunteer in classrooms -Monthly newsletters will continue to be used to inform parents of important upcoming events -Principal will continue to meet with parents at PTA meetings monthly and through parent scheduled appointments -Parents will continue to participate in CSE meetings -Open houses will continue to be scheduled on an annual basis and parents will be invited to attend parent /teacher conferences twice per year 					

	<ul style="list-style-type: none"> -Parents of students with spectrum related disorders continue to be offered parent counseling and training with monthly meetings via the school psychologist. -The school teachers continue to work collaboratively with building administrators to develop outreach to Pre- Kindergarten families via monthly newsletter, Pre-Kindergarten Math Night, Pre-Kindergarten Literacy Night and Pre-Kindergarten Agency Night (2012) -Parents and families continue to be invited to important events such as Science Night, Math Night, fall winter and spring Concerts, and annual Art Show
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Faculty development of Pre-Kindergarten Literacy Nights, Pre-Kindergarten Math Night, Family Science Night and Family Math Night -Purchase/distribution costs associated with Pre-Kindergarten Early Years Newsletter -Materials for Pre-Kindergarten Literacy Nights, Pre-Kindergarten Math Night, Family Science Night and Family Math Night
Describe the professional development activities planned to support the implementation of the actions in this area.	-Collaboration with Pre-Kindergarten service providers for annual events

Statement of Practice 6.3:							
Rating	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.						
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased. 						
X	<p>Effective</p> <ul style="list-style-type: none"> a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased. 						
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request. 						
<input type="checkbox"/>	<p>Ineffective</p> <ul style="list-style-type: none"> a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs. 						
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning </td> <td> X Documents Reviewed: <table border="1"> <tr><td>Trimester report cards</td></tr> <tr><td>Interim reports</td></tr> <tr><td>Progress reports to mark IEP goal achievements</td></tr> <tr><td>Open House agendas</td></tr> </table> </td> </tr> </table>	<ul style="list-style-type: none"> X Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ X Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ X Other: Collaborative Teacher/Administrator planning 	X Documents Reviewed: <table border="1"> <tr><td>Trimester report cards</td></tr> <tr><td>Interim reports</td></tr> <tr><td>Progress reports to mark IEP goal achievements</td></tr> <tr><td>Open House agendas</td></tr> </table>	Trimester report cards	Interim reports	Progress reports to mark IEP goal achievements	Open House agendas
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Interim reports							
Progress reports to mark IEP goal achievements							
Open House agendas							
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.							
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Parents are strongly encouraged to attend parent/teacher conferences, CSE meetings and Open House. -CSE will continue to provide procedural safeguard notices to parents and the parents' guide to special education. -CPSE/CSE transition materials will continue to be provided to parents. -Students with disabilities will continue to be invited to all pre- kindergarten activities. Materials will continue to be provided to parents in their native language when appropriate. -Report cards, progress notes, IEP goal attainment reports, and parent teacher conferences will continue 						

	to be used to communicate.
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	-Purchase/distribution costs associated with Pre-Kindergarten Early Years Newsletter -Materials for Pre-Kindergarten Literacy Nights, Pre-Kindergarten Math Night, Family Science Night and Family Math Night
Describe the professional development activities planned to support the implementation of the actions in this area.	--Collaboration with Pre-Kindergarten providers for annual Pre-Kindergarten events -Collaboration between Pre-Kindergarten special education teachers and Kindergarten special education teachers.

Statement of Practice 6.4:	
Rating	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.
<input type="checkbox"/>	Highly Effective a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
<input type="checkbox"/>	Effective a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
X	Developing a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.
<input type="checkbox"/>	Ineffective a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>	
<input checked="" type="checkbox"/> Classroom Observations – # Visited: <u>12</u> <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input checked="" type="checkbox"/> Interviews with Teachers – #: <u>45</u> <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input checked="" type="checkbox"/> Other: Collaborative Teacher/ Administrator planning	
<input type="checkbox"/> Documents Reviewed: Open House agendas Fountas and Pinnell scores 2012, 2013-2014	

If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.	
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	-Principal presented an overview of the Common Core Learning Standards (fall 2012 and 2013) -Principal/parent meeting to discuss use of school wide Fountas and Pinnell assessment (summer 2013) -The Building Level Team will continue to partner with local libraries to supply leveled book lists that support parents and children's access to instructional supports outside of the school
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	- Parent Network of Capital Region is a parent resource for families with students with disabilities. This parent support facilitates effective relationships between parents and schools
Describe the professional development activities planned to support the implementation of the actions in this area.	-Special education teachers will work with GCMH staff on superintendent's conference days -Teachers, Teaching Assistants, Aides, Administrators, Bus Drivers and Custodians, were provided training regarding the needs of autistic learners (October 11, 2013)

Statement of Practice 6.5:	
Rating	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.
<input type="checkbox"/>	Highly Effective a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning

		needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.												
X	Effective	a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.												
<input type="checkbox"/>	Developing	a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data and families can access it to understand student learning needs and successes.												
<input type="checkbox"/>	Ineffective	a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.												
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<table border="0"> <tr> <td>X Classroom Observations – # Visited: <u>12</u></td> <td>X Documents Reviewed:</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Students – #: _____</td> <td>Open House Agenda</td> </tr> <tr> <td><input type="checkbox"/> Interviews with Support Staff – #: _____</td> <td>BLT Agendas 2010-11, 2011-12, 2012-13</td> </tr> <tr> <td>X Interviews with Teachers – #: <u>45</u></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Interviews with Parents/Guardians – #: _____</td> <td></td> </tr> <tr> <td>X Other: Collaborative Teacher/Administrator planning</td> <td></td> </tr> </table>	X Classroom Observations – # Visited: <u>12</u>	X Documents Reviewed:	<input type="checkbox"/> Interviews with Students – #: _____	Open House Agenda	<input type="checkbox"/> Interviews with Support Staff – #: _____	BLT Agendas 2010-11, 2011-12, 2012-13	X Interviews with Teachers – #: <u>45</u>		<input type="checkbox"/> Interviews with Parents/Guardians – #: _____		X Other: Collaborative Teacher/Administrator planning	
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.														
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -The school will continue to provide IEP goal updates to families three times per year -School psychologists and teachers will continue to meet with parents to review initial CSE evaluations and ongoing achievement measures that are administered through the CSE process -School district data will continue to be presented at the September Quality Education Committee meeting -Student data will continue to be presented at Parent/Teacher conferences and CSE meetings (district-wide shared decision making team) 													
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.	<ul style="list-style-type: none"> -Release time for teachers to attend Response To Intervention training 													
Describe the professional development activities planned to support the implementation of the actions in this area.	<ul style="list-style-type: none"> -Purchased and implemented training of DIBELS Next for a core screening. Seven individuals have been trained for the consistent implementation of the DIBELS Next three times per year for all students K-5, including students with special education needs (fall 2013) -Teacher in-services regarding the construction of Response to Intervention supports (2012-2013, summer 2013, fall 2013) -Faculty meeting time for collaborate review of the New York State standards, and identification of power standards (ongoing during 2013-2014) -Professional Practices Committee will work with the building principal and teacher leaders to plan the effective implementation of Journeys Common Core 													

Describe the process used to develop this plan pursuant to CR100.11.

- Board of Education adopted Journeys Common Core October 10, 2013
- Review of Journeys Common Core scope and sequence
- K-5 Special Education and General Education teachers were involved in rating all Statement of Practice and tenets (October 1-17)
- Team leader discussion of Local Assistance Plan and Statement of Practice (October 21)
- LAP plan presented at PTA in November
- Collaborated with QuestarIII Special Education School Improvement Support
- Collaborated with Response To Intervention coaches (October 21, 2013)
- Collaborated with RtI research group (October 23, 2013)
- Review of special education, grades 3-5 ELA Building to Benchmark reports 2012-2013
- Review of DIBELS Next (K-5) screening
- Review of 2012-2013 Fountas and Pinnell data
- Review of 2013-2014 Fountas and Pinnell data
- Review of additional documents as noted in plan

Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.

To: Donna Accuosti

Date: January 7, 2014

I would recommend the following proposal:

This proposal, in absence of any state-required coaching licensure for cheerleading, is to take effect during the current season and is in addition to the current district guidelines for coaching.

1. Cheerleading advisors shall become certified by the AACCA (American Association of Cheerleading Coaches and Administrators). It is a rigorous safety and coaching certification course for cheerleading advisors that also helps them to organize practices, create safety/emergency plans, work with any age group, and work within the framework of a school district.
2. This course is good for four (4) years and has a \$75 fee.
3. Traditional state-approved CPR and First aid courses are still required to be kept current by the coaches.
4. Coaches shall still complete the yearly CDC "Heads Up" concussion course online.
5. Coaches shall still complete district wellness training, Right to Know, and Blood-Borne Pathogens courses.

The following pages are information from the AACCA website. AACCA is currently endorsed by the NFHS, the national governing body of high school sports. Each state may adopt different mandates and rules, but NFHS rules are used by certain sports in NYS, such as baseball, football, and soccer.

Also, this information gives an in-depth look at the resources that will become available to members who register and achieve AACCA certification. There is much, much more information on the website, but this is a very detailed snapshot of what this organization has to offer our district.

Brian Mazza

Assistant District Principal

Greenville CSD

The **AACCA** Spirit Safety Certification Program is a lecture course, study manual, and timed exam designed to educate cheerleading and dance coaches in all aspects of spirit safety and risk management.

The course is a three-hour lecture and review of the **AACCA** Safety Manual directed by an **AACCA** National Safety Instructor. The course covers such topics as legal and medical responsibilities, spotting, skill progressions, environmental safety concerns, psychological readiness, physical readiness, program evaluation and more. It concludes with a 90-minute, 100-question exam. A score of 70 must be achieved to qualify for certification. The course tuition is \$75, which includes the required **AACCA** Safety Manual.

The minimum age to take the course for certification is 18 years of age. Those under 18 can take the course as a benefit to their safety awareness, but certification will not be given until the age of 18.

The certification is valid for four years, and provides the certified coach with one million dollars of secondary liability insurance coverage for coaches who are employed full time by a school or school district as the primary coach or advisor for the school's cheerleader or dance squad(s) and are at least 21 years of age. Coverage for certified members remains in force for four years, subject to the renewal of the master policy. There is no policy at this time for non-school coaches.

Coaches will receive a certificate attesting that they have successfully completed the **AACCA** Safety Certification Course.

About AACCA

The American Association of Cheerleading Coaches and Administrators, **AACCA**, is a non-profit educational association for the over 70,000 cheerleading coaches across the United States. Founded in 1987, members of the association include: youth, junior high school, high school, all-star, and college or university coaches/advisors, as well as leading national cheerleading instructional companies dedicated to the safe and responsible practice of student cheerleading.



What can an AACCA certification do for you?



CHEERLEADERS –

Cheerleaders who are trained by **AACCA** certified coaches develop a sense of security and confidence! They know that they will practice and perform under the safest conditions possible. Cheerleaders will also learn that the athletic activity of cheerleading is about more than just stunting and tumbling. It's also about community outreach, school spirit, and leadership.



COACHES –

Coaches who are **AACCA** certified gain the understanding of how to implement the need for safety as their program evolves. They can rest, assured that they are getting the **BEST** safety training from experienced professionals with expert credentials in cheerleading and risk management. Coaches will also enjoy the **AACCA** website! It will provide them with updates, news, cheer related stories and resources!

PARENTS –

Parents get a sense of relief that their children are under the best supervision and care. They get a sense of security that, with **AACCA**, there is a professional organization looking out for the safety of their children! Parents can read more about the type of safety training **AACCA** provides in A Parent's Guide to Cheerleading Safety!

ADMINISTRATORS –

Administrators enjoy the fact that the certification is valid for four years, and is reviewed and updated. Administrators also like the fact that **AACCA** provides a certified coach with one million dollars of secondary liability insurance coverage.

Administrator's Checklist of Cheerleading Programs -

With the proper procedures, safety rules, supervision and equipment in place, cheerleading can be a very rewarding, relatively safe activity for young people. The following checklist is provided for administrators to help them provide a safe environment of the cheerleading program.

It is recommended that the administrator and the cheerleading supervisor meet periodically to discuss needs, objectives and goals of the program.

For more information, please call the **AACCA** office at **800-533-6583**, or visit the **AACCA** web site at <http://www.aacca.org>.

- Is there supervision at all official events (practices, games, etc.?)
- Is adequate matting provided?
- Does the squad follow a conditioning and flexibility program?
- Is the coach trained in proper skill development and safety procedures?
- Are the safety guidelines being followed?
- Are there written, oral and posted warnings concerning the risk involved?
- Is there an "Emergency Plan" in place?
- If competitions are attended, are mats and professional spotters provided?

THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

A PARENT AND GUARDIAN INFORMATIONAL BROCHURE

→ WHAT IS THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW?

- The Annual Professional Performance Review (APPR) is an evaluation of a teacher's or principal's practice.
- A teacher's practice must reflect the New York State teaching standards.
- A principal's practice must reflect the standards for school leaders.
- Teacher and principal evaluations include student achievement and growth data.

→ IS THIS SOMETHING NEW?

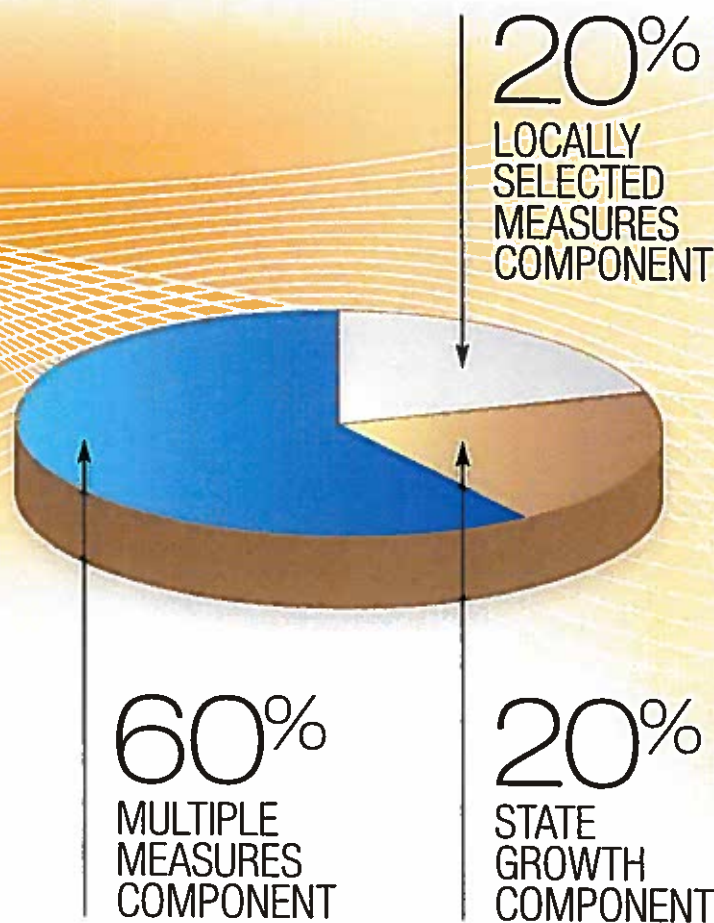
- No. Teachers and principals have always been evaluated. However, the evaluations now must include student achievement and growth data, and meet other SED requirements in accordance with the law.

→ HOW OFTEN ARE TEACHERS & PRINCIPALS EVALUATED?

- Teachers and principals are evaluated each year.
- The evaluation has three parts.

→ WHAT ARE THE APPR COMPONENTS?

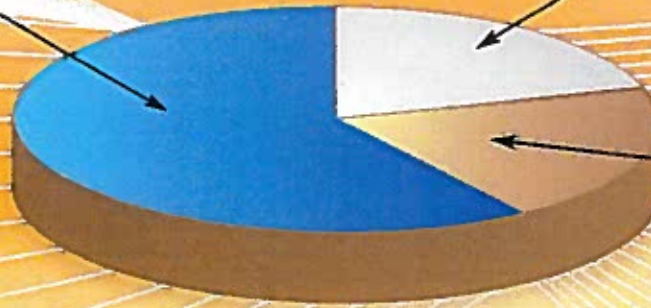
- State Growth Component – 20%
- Locally Selected Measures Component – 20%
- Multiple Measures Component – 60%



QUESTAR III
PUTTING STUDENTS FIRST

60% MULTIPLE MEASURES COMPONENT

- Teachers and principals are observed and assessed using a state-approved rubric
- A minimum of 2 observations required – one announced/one unannounced
- May include other measures such as NYSED-approved surveys, structured reviews of artifacts (lesson plans, etc.) or goal setting



20% LOCALLY SELECTED MEASURES COMPONENT

- Score is calculated based on locally selected tests for particular content areas and grades

20% STATE GROWTH COMPONENT

- Score is calculated by NYS based on state assessments in grades 4-8, OR
- Where there is no state assessment, teachers and principals will develop student learning objectives

Note: A student learning objective is a goal that a teacher establishes for her/his students at the beginning of the year or course.

➔ WILL TEACHERS & PRINCIPALS RECEIVE REPORT CARDS OR GRADES?

Teachers and principals will receive a single score between 0-100 each year. Each number rating is related to one of the following ratings:

- Highly Effective: 91-100
- Effective: 75-90
- Developing: 65-74
- Ineffective: 0-64

➔ WHERE CAN I FIND INFORMATION ON MY DISTRICT'S APPR PLAN?

- The district's APPR plan is available on the district's website.

➔ WHAT HAPPENS IF A TEACHER OR PRINCIPAL SCORES POORLY?

- If a teacher or principal receives a final rating of "developing" or "ineffective," he/she will receive a teacher improvement plan or a principal improvement plan.

➔ CAN I OBTAIN THE RATING OF MY CHILD'S TEACHER OR PRINCIPAL?

- Yes. Per Education Law 3012-c 10 (b) parents and legal guardians of a student may request the final quality rating and the overall effectiveness score for each teacher and building principal their student is assigned to for the current school year.
- Parents should contact the school for instructions on how to request this information. The school district will provide these scores.

➔ WHO EVALUATES TEACHERS & PRINCIPALS?

- Teachers are evaluated by their principal or supervisor.
- Principals are evaluated by their supervisor or the superintendent.
- The law requires that evaluations be conducted by certified Lead Evaluators.

QUESTAR III
PUTTING STUDENTS FIRST

**The New York State Teaching Standards
September 12, 2011**

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

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ISLLC Standards

Every issue of School Leadership Briefing is carefully aligned to the ISLLC standards that help define strong school leadership. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student.

View our [Current Issue](#) to see how we help school leaders meet their professional learning needs.

Standard 1: Setting a widely shared vision for learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Acting with integrity, fairness, and in an ethical manner

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Visit the Council of Chief State School Officers [website](#) for more information on the ISLLC Standards.

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