A decorative border of red poinsettia flowers surrounds the text. The flowers are arranged in a repeating pattern along the top, bottom, and sides of the page.

Betty Moore
248 Fox Creek Rd.
Medusa, N.Y. 12120

Dec. 29, 2011

Cheryl Dudley
Greenville Central School
District Office
Greenville, N.Y. 12083

Dear Cheryl

The volunteers at the Greenville Food Pantry would like to take this opportunity to give a big thank you to the Student Council Members and director Chris Lockwood.

Their generosity in giving of themselves, time and talents are greatly appreciated. What they do certainly helps to make some families within our system have a much happier Christmas.

Thanks for allowing the students to do what they do to help the less fortunate individuals in our community.

May each and everyone of them have a Happy and Healthy New Year.

God Bless
Betty Moore
and The
Greenville Food Pantry
Volunteers



Greenville Central School District

School Quality Review Process

School Quality Review

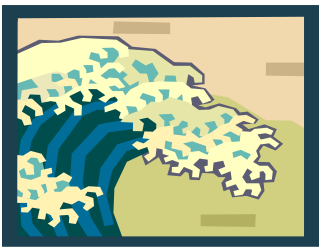
SQR Frequently Asked Questions:

- Why are we going through the School Quality Review Process?
- Who is involved in this process?
- What is a School Quality Review?
- What happens once the SQR is done?
- What are the implications K-12?

School Quality Review

Why are we going through the School Quality Review Process?

- Based on student performance on the NYS grades 3-8 ELA and Math Assessments, schools who do not make Adequate Yearly Progress for two consecutive years are identified as “In Need of Improvement”.
- GCS did not make AYP for two consecutive years for Students with Disabilities in the content area of English Language Arts.
 - Grades 3-8: 74 vs. 96
 - ES: 48 vs. 90
 - MS: 83 vs. 93



The Tsunami of Improvement Schools

IMPROVEMENT STATUS	2009-10			2010-11 (Preliminary)		
	NYC	Rest of State	Total	NYC	Rest of State	Total
Improvement (year 1) - Basic	17	28	45	133	298	431
Improvement (year 1) - Focused	5	10	15	71	118	189
Improvement (year 1) - Comprehensive	52	19	71	182	79	261
Improvement (year 2) - Basic	12	6	18	5	12	17
Improvement (year 2) - Focused	4	10	14	6	13	19
Improvement (year 2) - Comprehensive	19	13	32	45	13	58
Corrective Action (year 1) - Focused	10	16	26	12	7	19
Corrective Action (year 1) - Comprehensive	25	12	37	21	19	40
Corrective Action (year 2) - Focused	7	13	20	10	14	24
Corrective Action (year 2) - Comprehensive	10	8	18	25	11	36
Restructuring (year 1) - Focused	5	6	11	9	9	18
Restructuring (year 1) - Comprehensive	13	9	22	10	10	20
Restructuring (year 2) - Focused	6	5	11	3	3	6
Restructuring (year 2) - Comprehensive	11	13	24	10	8	18
Restructuring (Advanced) - Focused	21	8	29	16	6	22
Restructuring (Advanced) - Comprehensive	103	40	143	118	60	178
TOTAL	320	216	536	676	680	1356

School Quality Review

Who is involved in this process?

- SQR Team
- K-8 Faculty

What is a School Quality Review?

The School Quality Review (SQR) is a school improvement support and intervention strategy for low performing schools in New York State. A research-based, reflective process is utilized to provide high need schools and district with guidance on key factors that affect school success. The SQR process enables staff to participate in shared decision-making for the purpose of improving student achievement.

School Quality Review

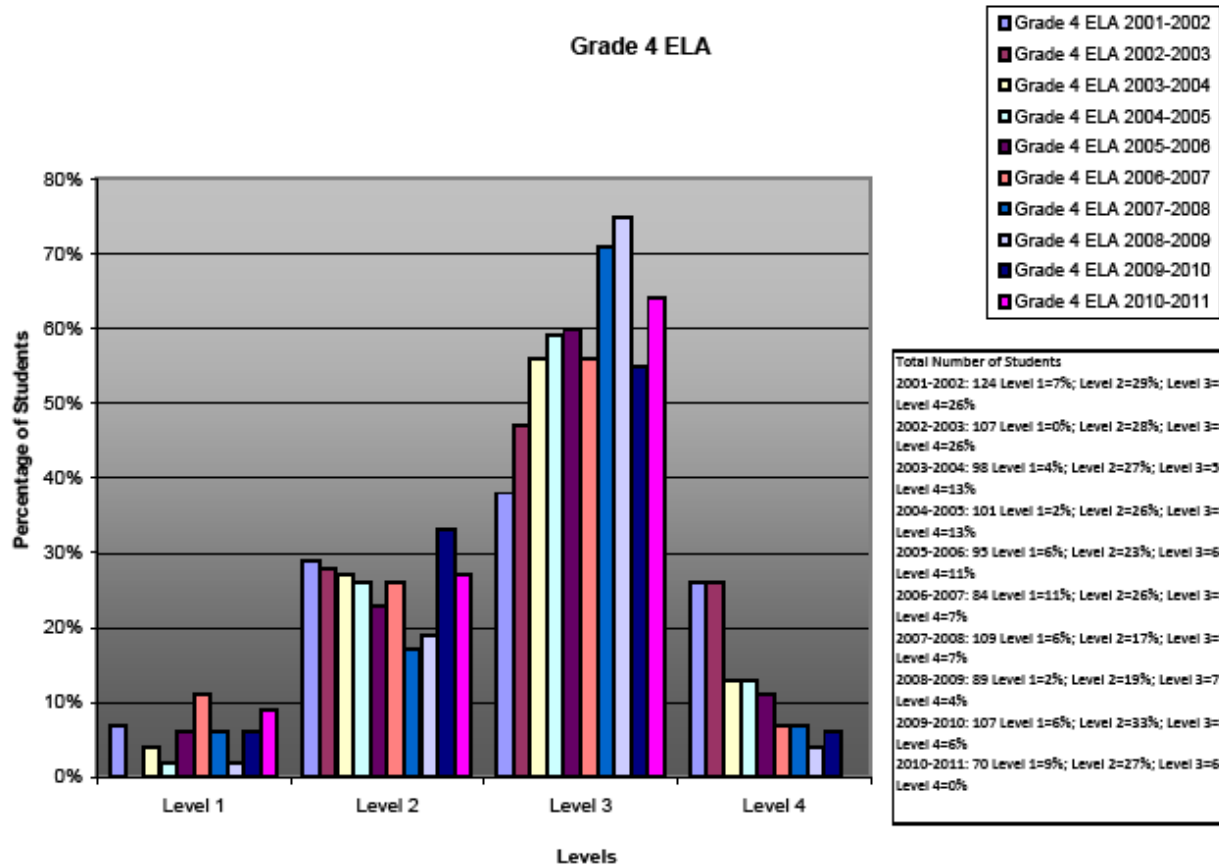
Students with Disabilities Report Card Analysis

Year	Performance Index	Effective AMO	Safe Harbor	AYP Status
2006-2007	108	112	105	OK
2007-2008	113	123	117	X
2008-2009	134	134		OK
2009-2010	131	145	141	X
2010-2011	74 (old- 131)	112	96	X

CSE Student Performance using Old Cut Points

Student Grade	Level 1	Level 2	Level 3
Grade 3	1	14	4
Grade 4	1	3	2
Grade 5	0	12	10
Grade 6	0	9	3
Grade 7	0	14	10
Grade 8	0	16	5

Grade 4 ELA



Total Number of Students

2001-2002: 124 Level 1=7%; Level 2=29%; Level 3=38%; Level 4=26%

2002-2003: 107 Level 1=0%; Level 2=28%; Level 3=47%; Level 4=26%

2003-2004: 98 Level 1=4%; Level 2=27%; Level 3=36%; Level 4=13%

2004-2005: 101 Level 1=2%; Level 2=26%; Level 3=39%; Level 4=13%

2005-2006: 93 Level 1=6%; Level 2=23%; Level 3=60%; Level 4=11%

2006-2007: 84 Level 1=11%; Level 2=26%; Level 3=36%; Level 4=7%

2007-2008: 109 Level 1=6%; Level 2=17%; Level 3=71%; Level 4=7%

2008-2009: 89 Level 1=2%; Level 2=19%; Level 3=73%; Level 4=4%

2009-2010: 107 Level 1=6%; Level 2=33%; Level 3=55%; Level 4=6%

2010-2011: 70 Level 1=9%; Level 2=27%; Level 3=64%; Level 4=0%



Colleen M. Hall

P.O. Box 129
Greenville, NY 12083

Director of Curriculum and Communications

**2010-2011 Grades 3-8
Special Education Analysis**

Grade 3:

All LD students have reading on IEP of 7 total

Number of CSE Students: 19 (18%)	Performance Levels	Economically Disadvantaged	Disability
Level 2= 4 students		0	HI= 1
			OHI= 1
Level 1= 15 students		6	LD= 2
			SLI= 6
			OHI= 3
			LD= 5
			MD= 1

Grade 4:

3 LD students have reading on IEP of 3 total

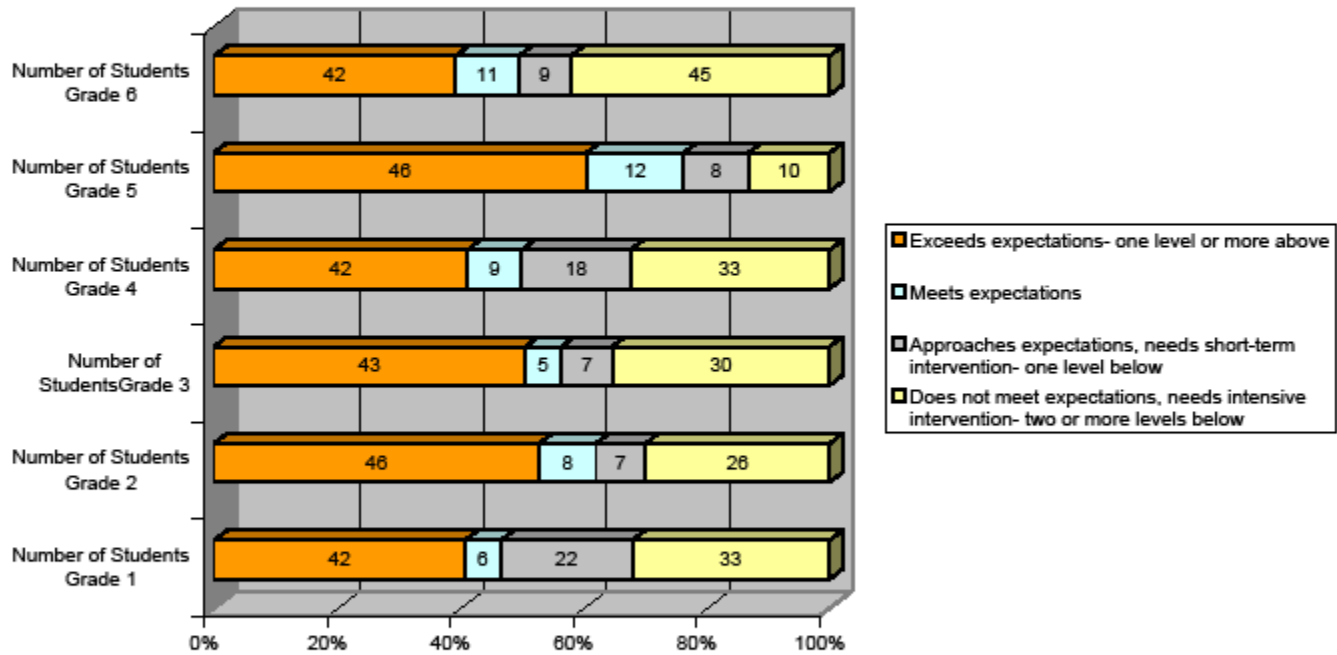
Number of CSE Students: 6 (9%)	Performance Levels	Economically Disadvantaged	Disability
Level 2= 3		1	SLI= 1
			LD= 2
Level 1= 3		1	Aut= 1
			SLI= 1
			LD= 1

Grade 5:

8 LD students all with literacy, 5 specify reading of 9 total

Number of CSE Students: 22 (21%)	Performance Levels	Economically Disadvantaged	Disability
Level 3		1	OHI= 2
			LD= 3
Level 2		4	SLI= 4
			OHI= 3
			LD= 6
Level 1		5	SLI= 3
			OHI= 1

Grades 1-6 Reading Level Performance



School Quality Review

Quality Indicators

1. Collection, Analysis, and Utilization of Data
 2. Teaching and Learning
 3. School Leadership
4. Infrastructure for Student Success
5. Professional Development
6. Facilities and Resources

Comprehensive Educational Plan (CEP)

Prioritized Area of Focus:

- 1.4 Monitoring Student Progress

Strategies:

- Create and implement standardized writing rubrics for grades K-8.
- Create a culture, process and protocols for the implementation of Collaborative Inquiry.

Comprehensive Educational Plan (CEP)

Prioritized Area of Focus:

- 2.2 Evidence-based Strategies

Strategies:

- Research best practices for writing instruction that are aligned with The Common Core Standards.
- Review best practices for direct (explicit), systematic literacy instruction for special education teachers, teaching assistants and general education teachers and provide professional development.

Comprehensive Educational Plan (CEP)

Prioritized Area of Focus:

- 3.7 Plan-assess-adjust cycle

Strategies:

- Identification of Power Standards and application across the curriculum for The Common Core Standards.

Comprehensive Educational Plan (CEP)

Prioritized Area of Focus:

- Access to the Curriculum for Students with Disabilities

Strategies:

- Professional development in the area of Differentiated Instruction for all content areas.
- Create a long-term research group on best practices for homework.
- Establish protocols for annual service/program planning for students with disabilities.

Comprehensive Educational Plan (CEP)

**What are the K-12 Implications of
this work?**

Greenville Central School District
Board of Education
Minutes
Business Meeting
Monday
January 9, 2012

7:00 p.m.

MS/HS Library Media Center

I. Call to Order

A meeting of the Board of Education was held on Monday, January 9, 2012 in the MS/HS Library Media Center. Mr. Wilton Bear, Jr., President, called the meeting to order at 7:00 p.m.

A. Members present: Wilton Bear, Jr.
Ann Holstein
Gregory Lampman
Anne Mitchell
Jason Reinhard
Rosanne Stapleton
Lawrence Tompkins

Others present: Cheryl A. Dudley, Superintendent
Jacqueline O'Halloran, District Clerk
Donna Accuosti, Director of Human Resources
Colleen Hall, Director of Curriculum and Communications
Michael Laster, High School Principal
Peter Mahan, Elementary School Principal
Rebecca Martin, Assistant Director of Pupil Personnel Services
Anders Rasmussen, House Principal
Brian Reeve, Middle School Principal
Karen Schrader, Supervisor of Transportation
Robert Schrader, Supervisor of Buildings and Grounds
Tammy J. Sutherland, Assistant Superintendent for Business
Paul Ventura, Sr., Food Service Supervisor

There were approximately forty (40) visitors to the meeting.

II. Approval of Agenda

Gregory Lampman moved, seconded by Lawrence Tompkins and carried unanimously to approve the Agenda for the Business Meeting of January 9, 2012

Senior Citizen and Disabled Tax Exemption Hearing

(“Currently, section 467 of the Real Property Tax Law enables school districts to grant persons age 65 or over, by board resolution, the following exemptions:

- *A 50 percent exemption for those who have up to \$20,500 in personal income, as defined by law[§467(3)].*
- *An exemption of between 5 and 45 percent along a sliding scale for those whose income is above the income ceiling adopted by the school district, as set forth by statute.*

...In addition, any county, city, town village or school district may adopt a local law, ordinance, or resolution to grant up to a 50 percent tax exemption on the assessed value of real property owned by one or more persons age 65 or over, by a husband, and wife, siblings, a parent and an adult child with a disability one of whom is age 65 or over... After the hearing....the board then must give a copy of the resolution to the assessor, who prepares the tax roll that will be affected by the tax exemption... ”
School Law 32nd Edition, Chapter 28 Assessment and Collection of Taxes, Section 28:26.)

This year the Greene County Legislature has adopted a maximum income limit of \$20,500 with a sliding scale for 2012 as per Laura J. VanValkenburg, Director, Real Property Tax Services, Greene County. The county limits will remain the same as 2011..

The Greene County Senior Citizen and the Disabled Tax Exemption is as follows:

<i>Maximum income limit \$20,500.00</i>	<i>50%</i>
<i>\$20,500.01 - 21,499.99</i>	<i>45%</i>
<i>21,500.00 - 22,499.99</i>	<i>40%</i>
<i>22,500.00 - 23,499.99</i>	<i>35%</i>
<i>23,500.00 - 24,499.99</i>	<i>30%</i>
<i>24,500.00 - 25,499.99</i>	<i>25%</i>
<i>25,500.00 - 26,499.99</i>	<i>20%</i>
<i>26,500.00 - 27,499.99</i>	<i>15%</i>
<i>27,500.00 - 28,499.99</i>	<i>10%</i>
<i>28,500.00 - 28,899.99</i>	<i>5%</i>

It is recommended in agenda item V. Action E.1 to adopt the same scale as Greene County for the Senior Citizen and Disabled Tax Exemption.)

There were no public comments during the Senior Citizen and Disabled Tax Exemption Hearing.

III. Accolades

Congratulations were offered to the following teachers who have earned National Board Certification:

- ❖ Erin DuBois in School Counseling/Early Childhood through Young Adult
- ❖ Robin Parvis in Generalist/Middle Childhood
- ❖ Karen Rosenberg in Generalist/Early Childhood

The National Board of Professional Teaching Standards is recognized as the source for the highest standards and practices that lead to improved teaching, learning, and leading. National Board Certified Teachers must demonstrate advanced teaching knowledge, skills and practices.

IV. Open Forum

District resident, Tara Licata addressed the Board of Education to request that for 2012-2013 the sixth grade be maintained at four sections to ensure that the quality of instruction be maintained.

V. Action Items: A – F:

Ann Holstein moved, seconded by Rosanne Stapleton and carried unanimously to approve items (A), (B) and (C):

A. Accept Minutes of the Business Meeting of December 12, 2011

B. Accept Reports for the month ending December 31, 2011 (FY2012-56)

- 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. Student Activities Report**
- 6. Transfer of Funds for General Fund**
- 7. Internal Claims Report**

C. Accept Special Student Services Recommendations

1. Committee on Special Education from the meetings of:

- a. November 18, 28, and 30, 2011
- b. December 1, 8 and 15, 2011

2. Committee on Special Education for Preschool from the meeting of December 9, 2011

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. Leave of Absence

1. Name: Amie Roe
Position: Teaching Assistant
Tenure Area: Teaching Assistant
Certification: Childhood Education (Grades 1-6) Initial
Expiring August 31, 2013
Effective: February 6, 2012 through May 11, 2012
Category: Child Rearing
("...Upon the birth ...of a child, a teacher shall be entitled to an unpaid child rearing leave [per contract] contingent upon sixty (60) days notice and returning from a leave only at the beginning of a school term unless otherwise agreed to by the Superintendent...")

b. Extra Duty Compensation Middle School Clubs 2011-2012

1. Name: Jonathan Meredith
Position: Middle School Co-Choral Director
Stipend: \$603.50
2. Name: Janine Rochler
Position: Middle School Co-Choral Director
Stipend: \$603.50
3. Name: Erin Upton
Position: Middle School Band Director
Stipend: \$1207.00

c. Extra Duty Compensation High School Clubs 2011-2012

1. Name: Jonathan Meredith
Position: High School Choral Director
Stipend: \$1566.00
2. Name: Jonathan Meredith
Position: High School Musical Director
Stipend: \$3131.00

d. Substitutes

1. Name: James Saburro
Position: Substitute Teacher & Teaching Assistant
Certification: Childhood Education (Grades 1-6),
Initial expiring 8/31/16
Effective: December 14, 2011
Salary: \$101.00 per diem Teacher
\$75.00 per diem Teaching Assistant
Status: Cleared for employment

- | | | |
|----|----------------|--|
| 2. | Name: | James Barrie |
| | Position: | Tutor |
| | Certification: | Special Education, Permanent
Deaf and Hearing Impaired, Permanent |
| | Effective: | December 12, 2011 |
| | Salary: | \$30.00 per hour |
| | Status: | Cleared for employment |
| | | |
| 3. | Name: | Sara Parshley |
| | Position: | Substitute Teacher (Cairo-Durham) |
| | Certification: | N/A |
| | Effective: | January 10, 2012 |
| | Salary: | \$82.00 per diem |
| | Status: | Cleared for employment |
| | | |
| 4. | Name: | Amanda Petronio |
| | Position: | Substitute Teacher (Cairo-Durham) |
| | Certification: | Visual Arts, Initial expiring 8/31/16 |
| | Effective: | January 10, 2012 |
| | Salary: | \$101.00 per diem |
| | Status: | Cleared for employment |

2. Classified

a. Resignation

- | | | |
|----|-----------------|----------------------|
| 1. | Name | Patricia Haaland |
| | Position: | Aide/Monitor |
| | Classification: | GCCS Non-competitive |
| | Effective: | January 20, 2012 |
| | Category: | Resignation |

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

Anne Mitchell moved, seconded by Ann Holstein and carried unanimously to approve items (1) through (5):

1. Approve Senior Citizen and Disabled Tax Exemption Rates for 2012:

(BE IT RESOLVED that the Greenville Central School Board of Education establish the Senior Citizen and Disabled Tax Exemption Rates for 2012. By law, each municipality must adopt the Senior Citizen Tax Exemption. For the last seven years the Board of Education has adopted the same scale as the County. This year the Greene County Legislature has adopted a maximum income limit of \$20,500 with a sliding scale for 2012. It is recommended to adopt the same scale as Greene County for the Senior Citizen and Disabled Tax Exemption.)

Maximum income limit	\$20,500.00	50%
	\$20,500.01 - 21,499.99	45%
	21,500.00 - 22,499.99	40%
	22,500.00 - 23,499.99	35%
	23,500.00 - 24,499.99	30%
	24,500.00 - 25,499.99	25%
	25,500.00 - 26,499.99	20%
	26,500.00 - 27,499.99	15%
	27,500.00 - 28,499.99	10%
	28,500.00 - 28,899.99	5%

2. **Approve transportation contract between the Greenville Central School District and Coxsackie Transport, Inc. (FY2012-57)**
(This is a thirty [30] day emergency contract for the transportation of one [1] district resident student to Langan School for services from December 14, 2011 through January 15, 2012 by Coxsackie Transport, Inc. at \$190.00 per diem. The bids for permanent transportation will be opened on January 11, 2012.)

3. **Approve transportation contract between the Greenville Central School District and Q-Roo Transportation for December 12, 2011 to June 22, 2012 (FY2012-58)**
(Bids were opened in the District Office on Wednesday, November 30, 2011. Three [3] bid packets were mailed and two [2] companies responded. It is recommended to award one additional contract transportation route as follows:
 Q-Roo Transportation, Special Education~1 student
 VanderHeyden Hall, P.M. only \$49.99 per diem
All bids are on file in the District Office.)

4. **Declaration of Surplus**
(The following items are recommended for surplus by Scott Gardiner, Director of Technology:

178	IBM ThinkCentre S50 Pentium 4 desktops
23	Compaq E500 Pentium 3 laptops
20	Various Deskjet printers HP895, HP950
100	Compaq 71" CRT Monitors
4	HP Laserjet 4000 printers

5. **Accept donation**
 - a. Ellis Elementary PTA for clothing to assist our school nurses in meeting the needs of elementary students

F. School Management

Gregory Lampman moved, seconded by Anne Mitchell and carried unanimously to approve items (1), (2) and (3):

1. **Approve Greenville Central School District Health & Welfare Services Contracts (FY2012-59)**
(Greenville Central School District is the provider of services under these contracts as required by NYSED and the cost per student is reimbursement to Greenville CSD, hence these contracts reflect revenue to offset costs incurred.)
 - a. Berne-Knox-Westerlo Central School District
(This contract provides health and welfare services for one [1] Berne-Knox-Westerlo CSD resident student that is attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)

 - b. Cairo-Durham Central School District
(This contract provides health and welfare services for fifteen [15] Cairo-Durham CSD resident students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)

 - c. Catskill Central School District
(This contract provides health and welfare services for seven [7] Catskill CSD resident students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)

- d. Cocksackie-Athens Central School District
(This contract provides health and welfare services for nineteen [19] Cocksackie-Athens CSD students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)
 - e. Gilboa-Conesville School District
(This contract provides health and welfare services for two [2] Gilboa-Conesville CSD students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)
 - f. Hudson City School District
(This contract provides health and welfare services for four [4] Hudson City SD students that are attending Grapeville Christian School for the 2011- 2012 school year at \$427.48 per student.)
 - g. Middleburgh Central School District
(This contract provides health and welfare services for three [3] Middleburgh CSD students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)
 - h. Ravena-Coeymans-Selkirk School District
(This contract provides health and welfare services for two [2] Ravena-Coeymans-Selkirk CSD students that are attending Grapeville Christian School for the 2011-2012 school year at \$427.48 per student.)
2. **Approve tutorial contract between the Greenville Central School District and Never Alone Adolescent Rehabilitation Center for 2011-2012 (FY2012-60)**
(This contract is for tutorial services for one [1] district resident student at \$39.00 per hour for ten [10] hours of instruction per week anticipated for the remainder of 2011-2012.)
 3. **Approve MOU between the Greenville Central School District and Ulster-Greene ARC for the School-to-Work Program for 2011-2012 (FY2012-61)**
(This MOU will provide a 1:1 aid to one District resident student for a period of three months from December 5, 2011 to March 5, 2012 at \$1,235.40 for each month the 1:1 aid will be provided.)

VI. Discussion

A. Board Committee Reports

- Quality Education Committee: Ann Holstein
The Committee discussed the Response to Intervention (RTI) process and the future of the Universal Pre-Kindergarten program.
- Greenville Educational Foundation: Ann Holstein
The meeting for January was cancelled. Superintendent Dudley received estimates via Dorthea Cotter from contractors for improvements to the Potter Hollow School House. The quotes exceed available funds for repairs.
- Technology Committee: Lawrence Tompkins
No report
- Gifted & Talented Committee [GATE]: Ann Holstein
Peter Mahan reported two students are participating in the Compacted 4/5 math program and an informational meeting for the program was held for parents of third graders The

committee is also drafting a committee charge; and received \$3,000.00 from fund raising, \$2,500 of which was donated to the Greenville Educational Foundation.

- District Planning Committee: Wilton Bear, Jr.
No report
- Audit Committee: Lawrence Tompkins, Gregory Lampman, Wilton Bear, Jr.
The Committee reviewed the Request for Proposals [RFP] from candidates for the External Auditor and interview questions are being finalized for the RFP interviews for auditing services on January 23, 2012.
- Budget Advisory Committee[BAC]: Jason Reinhard
Instructional administrators presented to BAC on January 3, 2012 and special education and technology present on January 17. Superintendent Dudley indicated BAC meetings are open to the public and minutes are posted on the District website.
- Greene County School Boards: Gregory Lampman
The final report from CASDA will be discussed at the GCSBA ~~dinner~~ meeting on January 10, 2012 at Cairo-Durham Middle School. Superintendent Dudley also commented on January 4 presentation at the Catskill Central School by Dr. Rick Timbs, Executive Director of the Statewide School Finance Consortium, on the inequity of school aid distributed to lower wealth districts compared to high wealth school districts.

B. Other Committee Reports

- Safety and Health Committee: Tammy Sutherland
No report
- Wellness Committee: Tammy Sutherland
To date there have been 86 district employees signed up for zumba and Weight Watchers. Zumba is sponsored by Blue Shield of Northeastern New York and Weight Watchers is offered at employee expense.

(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. Board Report: Questar III Workshop of January 7, 2012
Instructional Programming ~ Special Education Learning

The workshop topics included:

- Special Education
- NYS mandates
- services offered by Questar III for students with disabilities
- Pupil Personnel Services [PPS] intermunicipal agreement and
- state aid formulas for reimbursement for special education public and private student placements

D. Reminder and Agenda ~ Board of Education Workshop
Saturday, January 28, 2012
10:00 am to 12:00 p,
MS/HS Library Media Center

Topics for discussion at the January 28 Workshop will include:

- Town Comprehensive Planning
- Shared Services for School Districts~CASDA study

- Property Tax Cap
- State Aid~The Statewide School Finance Consortium

E. Budget Advisory Committee Recommendation

(The Budget Advisory Committee recommends to the Board of Education a change in one of the Budget Bus locations on May 5, 2012 from Earlton [Due to safety and parking issues] or Norton Hill to:

*Freehold from 9:00 am - 9:45am and
Greenville 10:00 am - 10:45am)*

Due to parking and safety issues in Earlton and Norton Hill it was recommended and accepted to eliminate these locations on May 5, 2012 to:

Freehold from 9:00am-9:45am
Greenville from 10:00am to 10:45am

VII. Board Members' input for possible discussion at a later date

The School Quality Review (SQR) has been completed and Superintendent Dudley thanked teachers and administrators Colleen Hall, Peter Mahan, Brian Reeve, Linda Wistar, Karen Manning, James McElwey, Robin Parvis and Maureen Pulice for the exceptional quality of the report. As requested, the group will present the report at a future Board of Education meeting.

At the November Superintendent's Forum, the Superintendent was advised by School Attorney, Edward Sarzynski of HLSD of the District's requirement to conduct an annual census which will need to be completed this spring.

VIII. Closing Open Forum

There were no comments

IX. Executive Session

At 7:50 p.m. Gregory Lampan moved, seconded by Rosanne Stapleton and carried unanimously to adjourn to Executive Session to discuss collective negotiations pursuant to article fourteen of Civil Service Law; and the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation. At 8:55 p.m. Gregory Lampman moved, seconded by Jason Reinhard and carried unanimously to return to open session.

X. Adjournment

At 8:56p.m. Anne Mitchell moved, seconded by Lawrence Tompkins to adjourn the meeting.

District Clerk

Board of Education President

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 06/30/12 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1010.400-05-0103	CONFERENCE AND TRAVEL	2,500.00	0.00	2,500.00	232.00	0.00	2,268.00
A 1010.400-05-0104	PUBLICATIONS	225.00	0.00	225.00	0.00	0.00	225.00
A 1010.450-05-0000	MATERIAL & SUPPLIES	225.00	0.00	225.00	203.84	0.00	21.16
A 1010....BOARD OF EDUCATION	*	2,950.00	0.00	2,950.00	435.84	0.00	2,514.16
A 1040.160-05-0000	SALARIES	5,999.00	0.00	5,999.00	3,868.32	2,130.68	0.00
A 1040.400-05-0000	WORKSHOP	250.00	102.00	352.00	97.55	0.00	254.45
A 1040....DISTRICT CLERK	*	6,249.00	102.00	6,351.00	3,965.87	2,130.68	254.45
A 1060.161-05-0000	REGISTRATION BOARD	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 1060.400-05-0000	MACHINE CUSTODIAN	500.00	0.00	500.00	0.00	500.00	0.00
A 1060.400-05-0108	ADVERTISING	300.00	0.00	300.00	0.00	0.00	300.00
A 1060.400-05-0109	TRAVEL	45.00	0.00	45.00	0.00	0.00	45.00
A 1060....DISTRICT MEETING	*	2,045.00	0.00	2,045.00	0.00	500.00	1,545.00
A 10....BOARD OF EDUCATION	**	11,244.00	102.00	11,346.00	4,401.71	2,630.68	4,313.61
A 1240.150-05-0000	SALARIES(INST.)	140,057.00	0.00	140,057.00	81,029.17	59,027.83	0.00
A 1240.160-05-0000	SALARIES(N/I)	107,093.00	0.00	107,093.00	60,981.96	45,111.04	1,000.00
A 1240.160-05-0001	SALARIES(SUB.)	1,000.00	0.00	1,000.00	58.00	0.00	942.00
A 1240.400-05-0018	COPIER LEASE/MAINTENANCE	3,025.00	0.00	3,025.00	1,493.81	891.03	640.16
A 1240.400-05-0112	PAMPHLETS & BOOKS	800.00	0.00	800.00	90.00	150.00	560.00
A 1240.450-05-0117	OFFICE SUPPLIES	1,000.00	48.12	1,048.12	507.61	0.00	540.51
A 1240....CHIEF SCHOOL ADMINISTRATOR	*	252,975.00	48.12	253,023.12	144,160.55	105,179.90	3,682.67
A 12....CENTRAL ADMINISTRATION	**	252,975.00	48.12	253,023.12	144,160.55	105,179.90	3,682.67
A 1310.160-05-0000	SALARIES	182,000.00	0.00	182,000.00	102,439.57	76,555.41	3,005.02
A 1310.160-05-0001	SALARIES(SUBS.)	250.00	0.00	250.00	0.00	250.00	0.00
A 1310.400-05-0018	COPIER LEASE/MAINTENANCE	3,025.00	990.00	4,015.00	1,092.42	2,282.42	640.16
A 1310.400-05-0104	COMPLIANCE SERVICES	3,800.00	(21.87)	3,778.13	979.37	1,558.89	1,239.87
A 1310.400-05-0105	INTERNAL AUDIT SERVICES	6,800.00	315.60	7,115.60	315.60	6,800.00	0.00
A 1310.400-05-0108	ADVERTISING	3,500.00	(315.60)	3,184.40	489.18	910.82	1,784.40
A 1310.400-05-0112	HEALTH & SAFETY SERVICES	8,000.00	0.00	8,000.00	3,750.00	3,750.00	500.00
A 1310.400-05-0114	LONG RANGE FINANCIAL PLAN	0.00	41,701.87	41,701.87	(5,907.50)	47,609.37	0.00
A 1310.450-05-0117	OFFICE SUPPLIES	1,000.00	850.00	1,850.00	1,649.13	0.00	200.87
A 1310.490-05-0002	STATE AID PLANNING	3,470.00	(56.11)	3,413.89	2,990.00	0.00	423.89
A 1310.490-05-0003	POLICY UPDATE	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1310.490-05-0005	HEALTH INSURANCE CONSULTANT	7,140.00	0.00	7,140.00	3,570.00	3,570.00	0.00
A 1310.490-05-0006	ASSET MANAGEMENT & APPRAISALS	5,582.00	49.11	5,631.11	2,815.55	2,815.56	0.00
A 1310.490-05-0007	GASB 45 PLANNING & VALUATION SER	4,700.00	0.00	4,700.00	2,325.00	2,375.00	0.00
A 1310.490-05-0011	W/C COORDINATOR	3,902.00	0.00	3,902.00	1,951.00	1,951.00	0.00
A 1310....BUSINESS ADMINISTRATION	*	234,169.00	43,513.00	277,682.00	118,459.32	150,428.47	8,794.21
A 1320.400-05-0124	AUDITING SERVICE	17,500.00	1,835.00	19,335.00	12,835.00	0.00	6,500.00
A 1320....AUDITING	*	17,500.00	1,835.00	19,335.00	12,835.00	0.00	6,500.00
A 1325.160-05-0000	SALARIES	60,355.00	0.00	60,355.00	34,849.41	25,505.59	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	600.00	0.00	600.00	600.00	0.00	0.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 06/30/12 (Detail)

ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1325....TREASURER		*	61,405.00	0.00	61,405.00	35,449.41	25,505.59	450.00
A 1330.160-05-0000	SALARY		5,076.00	0.00	5,076.00	5,076.00	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		2,818.00	0.00	2,818.00	2,818.00	0.00	0.00
A 1330.400-05-0110	SOFTWARE MAINTENANCE		1,275.00	0.00	1,275.00	1,275.00	0.00	0.00
A 1330....TAX COLLECTOR		*	9,299.00	0.00	9,299.00	9,169.00	0.00	130.00
A 13....FINANCE		**	322,373.00	45,348.00	367,721.00	175,912.73	175,934.06	15,874.21
A 1420.400-05-0126	SCHOOL ATTORNEY		60,000.00	0.00	60,000.00	34,218.98	22,862.58	2,918.44
A 1420....LEGAL		*	60,000.00	0.00	60,000.00	34,218.98	22,862.58	2,918.44
A 1430.150-07-0000	PERSONNEL SALARIES		0.00	74,305.00	74,305.00	42,988.64	31,316.36	0.00
A 1430.400-07-0000	CONFERENCE & TRAVEL		0.00	1,390.00	1,390.00	1,238.20	0.00	151.80
A 1430.400-07-0001	COPIER LEASE/MAINTENANCE		0.00	2,715.00	2,715.00	200.46	1,156.80	1,357.74
A 1430.490-05-0001	STUDENT DISC. HEARING OFFICER		1,500.00	576.25	2,076.25	611.53	903.72	561.00
A 1430.490-05-0002	LABOR NEGOTIATIONS		0.00	6,000.00	6,000.00	3,000.00	3,000.00	0.00
A 1430.490-07-0000	RECRUITING SERVICES		3,637.00	(576.25)	3,060.75	1,521.09	1,539.66	0.00
A 1430....PERSONNEL		*	5,137.00	84,410.00	89,547.00	49,559.92	37,916.54	2,070.54
A 1480.400-05-0130	PRINT & MAIL PUBLICATIONS		2,500.00	7.29	2,507.29	284.31	0.00	2,222.98
A 1480.490-07-0000	PUBLIC INFORMATION(PRINTING)		20,000.00	1,062.00	21,062.00	7,433.00	7,433.00	6,196.00
A 1480.490-07-0001	WEB SITE DESIGN & MANAGEMENT		9,495.00	0.00	9,495.00	4,747.50	4,747.50	0.00
A 1480....PUBLIC INFORMATION & SERVICES		*	31,995.00	1,069.29	33,064.29	12,464.81	12,180.50	8,418.98
A 14....STAFF		**	97,132.00	85,479.29	182,611.29	96,243.71	72,959.62	13,407.96
A 1620.160-07-0000	SALARIES		758,425.00	(20,367.00)	738,058.00	417,670.78	287,668.27	32,718.95
A 1620.161-07-0000	SUBSTITUTE SALARIES		27,000.00	0.00	27,000.00	9,162.39	17,837.61	0.00
A 1620.200-07-0000	EQUIPMENT		22,000.00	7,940.00	29,940.00	29,918.64	0.00	21.36
A 1620.400-01-0601	FUEL		228,594.00	(5,000.00)	223,594.00	90,243.47	133,347.78	2.75
A 1620.400-01-0602	ELECTRICITY		235,000.00	(165,000.00)	70,000.00	26,589.10	43,410.90	0.00
A 1620.400-01-0604	TELEPHONE		29,000.00	(27,200.00)	1,800.00	725.28	574.72	500.00
A 1620.400-02-0602	ELECTRICITY		0.00	119,000.00	119,000.00	52,165.79	66,834.21	0.00
A 1620.400-02-0604	TELEPHONE		0.00	2,200.00	2,200.00	1,010.06	789.94	400.00
A 1620.400-05-0602	ELECTRICITY		0.00	2,000.00	2,000.00	1,091.21	908.79	0.00
A 1620.400-05-0604	TELEPHONE		0.00	3,000.00	3,000.00	799.05	700.95	1,500.00
A 1620.400-07-0600	TELEPHONE-DISTRICT WIDE		0.00	22,000.00	22,000.00	10,774.99	11,225.01	0.00
A 1620.400-07-0601	LP GAS		1,600.00	0.00	1,600.00	1,050.62	549.38	0.00
A 1620.400-07-0602	WATER USAGE		11,800.00	0.00	11,800.00	4,157.57	6,837.93	804.50
A 1620.400-07-0603	WATER TAX		6,500.00	0.00	6,500.00	6,309.90	0.00	190.10
A 1620.400-07-0604	COMMUNICATIONS		17,500.00	0.00	17,500.00	10,283.76	5,316.24	1,900.00
A 1620.400-07-0605	REFUSE COLLECTION		17,500.00	0.00	17,500.00	9,448.95	7,790.20	260.85
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		450.00	0.00	450.00	0.00	0.00	450.00
A 1620.400-07-0608	MISCELLANEOUS SERVICES		0.00	1,200.00	1,200.00	863.60	323.12	13.28
A 1620.400-07-0615	INS. CLAIM-IRENE DAMAGES		0.00	67,000.00	67,000.00	(40,094.72)	1,175.00	105,919.72
A 1620.400-07-0628	UNIFORM SERVICE		4,380.00	0.00	4,380.00	1,561.43	2,818.57	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1620.400-07-0629	MATS/MOPS - SERVICE	6,300.00	0.00	6,300.00	3,754.05	2,545.95	0.00
A 1620.401-07-0610	STONE, SAND & SOIL	3,000.00	0.00	3,000.00	2,889.30	0.00	110.70
A 1620.401-07-0611	BLACKTOP & CEMENT	13,000.00	(13,000.00)	0.00	0.00	0.00	0.00
A 1620.401-07-0612	SEED & FERTILIZER	2,000.00	0.00	2,000.00	1,280.00	0.00	720.00
A 1620.401-07-0613	ICE MELT-	9,000.00	0.00	9,000.00	481.25	6,035.70	2,483.05
A 1620.401-07-0616	PLAYGROUND EQUIPMENT REPAIR	1,000.00	(50.00)	950.00	825.04	0.00	124.96
A 1620.402-07-0620	WINDOWS & FRAMES & DOORS	8,000.00	3,273.86	11,273.86	6,603.43	2,147.75	2,522.68
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	8,000.00	12,411.40	20,411.40	7,025.60	12,897.27	488.53
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	15,000.00	(550.00)	14,450.00	8,480.44	5,795.02	174.54
A 1620.402-07-0627	ARCHITECT	3,000.00	0.00	3,000.00	2,400.00	0.00	600.00
A 1620.403-07-0630	HEATING CONTRACT	15,000.00	(2,500.00)	12,500.00	1,645.50	6,520.50	4,334.00
A 1620.403-07-0631	HEATING REPAIR	5,000.00	31,357.00	36,357.00	34,551.57	1,400.00	405.43
A 1620.403-07-0632	MOTORS	2,500.00	(1,175.00)	1,325.00	236.75	872.66	215.59
A 1620.403-07-0633	BOILER REPAIR	2,000.00	0.00	2,000.00	1,571.69	428.31	0.00
A 1620.403-07-0634	SECURITY ALARM SYSTEM	4,000.00	0.00	4,000.00	3,640.00	360.00	0.00
A 1620.403-07-0635	ELECTRICAL REPAIRS	6,000.00	(700.00)	5,300.00	4,861.65	200.00	238.35
A 1620.403-07-0636	UNIVENT PARTS	4,700.00	(200.00)	4,500.00	40.67	79.33	4,380.00
A 1620.403-07-0638	PUMPS	3,000.00	(300.00)	2,700.00	2,164.41	535.59	0.00
A 1620.403-07-0639	PARTS-PLUMBING	3,000.00	(900.00)	2,100.00	1,714.31	111.36	274.33
A 1620.403-07-0640	SERVICE CLOCKS/FIRE ALARM	1,000.00	(100.00)	900.00	655.00	245.00	0.00
A 1620.403-07-0641	STORAGE SPACE	4,200.00	(1,354.00)	2,846.00	1,660.12	1,185.80	0.08
A 1620.403-07-0642	EMERGENCY	2,000.00	(1,200.00)	800.00	0.00	0.00	800.00
A 1620.403-07-0643	CAFETERIA EQUIPMENT REPAIRS	3,500.00	9,629.00	13,129.00	9,926.45	2,137.17	1,065.38
A 1620.404-07-0626	REGULATORY CERTIFICATIONS	300.00	175.00	475.00	475.00	0.00	0.00
A 1620.404-07-0650	SEPTIC TANKS CLEANED	5,000.00	30.00	5,030.00	2,906.00	2,124.00	0.00
A 1620.404-07-0651	FIRE EXTINGUISHER SERVICE	1,000.00	0.00	1,000.00	616.00	355.50	28.50
A 1620.404-07-0652	MACHINE REPAIR	10,000.00	770.00	10,770.00	7,145.50	2,664.68	959.82
A 1620.404-07-0653	MATS & CARPETS	5,000.00	0.00	5,000.00	5,000.00	0.00	0.00
A 1620.404-07-0654	ELEVATOR SERVICE	6,000.00	(760.00)	5,240.00	1,608.75	1,171.25	2,460.00
A 1620.404-07-0655	BUILDING ALTERATIONS	18,000.00	302.00	18,302.00	16,486.70	200.00	1,615.30
A 1620.404-07-0656	CONFERENCE & TRAVEL	500.00	0.00	500.00	50.00	100.00	350.00
A 1620.404-07-0657	INSPECTORS-FOLDING DOWN BLEACHER	2,500.00	0.00	2,500.00	1,452.00	344.00	704.00
A 1620.404-07-0658	BUILDING AUTOMATION SER./CONT.	8,800.00	0.00	8,800.00	7,918.00	800.00	82.00
A 1620.404-07-0659	FIRE SYSTEMS SER./CONT.	7,400.00	0.00	7,400.00	6,201.60	1,198.40	0.00
A 1620.404-07-0660	RISK MANAGEMENT SERVICES	12,000.00	2,000.00	14,000.00	7,781.79	5,110.00	1,108.21
A 1620.404-07-0661	FIELD REPAIR	5,500.00	0.00	5,500.00	5,399.86	100.00	0.14
A 1620.404-07-0668	PEST CONTROL SERVICES	2,300.00	0.00	2,300.00	1,363.84	681.92	254.24
A 1620.450-07-0654	MISCELLANEOUS SUPPLIES	0.00	800.00	800.00	694.90	0.00	105.10
A 1620.450-07-0670	CLEANING/MAIN.SUPPLIES	33,000.00	4,390.71	37,390.71	12,046.23	1,660.40	23,684.08
A 1620.450-07-0671	PAPER SUPPLIES	8,000.00	(100.00)	7,900.00	7,376.50	0.00	523.50

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1620.450-07-0672	PAINT	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.450-07-0673	ELECTRICAL SUPPLIES	7,300.00	(100.00)	7,200.00	841.62	300.00	6,058.38
A 1620.450-07-0674	SEWER SYSTEM SUPPLIES	600.00	0.00	600.00	0.00	0.00	600.00
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	(100.00)	2,400.00	2,298.80	0.00	101.20
A 1620.450-07-0677	BOILER SUPPLIES	200.00	0.00	200.00	0.00	0.00	200.00
A 1620.450-07-0678	HARDWARE	800.00	(200.00)	600.00	345.29	100.00	154.71
A 1620.450-07-0679	WORKBOOTS/SHOE ALLOWANCE	2,500.00	0.00	2,500.00	476.46	1,769.54	254.00
A 1620.450-07-0680	OFFICE SUPPLIES	250.00	108.00	358.00	346.56	0.00	11.44
A 1620.450-07-0681	FLAGS	125.00	0.00	125.00	0.00	0.00	125.00
A 1620.450-07-0682	FURNITURE & MATERIALS	0.00	5,828.90	5,828.90	742.39	4,818.95	267.56
A 1620.450-07-0683	HEALTH & SAFETY SUPPLIES	1,000.00	0.00	1,000.00	160.98	0.00	839.02
A 1620....OPERATION OF PLANT	*	1,630,424.00	54,559.87	1,684,983.87	819,873.87	655,104.67	210,005.33
A 1660.450-07-0001	COPIER PAPER	22,000.00	9,527.00	31,527.00	16,345.00	0.00	15,182.00
A 1660.450-07-0002	POSTAGE	25,500.00	0.00	25,500.00	7,904.77	15,690.00	1,905.23
A 1660.450-07-0003	COPIER SUPPLIES	4,500.00	0.00	4,500.00	2,046.18	0.00	2,453.82
A 1660.450-07-0007	LAMINATING	1,000.00	0.00	1,000.00	0.00	999.15	0.85
A 1660....CENTRAL STOREROOM	*	53,000.00	9,527.00	62,527.00	26,295.95	16,689.15	19,541.90
A 1680.490-07-0000	ON LINE PROCESSING	4,295.00	934.26	5,229.26	1,641.00	3,588.26	0.00
A 1680.490-07-0004	FACILITY SERVICES	4,025.00	0.00	4,025.00	2,012.50	2,012.50	0.00
A 1680.490-07-0005	FINANCE MANAGER	19,670.00	0.00	19,670.00	7,114.50	7,114.50	5,441.00
A 1680.490-07-0006	E-RATE	4,377.00	0.00	4,377.00	2,188.50	2,188.50	0.00
A 1680.490-07-0007	DATA WAREHOUSE	7,984.00	0.00	7,984.00	3,991.95	3,992.02	0.03
A 1680.490-07-0009	TESTING	10,064.00	(934.26)	9,129.74	3,587.07	4,166.23	1,376.44
A 1680....CENTRAL DATA PROCESSING	*	50,415.00	0.00	50,415.00	20,535.52	23,062.01	6,817.47
A 16....CENTRAL SERVICES	**	1,733,839.00	64,086.87	1,797,925.87	866,705.34	694,855.83	236,364.70
A 1910.400-07-0001	UMBRELLA INSURANCE	18,000.00	(202.00)	17,798.00	17,798.00	0.00	0.00
A 1910.400-07-0002	PUPIL INSURANCE	14,000.00	376.00	14,376.00	8,423.00	0.00	5,953.00
A 1910.400-07-0003	MULTI-PERIL INSURANCE	65,000.00	1,777.00	66,777.00	47,607.00	17,393.00	1,777.00
A 1910....UNALLOCATED INSURANCE	*	97,000.00	1,951.00	98,951.00	73,828.00	17,393.00	7,730.00
A 1920.400-07-0000	SCHOOL ASSOCIATION DUES	18,500.00	1,000.00	19,500.00	19,373.00	0.00	127.00
A 1920....SCHOOL ASSOCIATION DUES	*	18,500.00	1,000.00	19,500.00	19,373.00	0.00	127.00
A 1930.400-07-0000	JUDGMENT AND CLAIMS	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 1930....JUDGMENTS & CLAIMS	*	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 1964.400-07-0001	PROPERTY TAX REFUND	1,000.00	(1,000.00)	0.00	0.00	0.00	0.00
A 1964....REFUND ON REAL PROPERTY TAXES	*	1,000.00	(1,000.00)	0.00	0.00	0.00	0.00
A 1981.490-07-0001	BOCES-ADM CHARGE	185,604.00	1.00	185,605.00	92,802.50	92,802.50	0.00
A 1981....BOCES ADMINISTRATIVE COSTS	*	185,604.00	1.00	185,605.00	92,802.50	92,802.50	0.00
A 1989.400-07-0001	BOND & NOTE ISSUE EXPENSE	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 1989....UNCLASSIFIED	*	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00

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ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 19....SPECIAL ITEMS		**	311,604.00	1,952.00	313,556.00	186,003.50	110,195.50	17,357.00
A 1....BOARD OF EDUCATION		***	2,729,167.00	197,016.28	2,926,183.28	1,473,427.54	1,161,755.59	291,000.15
A 2010.150-07-0000	CURRICULUM SUPERVISOR		97,838.00	0.00	97,838.00	56,603.56	41,234.44	0.00
A 2010.450-01-0007	CURRICULUM DEV. SUPPLIES		300.00	0.00	300.00	287.16	0.00	12.84
A 2010....CURRICULUM DEVEL & SUPERVISION		*	98,138.00	0.00	98,138.00	56,890.72	41,234.44	12.84
A 2020.150-07-0000	SALARIES (INST.)		299,540.00	39,968.00	339,508.00	187,208.89	152,298.98	0.13
A 2020.160-07-0000	CLERICAL SALARIES		161,939.00	22,419.01	184,358.01	103,421.35	80,936.66	0.00
A 2020.161-01-0000	SALARIES ELEMENTARY		2,100.00	29.08	2,129.08	2,129.08	0.00	0.00
A 2020.162-02-0000	SALARIES SECONDARY		3,000.00	(291.09)	2,708.91	1,711.00	970.07	27.84
A 2020.400-01-0104	PROFESSIONAL LITERATURE		1,125.00	0.00	1,125.00	0.00	0.00	1,125.00
A 2020.400-07-0018	COPIER/LEASE MAINT (ES/MS/HS)		7,826.00	0.00	7,826.00	0.00	0.00	7,826.00
A 2020.450-01-0003	OFFICE SUPPLIES ELEMENTARY		1,300.00	0.00	1,300.00	803.97	495.28	0.75
A 2020.450-02-0003	OFFICE SUPPLIES SECONDARY		500.00	0.00	500.00	242.75	107.95	149.30
A 2020.450-03-0003	OFFICE SUPPLIES (MS)		200.00	1,067.50	1,267.50	1,210.60	44.98	11.92
A 2020.490-07-0001	SUBSTITUTE TEACHER CALLING SVC		10,527.00	0.00	10,527.00	4,316.86	5,932.14	278.00
A 2020....SUPERVISION-REGULAR SCHOOL		*	488,057.00	63,192.50	551,249.50	301,044.50	240,786.06	9,418.94
A 2060.490-07-0005	STUDENT DATA REPORTING SVC		20,515.00	0.00	20,515.00	10,098.49	10,301.51	115.00
A 2060....RESEARCH, PLANNING & EVALUAT		*	20,515.00	0.00	20,515.00	10,098.49	10,301.51	115.00
A 2070.400-07-0000	IN-SERVICE EDUCATION		12,000.00	11,168.00	23,168.00	11,979.03	0.00	11,188.97
A 2070.490-07-0000	STAFF DEV-SUPT CONF DAYS-PROG		25,000.00	45,800.00	70,800.00	18,213.83	25,753.40	26,832.77
A 2070.490-07-0001	MODEL SCHOOLS		5,350.00	0.00	5,350.00	2,675.00	2,675.00	0.00
A 2070.490-07-0007	REGIONAL SCORING		35,073.00	0.00	35,073.00	0.00	0.00	35,073.00
A 2070.490-07-0008	ADMINISTRATOR MENTOR		0.00	12,000.00	12,000.00	0.00	0.00	12,000.00
A 2070....INSERVICE TRAINING-INSTRUCTION		*	77,423.00	68,968.00	146,391.00	32,867.86	28,428.40	85,094.74
A 20....ADMIN & IMPROVEMENT		**	684,133.00	132,160.50	816,293.50	400,901.57	320,750.41	94,641.52
A 2110.120-01-0000	SALARIES K-3		1,486,342.00	50,338.91	1,536,680.91	716,116.79	819,695.12	869.00
A 2110.122-01-0000	SALARIES 4-6		1,535,274.00	(142,377.91)	1,392,896.09	601,861.75	764,905.93	26,128.41
A 2110.130-02-0000	SALARIES 7-12		3,202,858.00	50,000.00	3,252,858.00	1,562,988.08	1,676,866.99	13,002.93
A 2110.140-07-0000	CERTIFIED SUBSTITUTES		121,000.00	36,545.00	157,545.00	84,024.55	118,975.45	(45,455.00)
A 2110.140-07-0001	SALARIES HOME TUTORING		13,000.00	7,000.00	20,000.00	7,650.00	12,350.00	0.00
A 2110.141-07-0000	UNCERTIFIED SUBSTITUTES		80,000.00	(40,000.00)	40,000.00	17,192.10	22,807.90	0.00
A 2110.160-07-0000	SALARIES-N/I AIDES		190,637.00	35,547.00	226,184.00	110,476.54	112,377.66	3,329.80
A 2110.161-07-0000	SUB TEACHERS AIDE		19,200.00	0.00	19,200.00	6,331.17	8,868.83	4,000.00
A 2110.200-01-0031	LEASE/PURCHASE MUSIC INSTRUMENTS		2,676.00	0.00	2,676.00	2,676.00	0.00	0.00
A 2110.200-02-0031	LEASE/PURCHASE MUSIC INSTRUMENTS		2,675.00	0.00	2,675.00	2,675.00	0.00	0.00
A 2110.200-02-0050	BUILDING EQUIPMENT		0.00	2,345.00	2,345.00	0.00	2,345.00	0.00
A 2110.200-03-0037	LEASE/PURCHASE MUSIC INSTRUMENTS		2,675.00	0.00	2,675.00	2,674.86	0.00	0.14
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		850.00	0.00	850.00	250.00	0.00	600.00
A 2110.400-01-0009	ASSEMBLY PROGRAMS		600.00	0.00	600.00	0.00	0.00	600.00
A 2110.400-01-0010	AWARDS		300.00	0.00	300.00	0.00	139.40	160.60

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.400-01-0012	EMERGENCY	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.400-01-0016	CHALLENGE	1,300.00	0.00	1,300.00	0.00	0.00	1,300.00
A 2110.400-01-0021	FIELD TRIP FEES	0.00	0.00	0.00	(901.00)	901.00	0.00
A 2110.400-02-0004	BOOKBINDING	1,000.00	0.00	1,000.00	212.30	0.00	787.70
A 2110.400-02-0005	REPAIR CLASSROOM EQUIP	3,000.00	0.00	3,000.00	0.00	750.00	2,250.00
A 2110.400-02-0006	PIANO TUNING	800.00	0.00	800.00	0.00	0.00	800.00
A 2110.400-02-0007	REPAIR MUSICAL INSTRUMENT (MS)	1,500.00	0.00	1,500.00	660.00	0.00	840.00
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	0.00	500.00	0.00	0.00	500.00
A 2110.400-02-0012	EMERGENCY	500.00	(128.51)	371.49	50.00	0.00	321.49
A 2110.400-02-0014	GRADUATION EXPENSE	1,300.00	0.00	1,300.00	0.00	311.32	988.68
A 2110.400-02-0017	AG. CONF./TRAVEL	1,675.00	0.00	1,675.00	631.60	0.00	1,043.40
A 2110.400-02-0027	GIFTED AND TALENTED	1,000.00	0.00	1,000.00	150.00	0.00	850.00
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	0.00	200.00	0.00	0.00	200.00
A 2110.400-03-0005	REPAIR CLASSROOM EQUIPMENT	300.00	0.00	300.00	0.00	300.00	0.00
A 2110.400-03-0007	REPAIR MUSICAL EQUIPMENT	600.00	0.00	600.00	170.00	430.00	0.00
A 2110.400-03-0009	ASSEMBLY PROGRAMS	500.00	0.00	500.00	0.00	300.00	200.00
A 2110.400-03-0010	AWARDS	200.00	0.00	200.00	0.00	0.00	200.00
A 2110.400-03-0012	EMERGENCY	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.400-03-0014	GRADUATION EXPENSE (MS)	450.00	0.00	450.00	68.19	300.00	81.81
A 2110.400-03-0027	CHALLENGE	400.00	0.00	400.00	275.50	0.00	124.50
A 2110.400-07-0000	CONFERENCE & TRAVEL DISTRICT WID	2,000.00	111.20	2,111.20	160.00	1,084.32	866.88
A 2110.400-07-0001	IB DIPLOMA PROGRAM	13,150.00	5,690.52	18,840.52	18,413.21	385.27	42.04
A 2110.450-01-0005	5TH GRADE	1,000.00	(1.14)	998.86	987.94	10.92	0.00
A 2110.450-01-0007	KINDERGARTEN	1,625.00	(6.37)	1,618.63	1,512.23	106.40	0.00
A 2110.450-01-0010	K-5	107.00	4,019.31	4,126.31	3,390.50	714.88	20.93
A 2110.450-01-0011	1ST GRADE/ 2ND GRADE	2,925.00	40.06	2,965.06	2,965.06	0.00	0.00
A 2110.450-01-0012	3RD GRADE / 4TH GRADE	2,600.00	0.00	2,600.00	2,234.77	365.23	0.00
A 2110.450-01-0021	ART	2,600.00	(1.51)	2,598.49	1,783.99	814.50	0.00
A 2110.450-01-0022	ELEMENTARY CHALLENGE	1,300.00	(7.38)	1,292.62	731.16	561.46	0.00
A 2110.450-01-0031	MUSIC	1,000.00	(203.79)	796.21	296.68	499.53	0.00
A 2110.450-01-0032	PHYSICAL EDUCATION	1,800.00	(0.54)	1,799.46	1,776.42	23.04	0.00
A 2110.450-01-0033	EARLY LITERACY & MATH	600.00	11.36	611.36	611.36	0.00	0.00
A 2110.450-01-0036	ELEMENTARY MUSICAL	0.00	400.00	400.00	0.00	400.00	0.00
A 2110.450-02-0010	9-12	0.00	6,305.46	6,305.46	523.02	2,332.63	3,449.81
A 2110.450-02-0021	ART	4,118.00	(220.69)	3,897.31	3,897.31	0.00	0.00
A 2110.450-02-0022	HIGH SCHOOL CHALLENGE	125.00	(25.80)	99.20	99.20	0.00	0.00
A 2110.450-02-0023	BUSINESS EDUCATION	200.00	(16.12)	183.88	(252.17)	436.05	0.00
A 2110.450-02-0024	ENGLISH	400.00	331.51	731.51	731.51	0.00	0.00
A 2110.450-02-0026	HOME/CAREER SKILLS	1,000.00	99.75	1,099.75	605.55	494.20	0.00
A 2110.450-02-0028	TECHNOLOGY 9-12	1,300.00	(356.80)	943.20	183.00	760.20	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.450-02-0029	FOREIGN LANGUAGE	300.00	140.26	440.26	365.31	74.95	0.00
A 2110.450-02-0030	MATHEMATICS	300.00	(10.72)	289.28	289.28	0.00	0.00
A 2110.450-02-0031	MUSIC	1,200.00	(117.70)	1,082.30	782.85	299.45	0.00
A 2110.450-02-0032	PHYSICAL EDUCATION	2,500.00	(201.05)	2,298.95	2,298.95	0.00	0.00
A 2110.450-02-0034	SCIENCE	2,619.00	(14.93)	2,604.07	2,534.80	69.27	0.00
A 2110.450-02-0035	SOCIAL STUDIES	1,000.00	(187.60)	812.40	812.40	0.00	0.00
A 2110.450-02-0038	DIPLOMAS	1,500.00	0.00	1,500.00	0.00	1,500.00	0.00
A 2110.450-02-0041	AGRICULTURE	2,800.00	(31.12)	2,768.88	1,000.13	1,768.75	0.00
A 2110.450-02-0044	WSLC	200.00	(63.62)	136.38	136.38	0.00	0.00
A 2110.450-03-0010	SUPPLIES 6-8	1,025.00	5,618.51	6,643.51	2,453.62	3,313.48	876.41
A 2110.450-03-0021	ART (MS)	1,000.00	(15.68)	984.32	984.32	0.00	0.00
A 2110.450-03-0023	BUSINESS (6-8)	200.00	1.72	201.72	201.72	0.00	0.00
A 2110.450-03-0025	HEALTH EDUCATION (MS)	100.00	(2.25)	97.75	80.75	17.00	0.00
A 2110.450-03-0026	HOME/CAREER SKILLS (MS)	1,300.00	(33.61)	1,266.39	375.67	890.72	0.00
A 2110.450-03-0028	TECHNOLOGY 6-8	2,500.00	(64.84)	2,435.16	2,375.16	60.00	0.00
A 2110.450-03-0029	FOREIGN LANGUAGE (6-8)	300.00	(134.22)	165.78	165.78	0.00	0.00
A 2110.450-03-0031	MUSIC (MS)	800.00	(355.70)	444.30	444.30	0.00	0.00
A 2110.450-03-0052	6 GRADE TEAM	800.00	0.00	800.00	579.16	220.84	0.00
A 2110.450-03-0053	7 GRADE TEAM	800.00	(5.67)	794.33	617.11	177.22	0.00
A 2110.450-03-0054	8 GRADE TEAM	800.00	(8.26)	791.74	791.74	0.00	0.00
A 2110.450-07-0011	K-12 SUPPLIES	0.00	1,775.06	1,775.06	1,752.23	0.00	22.83
A 2110.450-07-0012	SUPPLIES--DONATIONS	0.00	0.00	0.00	(684.30)	398.60	285.70
A 2110.450-07-0014	ARCHEOLOGY PROJECT	0.00	0.00	0.00	(2,595.32)	393.80	2,201.52
A 2110.450-07-0031	K-12 MUSIC	0.00	2,080.48	2,080.48	857.29	1,223.19	0.00
A 2110.470-07-0000	TUITION - OTHER DISTRICTS	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 2110.480-01-0010	K-6	3,480.00	(1,527.00)	1,953.00	1,527.00	0.00	426.00
A 2110.480-01-0033	EARLY LITERACY & MATH	1,500.00	0.00	1,500.00	0.00	1,500.00	0.00
A 2110.480-02-0010	9-12	2,494.00	3,317.71	5,811.71	69.89	0.00	5,741.82
A 2110.480-02-0023	BUSINESS EDUCATION	2,000.00	(577.12)	1,422.88	1,422.88	0.00	0.00
A 2110.480-02-0024	ENGLISH	6,080.00	0.00	6,080.00	4,387.45	1,692.55	0.00
A 2110.480-02-0026	HOME/CAREER SKILLS	1,600.00	(39.54)	1,560.46	1,554.46	6.00	0.00
A 2110.480-02-0028	TECHNOLOGY 9-12	1,000.00	0.00	1,000.00	0.00	1,000.00	0.00
A 2110.480-02-0029	FOREIGN LANGUAGE	1,190.00	(243.49)	946.51	876.87	69.64	0.00
A 2110.480-02-0030	MATHEMATICS	2,000.00	(1,216.02)	783.98	0.00	783.98	0.00
A 2110.480-02-0031	MUSIC	1,531.00	0.00	1,531.00	1,326.79	204.21	0.00
A 2110.480-02-0034	SCIENCE	3,000.00	(3,000.00)	0.00	0.00	0.00	0.00
A 2110.480-02-0041	AGRICULTURE	2,000.00	(25.94)	1,974.06	1,844.50	129.56	0.00
A 2110.480-02-0042	WHOLE STUDENT LEARNING CENTER	750.00	(639.71)	110.29	110.29	0.00	0.00
A 2110.480-03-0010	TEXTBOOKS 6-8	2,794.00	1,171.15	3,965.15	2,342.09	0.00	1,623.06
A 2110.480-03-0026	HOME & CAREERS (6-8)	800.00	(31.65)	768.35	768.35	0.00	0.00
A 2110.480-03-0029	FOREIGN LANGUAGE (6-8)	500.00	(57.20)	442.80	165.60	252.00	25.20
A 2110.480-03-0031	MUSIC (6-8)	1,980.00	(35.04)	1,944.96	1,944.96	0.00	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.480-03-0050	REMEDIAL (AIS)	2,300.00	0.00	2,300.00	2,300.00	0.00	0.00
A 2110.480-03-0052	TEAM 6	4,700.00	(30.02)	4,669.98	3,891.38	778.60	0.00
A 2110.480-03-0053	TEAM 7	3,000.00	(96.73)	2,903.27	1,233.26	1,670.01	0.00
A 2110.480-03-0054	TEAM 8	3,200.00	(920.51)	2,279.49	2,279.49	0.00	0.00
A 2110.480-07-0010	IB PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.480-07-0011	K-12 TEXTBOOKS	0.00	4,615.12	4,615.12	586.59	0.00	4,028.53
A 2110.480-08-0040	PRIVATE SCHOOL TEXTBOOKS	7,000.00	925.65	7,925.65	925.65	0.00	7,000.00
A 2110.481-01-0005	5TH GRADE	1,800.00	(926.71)	873.29	480.94	392.35	0.00
A 2110.481-01-0007	KINDERGARTEN	2,250.00	(468.07)	1,781.93	1,545.50	236.43	0.00
A 2110.481-01-0008	CHALLENGE	300.00	(1.10)	298.90	100.00	198.90	0.00
A 2110.481-01-0010	K-5	6,800.00	3,040.30	9,840.30	6,762.56	4.43	3,073.31
A 2110.481-01-0011	1ST GRADE/2ND GRADE	4,050.00	(1.31)	4,048.69	3,817.02	231.67	0.00
A 2110.481-01-0012	3RD GRADE/4TH GRADE	4,050.00	(1,627.61)	2,422.39	1,789.04	633.35	0.00
A 2110.481-01-0031	MUSIC	2,000.00	(15.50)	1,984.50	886.06	1,098.44	0.00
A 2110.490-00-0001	TEXTBOOK COORD.	3,196.00	(1,564.00)	1,632.00	816.00	816.00	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	14,000.00	26,996.08	40,996.08	5,107.12	23,179.37	12,709.59
A 2110.490-07-0004	MINDS ON WORKSHOP	3,137.00	(3,137.00)	0.00	0.00	0.00	0.00
A 2110.490-07-0005	NATURE'S CLASSROOM	4,500.00	(4,500.00)	0.00	0.00	0.00	0.00
A 2110.490-07-0006	ODYSSEY OF THE MIND	255.00	0.00	255.00	0.00	0.00	255.00
A 2110.490-07-0009	ALP ACADEMY PROGRAM	212,988.00	(15,767.00)	197,221.00	99,465.09	90,465.07	7,290.84
A 2110.490-07-0015	ESOL (ITIN)	66,470.00	(66,470.00)	0.00	0.00	0.00	0.00
A 2110.490-07-0016	HOME INSTRUCTION REVIEW	4,335.00	(85.00)	4,250.00	2,125.00	2,125.00	0.00
A 2110.490-07-0017	PROG ALT TO SCHOOL SUSPENSION	10,032.00	0.00	10,032.00	5,016.00	5,016.00	0.00
A 2110....TEACHING-REGULAR SCHOOL	*	7,142,498.00	(43,809.68)	7,098,688.32	3,330,971.33	3,694,504.06	73,212.93
A 21....TEACHING	**	7,142,498.00	(43,809.68)	7,098,688.32	3,330,971.33	3,694,504.06	73,212.93
A 2250.150-07-0000	SALARIES	1,913,765.00	0.00	1,913,765.00	923,749.59	1,046,667.83	(56,652.42)
A 2250.160-07-0000	SALARIES	209,562.00	52,087.00	261,649.00	126,039.03	127,799.87	7,810.10
A 2250.160-07-0001	SUBSTITUTES	17,215.00	0.00	17,215.00	4,599.93	9,615.07	3,000.00
A 2250.200-01-0000	ELEMENTARY	0.00	3,954.00	3,954.00	3,954.00	0.00	0.00
A 2250.400-02-0006	COPIER SUPPLIES/MAINTENANCE	3,000.00	(2,999.49)	0.51	0.00	0.00	0.51
A 2250.400-07-0001	TRAVEL & CONFERENCES	1,000.00	(643.00)	357.00	150.00	184.00	23.00
A 2250.400-07-0002	ADMINISTRATIVE SHARED SERVICES	102,285.00	981.49	103,266.49	77,449.86	25,816.63	0.00
A 2250.400-07-0003	STATE SERVICES	1,500.00	0.00	1,500.00	1,055.00	0.00	445.00
A 2250.400-07-0004	MEDICAID REIMBURSEMENT	1,025.00	2,000.00	3,025.00	2,000.00	1,000.00	25.00
A 2250.400-07-0008	PHYSICAL THERAPY	45,000.00	(2,000.00)	43,000.00	19,253.00	23,747.00	0.00
A 2250.450-01-0000	RESOURCE ROOM (ELEM)	850.00	750.00	1,600.00	1,421.08	0.00	178.92
A 2250.450-01-0002	SPEECH	134.00	0.00	134.00	70.09	0.00	63.91
A 2250.450-01-0004	CSE OFFICE	217.00	0.00	217.00	196.33	0.00	20.67
A 2250.450-02-0000	RESOURCE ROOM (HS)	500.00	117.83	617.83	600.20	11.42	6.21
A 2250.450-03-0000	RESOURCE ROOM (MS)	500.00	0.00	500.00	494.91	0.00	5.09
A 2250.450-07-0000	GRAPEVILLE SUPPLIES	0.00	671.00	671.00	670.37	0.00	0.63

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2250.450-07-0006	SUPPLIES-ESL	67.00	0.00	67.00	0.00	0.00	67.00
A 2250.450-07-0008	SUPPLIES-PHYSICAL THERAPY	50.00	0.00	50.00	0.00	0.00	50.00
A 2250.470-09-0000	TUITION-PRIVATE SCHOOLS	521,909.00	45,260.84	567,169.84	229,353.90	336,991.94	824.00
A 2250.470-09-0002	TUITION - PREVIOUS YEARS ADJ.	10,000.00	(10,000.00)	0.00	0.00	0.00	0.00
A 2250.471-09-0000	TUITION-PUBLIC SCHOOLS	90,000.00	4,818.99	94,818.99	0.00	82,995.00	11,823.99
A 2250.480-01-0001	ELEMENTARY	3,000.00	0.00	3,000.00	1,533.05	1,465.27	1.68
A 2250.480-02-0000	SECONDARY	2,500.00	0.00	2,500.00	57.51	0.00	2,442.49
A 2250.480-03-0000	MIDDLE SCHOOL	1,200.00	0.00	1,200.00	965.50	0.00	234.50
A 2250.480-07-0011	K-12 TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00
A 2250.490-07-0000	BOCES SERVICES	247,065.00	(31,553.00)	215,512.00	104,668.40	104,668.38	6,175.22
A 2250.490-07-0002	ITINERANT SERVICES	52,320.00	15,365.00	67,685.00	29,427.01	38,257.99	0.00
A 2250....PROGRAMS-STUDENTS W/ DISABIL	*	3,224,664.00	78,810.66	3,303,474.66	1,527,708.76	1,799,220.40	(23,454.50)
A 2280.400-07-0000	OCCUPATIONAL THERAPY	59,000.00	0.00	59,000.00	20,548.00	38,452.00	0.00
A 2280.450-01-0005	SUPPLIES	50.00	0.00	50.00	0.00	0.00	50.00
A 2280.490-07-0000	CAREER & TECH	426,472.00	0.00	426,472.00	213,236.00	213,236.00	0.00
A 2280....OCCUPATIONAL EDUCATION	*	485,522.00	0.00	485,522.00	233,784.00	251,688.00	50.00
A 22....SPECIAL APPORTIONMENT PROGRAMS	**	3,710,186.00	78,810.66	3,788,996.66	1,761,492.76	2,050,908.40	(23,404.50)
A 2330.490-07-0001	ALT HS EQUIV PROGRAM	18,399.00	18,399.00	36,798.00	17,291.65	19,506.35	0.00
A 2330.490-07-0002	ALT HS EQUIV W/SPECIAL NEEDS	0.00	47,100.00	47,100.00	24,335.00	27,475.00	(4,710.00)
A 2330....TEACHING-SPECIAL SCHOOLS	*	18,399.00	65,499.00	83,898.00	41,626.65	46,981.35	(4,710.00)
A 23....SPECIAL SCHOOLS	**	18,399.00	65,499.00	83,898.00	41,626.65	46,981.35	(4,710.00)
A 2610.150-07-0000	SALARIES	93,218.00	150.00	93,368.00	41,081.92	52,286.08	0.00
A 2610.160-07-0000	SALARIES N/I	126,761.00	0.00	126,761.00	73,336.92	53,424.08	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	2,380.00	0.00	20.00
A 2610.400-02-0024	STUDENT COIN/COPIER	1,250.00	0.00	1,250.00	736.16	513.04	0.80
A 2610.400-07-0000	COMPUTER SUPPORT	20,927.00	13,000.00	33,927.00	24,895.30	7,000.00	2,031.70
A 2610.450-01-0001	LIBRARY BOOKS	4,400.00	0.00	4,400.00	1,358.28	2,997.93	43.79
A 2610.450-01-0003	A/V MATERIALS	1,100.00	0.00	1,100.00	0.00	1,100.00	0.00
A 2610.450-01-0004	PERIODICALS	2,720.00	0.00	2,720.00	1,328.42	0.00	1,391.58
A 2610.450-01-0005	SUPPLIES	267.00	0.00	267.00	0.00	267.00	0.00
A 2610.450-02-0001	LIBRARY BOOKS	6,000.00	476.80	6,476.80	235.88	6,130.01	110.91
A 2610.450-02-0002	REFERENCE BOOKS	1,500.00	0.00	1,500.00	0.00	1,500.00	0.00
A 2610.450-02-0003	A/V MATERIALS	500.00	(363.50)	136.50	136.50	0.00	0.00
A 2610.450-02-0004	PERIODICALS	1,010.00	1,086.70	2,096.70	896.70	1,200.00	0.00
A 2610.450-02-0005	SUPPLIES	130.00	0.00	130.00	129.86	0.00	0.14
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	17,700.00	629.10	18,329.10	14,517.41	3,754.76	56.93
A 2610.490-07-0003	PRO QUEST	909.00	392.00	1,301.00	601.00	700.00	0.00
A 2610....SCHOOL LIBRARY & AUDIOVISUAL	*	281,792.00	15,371.10	297,163.10	161,634.35	130,872.90	4,655.85
A 2620.490-07-0000	BLACKBOARD/CLASS MANAGEMENT	612.00	6.00	618.00	309.00	309.00	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2620....	EDUCATIONAL TELEVISION	612.00	6.00	618.00	309.00	309.00	0.00
A 2630.220-07-0000	COMPUTER HARDWARE STATE AIDED	17,220.00	0.00	17,220.00	17,095.56	0.00	124.44
A 2630.400-07-0001	COMPUTER HARDWARE LEASE	80,000.00	(80,000.00)	0.00	0.00	0.00	0.00
A 2630.400-07-0002	COMPUTER REPAIR	5,000.00	0.00	5,000.00	4,742.60	42.29	215.11
A 2630.460-07-0000	COMPUTER SOFTWARE STATE AIDED	19,000.00	4,855.50	23,855.50	18,444.32	5,191.58	219.60
A 2630.490-07-0000	EQUIPMENT CONTRACT-LEASES	43,000.00	26,256.00	69,256.00	33,214.49	33,703.59	2,337.92
A 2630.490-07-0002	COMPUTER SOFTWARE-MICROSOFT	0.00	8,415.00	8,415.00	4,206.45	4,206.37	2.18
A 2630....	COMPUTER ASSISTED INSTRUCTION	164,220.00	(40,473.50)	123,746.50	77,703.42	43,143.83	2,899.25
A 26....	INSTRUCTIONAL MEDIA	446,624.00	(25,096.40)	421,527.60	239,646.77	174,325.73	7,555.10
A 2805.160-07-0000	SALARIES	18,996.00	0.00	18,996.00	10,985.10	8,002.38	8.52
A 2805.451-07-0000	MATERIAL & SUPPLIES	50.00	0.00	50.00	0.00	0.00	50.00
A 2805....	ATTENDANCE-REGULAR SCHOOL	19,046.00	0.00	19,046.00	10,985.10	8,002.38	58.52
A 2810.150-02-0000	SALARIES(INST.)	268,684.00	4,023.15	272,707.15	132,853.76	141,240.89	(1,387.50)
A 2810.160-02-0000	SALARIES(N/I)	26,294.00	0.00	26,294.00	13,494.62	12,799.06	0.32
A 2810.161-02-0000	SALARIES(SUBS.)	620.00	(149.15)	470.85	0.00	0.00	470.85
A 2810.400-02-0002	BOOK-PROFESSIONAL	152.00	0.00	152.00	0.00	50.00	102.00
A 2810.400-02-0004	REFERENCE BOOKS	700.00	0.00	700.00	0.00	289.18	410.82
A 2810.400-03-0002	BOOKS PROFESSIONAL (MS)	200.00	0.00	200.00	146.57	0.00	53.43
A 2810.400-03-0004	REFERENCE BOOKS	100.00	0.00	100.00	0.00	94.75	5.25
A 2810.450-01-0007	TESTING SUPPLIES - ELEM	1,700.00	0.00	1,700.00	305.97	372.95	1,021.08
A 2810.450-01-0120	SUPPLIES (ELEM)	350.00	0.00	350.00	89.35	257.83	2.82
A 2810.450-02-0007	TESTING SUPPLIES - HS	2,714.00	0.00	2,714.00	1,693.38	0.00	1,020.62
A 2810.450-02-0120	OFFICE SUPPLIES	500.00	0.00	500.00	0.00	275.95	224.05
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)	75.00	0.00	75.00	74.33	0.00	0.67
A 2810.490-02-0005	NUTRITION MANAGEMENT W/ALBANY	7,653.00	0.00	7,653.00	3,826.25	3,826.21	0.54
A 2810.490-02-0006	MY LEARNING PLAN	4,483.00	0.00	4,483.00	2,240.50	2,240.55	1.95
A 2810.490-02-0009	STUDENT MANAGEMENT SYSTEM	29,895.00	0.00	29,895.00	14,947.20	14,947.20	0.60
A 2810.490-02-0010	GUIDANCE INFO. SYSTEM	3,273.00	2,395.00	5,668.00	0.00	0.00	5,668.00
A 2810.490-02-0011	DISTANCE LEARNING	8,724.00	0.00	8,724.00	831.25	968.75	6,924.00
A 2810.490-02-0012	CLEARTRACK SOFTWARE/SUPPORT	12,077.00	0.00	12,077.00	6,038.50	6,038.50	0.00
A 2810.490-07-0012	CURRICULUM MAPPING SOFTWARE	5,150.00	5,150.00	10,300.00	0.00	5,150.00	5,150.00
A 2810....	GUIDANCE-REGULAR SCHOOL	373,644.00	11,419.00	385,063.00	176,541.68	188,551.82	19,969.50
A 2815.160-07-0000	SALARIES	162,407.00	798.48	163,205.48	77,357.73	85,829.24	18.51
A 2815.161-07-0000	NURSES AIDE - SALARIES	26,966.00	65.44	27,031.44	13,905.31	13,126.13	0.00
A 2815.161-07-0001	SUBSTITUTE NURSES & LPN	0.00	1,636.08	1,636.08	2,343.08	0.00	(707.00)
A 2815.400-07-0002	EQUIPMENT REPAIR	500.00	0.00	500.00	0.00	220.00	280.00
A 2815.400-07-0004	SERVICE OTHER DISTRICTS	19,500.00	0.00	19,500.00	0.00	8,124.60	11,375.40
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	2,500.00	0.00	2,500.00	749.36	1,750.64	0.00
A 2815.400-07-0007	SCHOOL PHYSICIAN	7,000.00	0.00	7,000.00	0.00	6,300.00	700.00
A 2815.450-01-0000	ELEMENTARY SUPPLIES	2,800.00	434.97	3,234.97	2,316.44	918.53	0.00

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2815.450-02-0000	MS/HS SUPPLIES	4,000.00	1,048.90	5,048.90	2,781.35	1,767.55	500.00
	A 2815....HEALTH SERVICES-REGULAR SCHOOL *	226,673.00	3,983.87	230,656.87	99,453.27	118,036.69	13,166.91
A 2820.150-07-0000	SALARIES(INST.)	316,571.00	1,098.00	317,669.00	153,037.50	164,631.50	0.00
A 2820.450-01-0007	TESTING SUPPLIES	600.00	0.00	600.00	579.20	0.00	20.80
A 2820.450-03-0007	TESTING SUPPLIES	500.00	0.00	500.00	500.00	0.00	0.00
A 2820.450-07-0000	SUPPLIES & MATERIALS	300.00	0.00	300.00	173.07	0.00	126.93
	A 2820....PSYCHOLOGICAL SRVC-REG SCHOOL *	317,971.00	1,098.00	319,069.00	154,289.77	164,631.50	147.73
A 2850.150-07-0000	SALARIES-ADVISORS	61,982.00	0.00	61,982.00	7,692.63	54,289.37	0.00
A 2850.151-07-0000	CHAPERONES (I)	1,900.00	0.00	1,900.00	475.00	1,417.00	8.00
A 2850.160-07-0000	CHAPERONES (NI)	1,900.00	0.00	1,900.00	973.00	927.00	0.00
	A 2850....CO-CURRICULAR ACTIV-REG SCHL *	65,782.00	0.00	65,782.00	9,140.63	56,633.37	8.00
A 2855.150-07-0000	SALARIES COACHES & DIRECTOR	182,672.00	(29,690.00)	152,982.00	61,521.58	91,460.42	0.00
A 2855.151-07-0000	CHAPERONE SALARIES (I)	7,000.00	0.00	7,000.00	4,417.00	2,583.00	0.00
A 2855.160-07-0000	CHAPERONE/SECURITY	3,200.00	0.00	3,200.00	2,276.00	924.00	0.00
A 2855.400-07-0001	DIRECTOR OF PHYSICAL EDUCATION	500.00	500.00	1,000.00	239.76	0.00	760.24
A 2855.400-07-0002	BASEBALL OFFICIALS	3,640.00	0.00	3,640.00	0.00	0.00	3,640.00
A 2855.400-07-0003	BASKETBALL OFFICIALS	4,300.00	0.00	4,300.00	3,260.50	0.00	1,039.50
A 2855.400-07-0004	SOCCER BOYS	3,500.00	0.00	3,500.00	3,218.50	0.00	281.50
A 2855.400-07-0005	TRACK	1,300.00	0.00	1,300.00	82.40	0.00	1,217.60
A 2855.400-07-0006	GIRLS SOCCER	3,500.00	(399.00)	3,101.00	2,895.50	0.00	205.50
A 2855.400-07-0007	GIRLS BASKETBALL	4,300.00	0.00	4,300.00	4,105.50	0.00	194.50
A 2855.400-07-0008	GIRLS SOFTBALL	3,640.00	0.00	3,640.00	0.00	0.00	3,640.00
A 2855.400-07-0009	WRESTLING OFFICIALS	900.00	0.00	900.00	485.50	0.00	414.50
A 2855.400-07-0010	EQUIP MAINTENANCE	1,500.00	0.00	1,500.00	467.98	0.00	1,032.02
A 2855.400-07-0011	CONF./TRAVEL	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2855.400-07-0012	COACHING IN SERVICE	900.00	0.00	900.00	600.00	0.00	300.00
A 2855.400-07-0013	GIRLS VOLLEYBALL	3,700.00	399.00	4,099.00	4,099.00	0.00	0.00
A 2855.400-07-0014	WRESTLING TOURNAMENT	900.00	0.00	900.00	550.00	0.00	350.00
A 2855.400-07-0015	BOYS VOLLEYBALL	2,900.00	0.00	2,900.00	2,148.00	0.00	752.00
A 2855.450-07-0002	BOYS BASEBALL	650.00	0.00	650.00	574.68	0.00	75.32
A 2855.450-07-0003	BOYS BASKETBALL	550.00	0.00	550.00	363.94	0.00	186.06
A 2855.450-07-0004	BOYS SOCCER	588.00	0.00	588.00	352.14	216.00	19.86
A 2855.450-07-0005	TRACK	625.00	0.00	625.00	422.46	0.00	202.54
A 2855.450-07-0006	GIRLS SOCCER	588.00	0.00	588.00	327.92	204.00	56.08
A 2855.450-07-0007	GIRLS BASKETBALL	550.00	0.00	550.00	43.41	0.00	506.59
A 2855.450-07-0008	GIRLS SOFTBALL	650.00	0.00	650.00	389.24	0.00	260.76
A 2855.450-07-0009	CROSS COUNTRY	625.00	0.00	625.00	610.48	0.00	14.52
A 2855.450-07-0010	WRESTLING SUPPLIES	400.00	0.00	400.00	390.82	0.00	9.18
A 2855.450-07-0012	CHEERLEADING	375.00	0.00	375.00	275.02	0.00	99.98
A 2855.450-07-0013	GOLF	400.00	0.00	400.00	269.85	0.00	130.15
A 2855.450-07-0014	TENNIS	300.00	0.00	300.00	230.96	0.00	69.04
A 2855.450-07-0015	VOLLEYBALL-GIRLS	400.00	0.00	400.00	383.42	0.00	16.58

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE	
A 2855.450-07-0016	TEAMS SUPPLIES	3,250.00	0.00	3,250.00	1,929.43	629.67	690.90	
A 2855.450-07-0017	MODIFIED TEAMS	600.00	0.00	600.00	223.93	0.00	376.07	
A 2855.450-07-0018	UNIFORMS	1,500.00	6,743.00	8,243.00	5,349.50	0.00	2,893.50	
A 2855.450-07-0019	VOLLEYBALL-BOYS	400.00	0.00	400.00	316.84	0.00	83.16	
A 2855....	INTERSCHOL ATHLETICS-REG SCHL	*	241,803.00	(22,447.00)	219,356.00	102,821.26	96,017.09	20,517.65
A 28....	PUPIL SERVICES	**	1,244,919.00	(5,946.13)	1,238,972.87	553,231.71	631,872.85	53,868.31
A 2....	ADMIN & IMPROVEMENT	***	13,246,759.00	201,617.95	13,448,376.95	6,327,870.79	6,919,342.80	201,163.36
A 5510.160-04-0000	MECHANICS & SUPERVISOR	274,593.00	(1,790.00)	272,803.00	155,554.92	113,755.50	3,492.58	
A 5510.160-04-0001	SALARIES DRIVERS	543,719.00	(5,688.00)	538,031.00	245,718.10	238,219.56	54,093.34	
A 5510.160-04-0002	LATE BUSES	15,450.00	0.00	15,450.00	7,645.40	7,804.60	0.00	
A 5510.160-04-0003	SALARIES-SUB DRIVERS	26,000.00	0.00	26,000.00	14,306.97	11,693.03	0.00	
A 5510.160-04-0005	SALARIES-ATHLETIC TRIPS	19,000.00	0.00	19,000.00	9,473.68	9,526.32	0.00	
A 5510.160-04-0006	EMERGENCY	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00	
A 5510.160-04-0007	ASSISTANT DRIVER	20,079.00	0.00	20,079.00	4,570.72	6,025.04	9,483.24	
A 5510.160-04-0008	FIELD TRIPS (ELEM)	3,258.00	0.00	3,258.00	1,143.00	0.00	2,115.00	
A 5510.160-04-0009	FIELD TRIPS (HS)	2,869.00	(1,025.10)	1,843.90	1,764.00	0.00	79.90	
A 5510.160-04-0010	FIELD TRIPS (MS)	621.00	0.00	621.00	99.00	0.00	522.00	
A 5510.160-04-0031	FIELD TRIPS MUSIC	0.00	183.60	183.60	183.60	0.00	0.00	
A 5510.160-04-0041	FIELD TRIPS AG	0.00	841.50	841.50	841.50	0.00	0.00	
A 5510.200-04-0000	EQUIPMENT	1,800.00	0.00	1,800.00	846.42	0.00	953.58	
A 5510.400-04-0001	OUTSIDE LABOR	13,500.00	23,121.00	36,621.00	25,260.38	11,204.00	156.62	
A 5510.400-04-0003	EMERGENCY	500.00	(500.00)	0.00	0.00	0.00	0.00	
A 5510.400-04-0005	INSURANCE LIABILITY	35,100.00	(1,951.00)	33,149.00	20,201.00	11,575.00	1,373.00	
A 5510.400-04-0006	DRIVER PHYSICALS	4,200.00	(250.00)	3,950.00	3,140.00	0.00	810.00	
A 5510.400-04-0007	CONFERENCE & TRAVEL	750.00	0.00	750.00	149.00	285.00	316.00	
A 5510.400-04-0008	LIFT MAINTENANCE/INSPECTION	350.00	0.00	350.00	0.00	0.00	350.00	
A 5510.400-04-0009	REPEATER RENTAL	2,100.00	0.00	2,100.00	1,980.00	0.00	120.00	
A 5510.400-04-0011	UNIFORMS	2,200.00	0.00	2,200.00	948.73	1,251.27	0.00	
A 5510.400-04-0012	COPIER SUPPLIES MAINTENANCE	2,000.00	(500.00)	1,500.00	0.00	0.00	1,500.00	
A 5510.400-04-0013	PRINTING	150.00	0.00	150.00	0.00	0.00	150.00	
A 5510.400-04-0014	SOFTWARE/MAINTENANCE FEE	3,700.00	0.00	3,700.00	3,700.00	0.00	0.00	
A 5510.400-04-0015	RADIO REPAIR	500.00	0.00	500.00	143.65	156.35	200.00	
A 5510.400-04-0016	PROFESSIONAL FEES	1,300.00	0.00	1,300.00	886.00	0.00	414.00	
A 5510.400-04-0018	HEPATITIS B VACCINE	530.00	0.00	530.00	0.00	0.00	530.00	
A 5510.400-04-0022	BRIDGE TICKETS-REGULAR & SPORTS	1,700.00	(500.00)	1,200.00	653.60	385.00	161.40	
A 5510.400-04-0023	BRIDGE TICKETS-FIELD TRIPS	0.00	500.00	500.00	58.55	0.00	441.45	
A 5510.400-04-0108	ADVERTISING	1,000.00	0.00	1,000.00	150.25	199.75	650.00	
A 5510.400-04-0127	BUS DRIVER TRAINING	300.00	0.00	300.00	134.95	0.00	165.05	
A 5510.450-04-0001	PARTS	66,000.00	12,010.12	78,010.12	50,959.89	13,709.49	13,340.74	
A 5510.450-04-0002	GAS	162,072.00	(3,705.76)	158,366.24	78,112.42	65,299.61	14,954.21	
A 5510.450-04-0003	OIL & GREASE	6,000.00	0.00	6,000.00	2,163.44	3,530.79	305.77	
A 5510.450-04-0004	TIRES	16,500.00	0.00	16,500.00	11,122.51	2,966.37	2,411.12	

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 06/30/12 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 5510.450-04-0005	BUS CLEANING SUPPLIES	500.00	22.57	522.57	522.57	0.00	0.00
A 5510.450-04-0006	ANTI FREEZE	900.00	0.00	900.00	616.50	0.00	283.50
A 5510.450-04-0007	BUS DRIVER TRAINING	200.00	0.00	200.00	0.00	0.00	200.00
A 5510.450-04-0008	CLEANING-FIRST AID SUPPLIES	250.00	(0.21)	249.79	249.79	0.00	0.00
A 5510.450-04-0009	SOLVENT	1,400.00	0.00	1,400.00	800.39	148.00	451.61
A 5510.450-04-0010	OFFICE SUPPLIES	500.00	916.30	1,416.30	1,416.30	0.00	0.00
A 5510.450-04-0011	WORKBOOTS/SHOES	375.00	0.00	375.00	193.78	181.22	0.00
A 5510.450-04-0019	SMALL TOOLS	400.00	738.00	1,138.00	389.96	748.00	0.04
A 5510.490-04-0001	TRANS.DRUG AND ALCOHOL TESTING	2,925.00	0.00	2,925.00	570.81	1,073.70	1,280.49
A 5510....DISTRICT TRANSPORT	*	1,236,291.00	22,423.02	1,258,714.02	646,671.78	499,737.60	112,304.64
A 5530.400-04-0000	FUEL - BUS GARAGE	16,174.00	0.00	16,174.00	6,206.76	8,763.24	1,204.00
A 5530.400-04-0001	LP GAS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 5530.400-04-0002	TELEPHONE	3,500.00	0.00	3,500.00	144.23	105.77	3,250.00
A 5530.400-04-0003	ELECTRICITY	7,000.00	0.00	7,000.00	3,666.64	1,833.36	1,500.00
A 5530.400-04-0004	GARBAGE REMOVAL	1,000.00	0.00	1,000.00	378.43	621.57	0.00
A 5530.400-04-0005	BUS GARAGE REPAIRS	1,000.00	30,000.00	31,000.00	30,040.91	927.65	31.44
A 5530.400-04-0007	FIRE SYSTEM SERVICE CONTRACT & R	800.00	0.00	800.00	0.00	0.00	800.00
A 5530.403-04-0634	SECURITY ALARM	600.00	0.00	600.00	120.00	360.00	120.00
A 5530.404-04-0651	FIRE EXTINGUISHER SERVICE	800.00	0.00	800.00	127.50	522.30	150.20
A 5530....GARAGE BUILDING	*	32,874.00	30,000.00	62,874.00	40,684.47	13,133.89	9,055.64
A 5540.400-04-0001	SPECIAL EDUCATION	365,633.00	5,688.00	371,321.00	159,483.28	211,837.09	0.63
A 5540....CONTRACT TRANSPORT-MEDICAID	*	365,633.00	5,688.00	371,321.00	159,483.28	211,837.09	0.63
A 55....PUPIL TRANSPORTATION	**	1,634,798.00	58,111.02	1,692,909.02	846,839.53	724,708.58	121,360.91
A 5....	***	1,634,798.00	58,111.02	1,692,909.02	846,839.53	724,708.58	121,360.91
A 9010.800-07-0000	N/I EMPLOYEE RETIREMENT	583,315.00	(24,435.00)	558,880.00	432,374.71	120,000.00	6,505.29
A 9010....STATE RETIREMENT	*	583,315.00	(24,435.00)	558,880.00	432,374.71	120,000.00	6,505.29
A 9020.800-07-0000	TEACHER RETIREMENT	1,258,965.00	21,315.00	1,280,280.00	1,104,886.00	170,554.00	4,840.00
A 9020....TEACHERS' RETIREMENT	*	1,258,965.00	21,315.00	1,280,280.00	1,104,886.00	170,554.00	4,840.00
A 9030.800-07-0000	SOCIAL SECURITY	799,828.00	0.00	799,828.00	402,727.17	387,125.37	9,975.46
A 9030.800-07-0001	MEDICARE	187,047.00	0.00	187,047.00	95,324.49	90,000.28	1,722.23
A 9030....SOCIAL SECURITY	*	986,875.00	0.00	986,875.00	498,051.66	477,125.65	11,697.69
A 9040.800-07-0000	WORKERS COMPENSATION	165,000.00	(62,238.98)	102,761.02	8,187.26	11,741.00	82,832.76
A 9040....WORKERS' COMPENSATION	*	165,000.00	(62,238.98)	102,761.02	8,187.26	11,741.00	82,832.76
A 9050.800-07-0000	UNEMPLOYMENT INSURANCE	0.00	34,060.00	34,060.00	25,763.27	8,296.73	0.00
A 9050....UNEMPLOYMENT INSURANCE	*	0.00	34,060.00	34,060.00	25,763.27	8,296.73	0.00
A 9060.800-07-0000	HOSPITAL & MEDICAL INS.	3,400,390.00	36,889.58	3,437,279.58	1,638,519.85	1,792,478.27	6,281.46
A 9060.800-07-0001	DENTAL/OPTOMETRIC	162,500.00	0.00	162,500.00	161,703.38	0.00	796.62
A 9060.800-07-0002	DENTAL/OPTOMETRIC	10,300.00	0.00	10,300.00	5,677.89	2,431.35	2,190.76
A 9060.800-07-0003	RETIREMENT HEALTH FUND	0.00	96,239.40	96,239.40	0.00	96,239.40	0.00
A 9060....HOSPITAL, MEDICAL & DENTAL INS	*	3,573,190.00	133,128.98	3,706,318.98	1,805,901.12	1,891,149.02	9,268.84

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 06/30/12 (Detail)

ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 90....EMPLOYEE BENEFITS		**	6,567,345.00	101,830.00	6,669,175.00	3,875,164.02	2,678,866.40	115,144.58
A 9530.900-07-0010	FEDERAL		78,134.00	0.00	78,134.00	39,577.88	0.00	38,556.12
A 9530.900-07-0011	RENOVATIONS		220,000.00	(54,106.00)	165,894.00	0.00	165,894.00	0.00
A 9530.900-07-0012	CAFETERIA		55,000.00	0.00	55,000.00	55,000.00	0.00	0.00
A 9530....		*	353,134.00	(54,106.00)	299,028.00	94,577.88	165,894.00	38,556.12
A 95....		**	353,134.00	(54,106.00)	299,028.00	94,577.88	165,894.00	38,556.12
A 9711.600-07-0002	PRINCIPAL 1998 BOND HS/MS		525,000.00	0.00	525,000.00	0.00	525,000.00	0.00
A 9711.600-07-0003	PRINCIPAL 2007 BUS PURCHASES		185,000.00	0.00	185,000.00	0.00	185,000.00	0.00
A 9711.600-07-0004	PRINCIPAL 2004 HS RENOVATION		35,000.00	0.00	35,000.00	35,000.00	0.00	0.00
A 9711.600-07-0005	PRINCIPAL 2003 BOND HS RENOV		200,000.00	0.00	200,000.00	0.00	200,000.00	0.00
A 9711.600-07-0006	PRINCIPAL 2003 BOND AG & GARAGE		35,000.00	0.00	35,000.00	0.00	35,000.00	0.00
A 9711.600-07-0007	PRINCIPAL ELEM ELEVATOR		40,000.00	0.00	40,000.00	40,000.00	0.00	0.00
A 9711.600-07-0008	PRINCIPAL 2003 BOND ELE RENO		90,000.00	0.00	90,000.00	0.00	90,000.00	0.00
A 9711.600-07-0009	PRINCIPAL 2009 BUS BOND		120,000.00	0.00	120,000.00	0.00	120,000.00	0.00
A 9711.700-07-0002	INTEREST 1998 BOND HS/MS		75,900.00	0.00	75,900.00	37,950.00	37,950.00	0.00
A 9711.700-07-0003	INTEREST 2007 BUS PURCHASES		7,122.50	0.00	7,122.50	3,561.25	3,561.25	0.00
A 9711.700-07-0004	INTEREST 2004 HS RENOVATION		19,672.50	0.00	19,672.50	19,672.50	0.00	0.00
A 9711.700-07-0005	INTEREST 2003 BOND HS RENOV		100,676.50	0.00	100,676.50	50,337.52	50,337.52	1.46
A 9711.700-07-0006	INTEREST 2003 BOND AG & GARAGE		40,515.00	0.00	40,515.00	20,257.50	20,257.50	0.00
A 9711.700-07-0007	INTEREST ELEM ELEVATOR		36,485.00	0.00	36,485.00	18,422.50	18,062.50	0.00
A 9711.700-07-0008	INTEREST 2003 BOND ELE RENO		23,087.50	0.00	23,087.50	11,543.75	11,543.75	0.00
A 9711.700-07-0009	INTEREST 2009 BUS BOND		10,375.00	0.00	10,375.00	5,187.50	5,187.50	0.00
A 9711....SERIAL BOND		*	1,543,834.00	0.00	1,543,834.00	241,932.52	1,301,900.02	1.46
A 97....Term Bonds - Other(Specify		**	1,543,834.00	0.00	1,543,834.00	241,932.52	1,301,900.02	1.46
A 9....EMPLOYEE BENEFITS		***	8,464,313.00	47,724.00	8,512,037.00	4,211,674.42	4,146,660.42	153,702.16
GRAND TOTALS			26,075,037.00	504,469.25	26,579,506.25	12,859,812.28	12,952,467.39	767,226.58

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APPROPRIATION STATUS REPORT - BY LOCATION BY PROGRAM: FOR PERIOD 07/01/11 - 01/31/12 (Detail)

ACCOUNT GROUPING	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
F 2253.472-03-SHDP	SUMMER HANDICAP-TUITION		0.00	162,341.03	162,341.03	162,251.46	0.00	89.57
F 5540.400-03-SHDP	SUMMER HANDICAP-TRANSPORTATION		0.00	0.00	0.00	0.00	0.00	0.00
F SHDP		*	0.00	162,341.03	162,341.03	162,251.46	0.00	89.57
F SH		**	0.00	162,341.03	162,341.03	162,251.46	0.00	89.57
F S		***	0.00	162,341.03	162,341.03	162,251.46	0.00	89.57
LOCATION 03		****	0.00	162,341.03	162,341.03	162,251.46	0.00	89.57
F 5510.160-04-SHDP	BUS DRIVER SALARY		0.00	30,674.72	30,674.72	30,674.72	0.00	0.00
F 5510.400-04-SHDP	SUMMER HANDICAP-CONTRACT TRANSP		0.00	(14,221.02)	(14,221.02)	(14,221.02)	0.00	0.00
F 5510.450-04-SHDP	MAINTENANCE & GAS		0.00	13,679.16	13,679.16	13,679.16	0.00	0.00
F 5510.800-04-SHDP	EMPLOYEE BENEFITS-SUMMER HANDICA		0.00	6,764.77	6,764.77	6,764.77	0.00	0.00
F SHDP		*	0.00	36,897.63	36,897.63	36,897.63	0.00	0.00
F SH		**	0.00	36,897.63	36,897.63	36,897.63	0.00	0.00
F S		***	0.00	36,897.63	36,897.63	36,897.63	0.00	0.00
LOCATION 04		****	0.00	36,897.63	36,897.63	36,897.63	0.00	0.00
ALL LOCATIONS 0		*****	0.00	199,238.66	199,238.66	199,149.09	0.00	89.57
F 2110.400-10-S611	PURCHASED SERVICES SECTION 611		0.00	1,666.00	1,666.00	1,666.00	0.00	0.00
F S611		*	0.00	1,666.00	1,666.00	1,666.00	0.00	0.00
F S6		**	0.00	1,666.00	1,666.00	1,666.00	0.00	0.00
F S		***	0.00	1,666.00	1,666.00	1,666.00	0.00	0.00
LOCATION 10		****	0.00	1,666.00	1,666.00	1,666.00	0.00	0.00
F 6293.450-11-CGCC	SUPPLIES-CGCC		0.00	295.97	295.97	295.97	0.00	0.00
F CGCC		*	0.00	295.97	295.97	295.97	0.00	0.00
F CG		**	0.00	295.97	295.97	295.97	0.00	0.00
F C		***	0.00	295.97	295.97	295.97	0.00	0.00
F 2110.400-11-S611	PURCHASED SERVICES-SECTION 611		0.00	5,296.00	5,296.00	4,196.00	1,100.00	0.00
F S611		*	0.00	5,296.00	5,296.00	4,196.00	1,100.00	0.00
F 2110.400-11-S619	PURCHASED SERVICES-SECTION 619		0.00	1,908.00	1,908.00	1,440.00	468.00	0.00
F S619		*	0.00	1,908.00	1,908.00	1,440.00	468.00	0.00
F S6		**	0.00	7,204.00	7,204.00	5,636.00	1,568.00	0.00
F S		***	0.00	7,204.00	7,204.00	5,636.00	1,568.00	0.00
F 2250.450-11-TIIA	SUPPLIES-TITLE IIA		2,196.44	0.00	2,196.44	2,196.44	0.00	0.00
F TIIA		*	2,196.44	0.00	2,196.44	2,196.44	0.00	0.00
F 2110.450-11-TIT1	SUPPLIES-TITLE 1		47.89	0.00	47.89	47.89	0.00	0.00
F TIT1		*	47.89	0.00	47.89	47.89	0.00	0.00
F TI		**	2,244.33	0.00	2,244.33	2,244.33	0.00	0.00
F T		***	2,244.33	0.00	2,244.33	2,244.33	0.00	0.00
LOCATION 11		****	2,244.33	7,499.97	9,744.30	8,176.30	1,568.00	0.00
F 6293.150-12-CGCC	TEACHING SALARIES-CGCC		0.00	650.00	650.00	650.00	0.00	0.00
F 6293.400-12-CGCC	STUDENT STIPENDS-CGCC		0.00	6,000.00	6,000.00	2,654.00	0.00	3,346.00
F 6293.450-12-CGCC	SUPPLIES-CGCC		0.00	6,000.00	6,000.00	298.11	101.89	5,600.00
F 6293.460-12-CGCC	TRAVEL-CGCC		0.00	2,100.00	2,100.00	0.00	650.00	1,450.00

APPROPRIATION STATUS REPORT - BY LOCATION BY PROGRAM: FOR PERIOD 07/01/11 - 01/31/12 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE	
	F CGCC	*	0.00	14,750.00	14,750.00	3,602.11	751.89	10,396.00
	F CG	**	0.00	14,750.00	14,750.00	3,602.11	751.89	10,396.00
	F C	***	0.00	14,750.00	14,750.00	3,602.11	751.89	10,396.00
F 4285.150-12-JOBS	TEACHING SALARIES-JOBS ED		274,090.00	0.00	274,090.00	117,239.70	156,850.30	0.00
F 4285.800-12-JOBS	EMPLOYEE BENEFITS-JOBS ED		119,159.00	0.00	119,159.00	0.00	119,159.00	0.00
	F JOBS	*	393,249.00	0.00	393,249.00	117,239.70	276,009.30	0.00
	F JO	**	393,249.00	0.00	393,249.00	117,239.70	276,009.30	0.00
	F J	***	393,249.00	0.00	393,249.00	117,239.70	276,009.30	0.00
F 2110.150-12-MENT	TEACHING SALARIES-MENTOR		11,000.00	0.00	11,000.00	4,798.92	5,574.74	626.34
	F MENT	*	11,000.00	0.00	11,000.00	4,798.92	5,574.74	626.34
	F ME	**	11,000.00	0.00	11,000.00	4,798.92	5,574.74	626.34
	F M	***	11,000.00	0.00	11,000.00	4,798.92	5,574.74	626.34
F 2510.400-12-PREK	PURCHASED SERVICES-PREK		110,592.00	(2,063.00)	108,529.00	42,011.76	66,517.24	0.00
	F PREK	*	110,592.00	(2,063.00)	108,529.00	42,011.76	66,517.24	0.00
	F PR	**	110,592.00	(2,063.00)	108,529.00	42,011.76	66,517.24	0.00
	F P	***	110,592.00	(2,063.00)	108,529.00	42,011.76	66,517.24	0.00
F 4285.490-12-RTTT	BOCES SERVICES-RACE TO THE TOP		12,731.00	2,000.00	14,731.00	5,892.40	8,838.60	0.00
	F RTTT	*	12,731.00	2,000.00	14,731.00	5,892.40	8,838.60	0.00
	F RT	**	12,731.00	2,000.00	14,731.00	5,892.40	8,838.60	0.00
	F R	***	12,731.00	2,000.00	14,731.00	5,892.40	8,838.60	0.00
F 2110.150-12-S611	TEACHING SALARIES-SECTION 611		122,067.00	0.00	122,067.00	56,077.90	65,989.10	0.00
F 2110.160-12-S611	SUPPORT STAFF-SECTION 611		45,140.00	0.00	45,140.00	22,720.09	22,419.82	0.09
F 2110.400-12-S611	PURCHASED SERVICES-SECTION 611		27,884.00	0.00	27,884.00	0.00	25,818.00	2,066.00
F 2110.800-12-S611	EMPLOYEE BENEFITS-SECTION 611		100,143.00	0.00	100,143.00	0.00	100,143.00	0.00
	F S611	*	295,234.00	0.00	295,234.00	78,797.99	214,369.92	2,066.09
F 2110.160-12-S619	SUPPORT STAFF-SECTION 619		2,553.00	0.00	2,553.00	1,312.81	1,240.19	0.00
F 2110.400-12-S619	PURCHASED SERVICES-SECTION 619		7,896.00	0.00	7,896.00	0.00	7,896.00	0.00
F 2110.800-12-S619	EMPLOYEE BENEFITS-SECTION 619		1,039.00	0.00	1,039.00	0.00	1,039.00	0.00
	F S619	*	11,488.00	0.00	11,488.00	1,312.81	10,175.19	0.00
	F S6	**	306,722.00	0.00	306,722.00	80,110.80	224,545.11	2,066.09
	F S	***	306,722.00	0.00	306,722.00	80,110.80	224,545.11	2,066.09
F 2250.150-12-TIIA	TEACHING SALARIES-TITLE IIA		24,059.00	0.00	24,059.00	11,455.90	12,603.10	0.00
F 2250.400-12-TIIA	PURCHASED SERVICES-TITLE IIA		26,576.00	0.00	26,576.00	1,175.55	255.00	25,145.45
	F TIIA	*	50,635.00	0.00	50,635.00	12,631.45	12,858.10	25,145.45
F 2110.150-12-TISI	TEACHING SALARIES-TITLE 1 SCHOOL		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
F 2110.400-12-TISI	PURCHASED SERVICES-TITLE 1 SCHOO		9,300.00	0.00	9,300.00	0.00	0.00	9,300.00
F 2110.450-12-TISI	SUPPLIES-TITLE 1 SCHOOL IMPROVEM		46,060.00	0.00	46,060.00	0.00	0.00	46,060.00
	F TISI	*	58,360.00	0.00	58,360.00	0.00	0.00	58,360.00
F 2110.150-12-TIT1	TEACHING SALARIES-TITLE 1		180,721.00	(69,664.00)	111,057.00	64,599.21	46,457.79	0.00
F 2110.400-12-TIT1	PURCHASED SERVICES TITLE 1		0.00	43,389.00	43,389.00	0.00	0.00	43,389.00
F 2110.450-12-TIT1	SUPPLIES-TITLE 1		300.00	454.00	754.00	0.00	0.00	754.00
F 2110.800-12-TIT1	EMPLOYEE BENEFITS-TITLE 1		62,305.00	(560.00)	61,745.00	0.00	61,745.00	0.00

APPROPRIATION STATUS REPORT - BY LOCATION BY PROGRAM: FOR PERIOD 07/01/11 - 01/31/12 (Detail)

ACCOUNT	DESCRIPTION		ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
<i>F TIT1</i>		*	243,326.00	(26,381.00)	216,945.00	64,599.21	108,202.79	44,143.00
<i>F TI</i>		**	352,321.00	(26,381.00)	325,940.00	77,230.66	121,060.89	127,648.45
<i>F T</i>		***	352,321.00	(26,381.00)	325,940.00	77,230.66	121,060.89	127,648.45
<i>LOCATION</i>	12	****	1,186,615.00	(11,694.00)	1,174,921.00	330,886.35	703,297.77	140,736.88
<i>ALL LOCATIONS</i>	1	*****	1,188,859.33	(2,528.03)	1,186,331.30	340,728.65	704,865.77	140,736.88
GRAND TOTALS			1,188,859.33	196,710.63	1,385,569.96	539,877.74	704,865.77	140,826.45

Report Completed 10:28 AM

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/11 - 01/31/12 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
C 2860.160	SALARIES	0.00	0.00	0.00	107,727.81	123,450.64	(231,178.45)
C 2860.401	CONFERENCES	0.00	0.00	0.00	700.00	0.00	(700.00)
C 2860.410	FOOD PURCHASES	0.00	0.00	0.00	103,551.06	0.00	(103,551.06)
C 2860.450	SUPPLIES	0.00	0.00	0.00	4,108.20	0.00	(4,108.20)
C 2860....	*	0.00	0.00	0.00	216,087.07	123,450.64	(339,537.71)
C 28....	**	0.00	0.00	0.00	216,087.07	123,450.64	(339,537.71)
C 2....	***	0.00	0.00	0.00	216,087.07	123,450.64	(339,537.71)
C 9010.800	EMPLOYEES' RETIREMENT SYSTEM	0.00	0.00	0.00	11,988.54	0.00	(11,988.54)
C 9010....	*	0.00	0.00	0.00	11,988.54	0.00	(11,988.54)
C 9030.800	SOCIAL SECURITY	0.00	0.00	0.00	8,252.94	0.00	(8,252.94)
C 9030....	*	0.00	0.00	0.00	8,252.94	0.00	(8,252.94)
C 9040.800	WORKMAN'S COMP	0.00	0.00	0.00	65.16	0.00	(65.16)
C 9040....	*	0.00	0.00	0.00	65.16	0.00	(65.16)
C 9060.800	HEALTH INSURANCE	0.00	0.00	0.00	36,402.92	0.00	(36,402.92)
C 9060.801	DENTAL	0.00	0.00	0.00	2,788.22	0.00	(2,788.22)
C 9060....	*	0.00	0.00	0.00	39,191.14	0.00	(39,191.14)
C 90....	**	0.00	0.00	0.00	59,497.78	0.00	(59,497.78)
C 9....	***	0.00	0.00	0.00	59,497.78	0.00	(59,497.78)
GRAND TOTALS		0.00	0.00	0.00	275,584.85	123,450.64	(399,035.49)

Report Completed 1:12 PM

APPROPRIATION STATUS REPORT - BY LOCATION BY PROGRAM: FOR PERIOD 07/01/11 - 01/31/12 (Detail)

ACCOUNT GROUPING	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
H 1620.240-22-1025	ADMINISTRATIVE EXP-ELEM STAGE CE	19,206.35	(3,266.00)	15,940.35	2,700.00	0.00	13,240.35
H 1620.245-22-1025	ARCHITECTS-ELEM STAGE CEILING	0.00	5,500.04	5,500.04	4,125.00	1,375.04	0.00
H 1620.293-22-1025	CONSTRUCTION-ELEM STAGE	0.00	236,004.00	236,004.00	92,080.68	143,923.32	0.00
H 1025	*	19,206.35	238,238.04	257,444.39	98,905.68	145,298.36	13,240.35
H 10	**	19,206.35	238,238.04	257,444.39	98,905.68	145,298.36	13,240.35
H 1	***	19,206.35	238,238.04	257,444.39	98,905.68	145,298.36	13,240.35
H 1620.240-22-8017	ADMINISTRATIVE EXP-MS/HS ELECTRI	32,859.35	(8,782.00)	24,077.35	0.00	0.00	24,077.35
H 1620.245-22-8017	ARCHITECTS-MS/HS ELECTRIC PANEL	0.00	5,500.05	5,500.05	4,125.00	1,375.05	0.00
H 1620.293-22-8017	CONSTRUCTION-HS SWITCHGEAR	0.00	30,000.00	30,000.00	30,000.00	0.00	0.00
H 1620.296-22-8017	ELECTRICAL-HS SWITCHGEAR	0.00	137,867.00	137,867.00	91,163.90	46,703.10	0.00
H 8017	*	32,859.35	164,585.05	197,444.40	125,288.90	48,078.15	24,077.35
H 80	**	32,859.35	164,585.05	197,444.40	125,288.90	48,078.15	24,077.35
H 8	***	32,859.35	164,585.05	197,444.40	125,288.90	48,078.15	24,077.35
LOCATION 22	****	52,065.70	402,823.09	454,888.79	224,194.58	193,376.51	37,317.70
ALL LOCATIONS 2	*****	52,065.70	402,823.09	454,888.79	224,194.58	193,376.51	37,317.70
GRAND TOTALS		52,065.70	402,823.09	454,888.79	224,194.58	193,376.51	37,317.70

Report Completed 10:29 AM

GREENVILLE CENTRAL SCHOOLS
REVENUE SUMMARY
January 31, 2012

<i>General Fund</i> <i>BUDGET 2011/2012</i>	BUDGET	TOTAL REVENUE RECEIVED	ESTIMATED REVENUE	OVER (UNDER) BUDGET
Balance on Hand July 1	490,000.00			
Carryforward PO's	504,469.25			
Increase Budget	670,654.00	2,697,245.49	0.00	1,032,122.24
Interest & Penalties on Taxes	35,000.00	36,352.88	0.00	1,352.88
Real Estate Taxes	12,925,006.65	12,911,386.83	0.00	-13,619.82
Star Reimbursement	1,607,339.35	1,607,339.35	0.00	0.00
Reserve Fund-Retirement	75,000.00	0.00	75,000.00	0.00
Library & Textbook Fines	300.00	155.86	144.14	0.00
Admissions	1,900.00	1,188.00	712.00	0.00
Tuition	85,000.00	39,145.05	45,854.95	0.00
Interest on Deposits	40,000.00	20,213.98	19,786.02	0.00
Debt Svc Transfer	79,500.00	0.00	79,500.00	0.00
E-Rate	12,000.00	13,641.27	0.00	1,641.27
Refunds, Commissions,	487,000.00	359,586.81	36,937.39	-90,475.80
Gross State Aid-Basic Formula		1,361,645.94	4,151,582.22	
Lottery Aid		991,985.00	0.00	
State Aid Excess		441,184.50	1,355,889.50	
Other State Aid-Lottery VLT		224,017.36	96,007.48	
		0.00	0.00	
Other State Aid-Excess		-7,145.00	0.00	
Other State Aid-Medicaid		4,744.80	0.00	
Other State Aid		0.00	0.00	
Other State Aid		0.00	0.00	
	8,744,918.00	3,016,432.60	5,603,479.20	-125,006.20
Continuing Education		-91.50	91.50	0.00
Rental to BOCES	23,000.00	13,300.00	9,700.00	0.00
State Aid-BOCES	676,093.00	0.00	694,749.00	18,656.00
State Aid-Textbooks/Software/Lib	122,326.00	19,770.00	103,081.00	525.00
TOTAL	26,579,506.25	20,735,666.62	6,594,035.20	825,195.57

Dated: February 13, 2012

District Treasurer

Greenville Central School 2011-2012 Estimated vs Actual State Aid

2/1/2012

Output Report References	Estimated State Aid	Actual State Aid	Difference
Foundation Aid	7,405,591.00	7,405,591.00	-
Deduct for Local Share of Ed Costs		-	-
Less 0708 Pub Exc Cost Aid		(1,387,497.00)	(1,387,497.00)
High Tax Aid	148,880.00	148,880.00	-
Building Aid	1,041,221.00	1,041,324.00	103.00
Transportation & Summer Trans Aid	1,241,617.00	1,237,619.00	(3,998.00)
GEA Gap Elimination Adjustment	(1,620,679.00)	(1,620,679.00)	-
	-	-	-
	8,216,630.00	6,825,238.00	(1,391,392.00)
Public Excess Cost Aid	-	1,387,497.00	1,387,497.00
Public High Cost Excess Aid	234,108.00	162,865.00	(71,243.00)
Private Excess Cost Aid	294,180.00	246,712.00	(47,468.00)
	528,288.00	1,797,074.00	1,268,786.00
Computer Software Aid	-	20,253.00	20,253.00
Textbook Aid	104,952.00	76,774.00	(28,178.00)
Library Aid	-	8,450.00	8,450.00
Computer Hardware & Technology	17,374.00	17,374.00	-
BOCES Aid	676,093.00	694,749.00	18,656.00
	798,419.00	817,600.00	19,181.00
Total General Fund Aid	9,543,337.00	9,439,912.00	(103,425.00)
Universal Pre-Kindergarten	110,592.00	108,529.00	(2,063.00)
Fed Ed Jobs Fund Restoration	393,249.00	393,249.00	-

REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/11 - 01/31/12

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
A 1001	REAL PROPERTY TAX	12,882,127.00	0.00	12,882,127.00	12,911,386.83	(29,259.83)
A 1040	APPROPRIATION OF PLANNED	1,235,654.00	0.00	1,235,654.00	0.00	1,235,654.00
A 1085	STAR REIMBURSEMENT	1,650,219.00	0.00	1,650,219.00	1,607,339.35	42,879.65
A 1090	INTEREST & PENALTIES ON R	35,000.00	0.00	35,000.00	36,352.88	(1,352.88)
A 1315	CONTINUING EDUCATION	0.00	0.00	0.00	(91.50)	91.50
A 1320	SUMMER SCHOOL	0.00	0.00	0.00	1,250.00	(1,250.00)
A 1330	TEXTBOOK CHARGES	300.00	0.00	300.00	155.86	144.14
A 1410	ADMISSIONS	1,900.00	0.00	1,900.00	1,188.00	712.00
A 2230	DAY SCHOOL TUITION (OTHER	85,000.00	0.00	85,000.00	39,145.05	45,854.95
A 2401	INTEREST & EARNINGS	40,000.00	0.00	40,000.00	20,213.98	19,786.02
A 2402	INTEREST FOR TAX CERT.	0.00	0.00	0.00	23.18	(23.18)
A 2404	INTEREST-CAPITAL RESERVE	0.00	0.00	0.00	1,645.90	(1,645.90)
A 2407	INTEREST-UNEMPLOYMENT RES	0.00	0.00	0.00	222.57	(222.57)
A 2408	INTEREST-RETIREMENT RESER	0.00	0.00	0.00	188.75	(188.75)
A 2413	RENTAL REAL PROPERTY,BOCE	23,000.00	0.00	23,000.00	13,300.00	9,700.00
A 2650	SALE OF SCRAP & EXCESS MA	0.00	0.00	0.00	371.77	(371.77)
A 2655	MINOR SALES, OTHER	0.00	0.00	0.00	7.00	(7.00)
A 2701	REFUNDS OF PRIOR YEARS EX	487,000.00	0.00	487,000.00	295,866.34	191,133.66
A 2703	REFUNDS PRIOR YEAR MIS	0.00	0.00	0.00	62,091.70	(62,091.70)
A 2770	OTHER UNCLASSIFIED REVENU	12,000.00	0.00	12,000.00	13,641.27	(1,641.27)
A 3101	BASIC FORMULA	8,284,556.00	0.00	8,284,556.00	1,361,645.94	6,922,910.06
A 3102	LOTTERY AID	0.00	0.00	0.00	991,985.00	(991,985.00)
A 3102.VLT	LOTTERY GRANTS	0.00	0.00	0.00	224,017.36	(224,017.36)
A 3103	BOARDS OF COOPERATIVE E.	608,167.00	0.00	608,167.00	0.00	608,167.00
A 3104	EXCESS COST AID	528,288.00	0.00	528,288.00	441,184.50	87,103.50
A 3260	TEXTBOOKS	122,326.00	0.00	122,326.00	19,770.00	102,556.00
A 3289	OTHER STATE AID	0.00	0.00	0.00	(7,145.00)	7,145.00
A 4601	MEDICAID ASSISTANCE-SCHOO	0.00	0.00	0.00	4,744.80	(4,744.80)
A 5050	INTERFUND TRANSFER FOR DE	79,500.00	0.00	79,500.00	0.00	79,500.00
FUND A TOTAL		26,075,037.00	0.00	26,075,037.00	18,040,501.53	8,034,535.47

Report Completed 10:25 AM

REVENUE BUDGET STATUS - FUNDS: F FOR PERIOD COVERED 07/01/11 - 01/31/12

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
F 3289.03S.HD.P	SUMMER HANDICAP	0.00	199,238.66	199,238.66	0.00	199,238.66
F 3289.12P.RE.K	UNIVERSAL PRE-K PROGRAM	110,592.00	(2,063.00)	108,529.00	82,944.00	25,585.00
F 4126.11T.IT.1	TITLE 1	47.89	0.00	47.89	0.00	47.89
F 4126.12T.IS.I	TITLE 1 SCHOOL IMPROVEMEN	58,360.00	0.00	58,360.00	0.00	58,360.00
F 4126.12T.IT.1	TITLE 1	243,326.00	(26,381.00)	216,945.00	0.00	216,945.00
F 4256.12S.61.1	SECTION 611	295,234.00	0.00	295,234.00	0.00	295,234.00
F 4256.12S.61.9	SECTION619	11,488.00	0.00	11,488.00	0.00	11,488.00
F 4285.12J.OB.S	JOBS EDUCATION	393,249.00	0.00	393,249.00	0.00	393,249.00
F 4285.12R.TT.T	RACE TO THE TOP	12,731.00	2,000.00	14,731.00	0.00	14,731.00
F 4289.11T.II.A	TITLE IIA	2,196.44	0.00	2,196.44	2,196.44	0.00
F 4289.12M.EN.T	MENTOR	11,000.00	0.00	11,000.00	6,875.00	4,125.00
F 4289.12T.II.A	TITLE IIA	50,635.00	0.00	50,635.00	30,381.00	20,254.00
F 4791.11C.GC.C	CGCC	0.00	(65.05)	(65.05)	(65.05)	0.00
F 4791.12C.GC.C	CGCC	0.00	14,750.00	14,750.00	0.00	14,750.00
F 5031	TRANSFER FOR SUMMER HANDI	0.00	0.00	0.00	39,577.88	(39,577.88)
FUND F TOTAL		1,188,859.33	187,479.61	1,376,338.94	161,909.27	1,214,429.67

Report Completed 10:26 AM

REVENUE BUDGET STATUS - FUNDS: C FOR PERIOD COVERED 07/01/11 - 01/31/12

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
C 1440	SALES TYPE A	0.00	0.00	0.00	69,295.00	(69,295.00)
C 1445	OTHER FOOD SALES	0.00	0.00	0.00	46,669.65	(46,669.65)
C 2401	INTEREST & EARNINGS	0.00	0.00	0.00	139.94	(139.94)
C 2770	SALES MISC	0.00	0.00	0.00	473.75	(473.75)
C 3190	STATE AID	0.00	0.00	0.00	5,080.00	(5,080.00)
C 4190	FEDERAL AID	0.00	0.00	0.00	98,370.00	(98,370.00)
C 4190.1	SURPLUS	0.00	0.00	0.00	14,007.03	(14,007.03)
C 5031	TRANSFER FROM GENERAL FUN	0.00	0.00	0.00	55,000.00	(55,000.00)
FUND C TOTAL		0.00	0.00	0.00	289,035.37	(289,035.37)

Report Completed 1:10 PM

Greenville Central School
Cafeteria Fund Income Statement
 January 31, 2012

Current Month				Year To Date	
Sales	26,402.10	52.03%	115,964.65	52.74%	
Misc. Sales	-	0.00%	473.75	0.22%	
State Aid Receivables	24,345.00	47.97%	103,450.00	47.05%	
Total Sales:	50,747.10	100.00%	219,888.40	100.00%	
Less Food Costs:					
Food Purchases	22,969.72	45.26%	89,544.03	40.72%	
Net Profit:	27,777.38		130,344.37		
Less Operating Expenses:					
Warehouse Expenses	-		-		
Conference	-		700.00		
Equipment	-		-		
Non-Food	2,006.36	3.95%	4,108.20	4,808.20	2.19%
Less Personnel Cost:					
Payroll	21,695.26		107,727.81		
Fringe Benefits	9,713.35	61.89%	59,497.78	167,225.59	76.05%
Net Operating Cost:	56,384.69	111.11%	261,577.82	118.96%	
Profit or (Loss) from Sales:	(5,637.59)	-11.11%	(41,689.42)	-18.96%	
Other Income	13.32		139.94		
Transfer from General	-		55,000.00		
Overall Profit or (Loss):	(5,624.27)		13,450.52		

Dated: February 13, 2012

 Janet Maassmann
 Treasurer

Greenville Central School
Transfer of Funds
January 2012

FROM:			TO:			AMOUNT:	
1)	1964 400 07 0001	Property Tax Refund	\$ 1,000	1920 400 07 0000	School Assn. Dues	\$ 1,000	*
2)	5510 400 04 0005	Insurance - Liability	\$ 1,951	1910 400 07 0003	Insurance - Multi - Peril	\$ 1,951	*
3)	9010 800 07 0000	N/I Employees Retirement	\$ 11,120	2250 470 09 0000	Private School Tuition	\$ 11,120	*
4)	5510 160 04 0001	Salaries - Drivers	\$ 5,688	5540 400 04 0001	Contract Transportation / Spec. Ed.	\$ 5,688	*
5)	2110 490 07 0009	ALP Academy Program	\$ 4,710	2330 490 07 0002	Alt HS Equiv. W/Special Needs (GED)	\$ 4,710	
6)	2110 161 07 0000	Salaries - Sub. Aides	\$ 4,000	2815 400 07 0002	Salaries - Sub. Nurse	\$ 1,500	
	2250 160 07 0001	Salaries - Sub. Aides	\$ 3,000	2810 150 02 0000	Salaries - Guidance	\$ 1,388	
	5510 160 04 0001	Salaries - Drivers	\$ 20,000	2250 150 07 0000	Salaries - Special Education	\$ 56,653	
	9530 900 07 0010	Transfer to Federal	\$ 32,541	2110 140 07 0000			
			<u>\$ 84,010</u>			<u>\$ 84,010</u>	

- 1) Transfer to School Association Dues (under budgeted) - this includes the cost of memberships in various school associations and educational organizations such as CASDA, NYS Council of School Adm., Section Two, Patroon Conference, NYSSBA, GCSBA, NYSSMA etc..
- 2) Transfer among insurance codes
- 3) Tuition costs - private placements (under budgeted) - several students moved into the district this year, with out of district placements on their IEP's.
- 4) Contract Transportation - (under budgeted) - additional transportation costs associated with students moving into the district that required transportation to out of district placements.
- 5) Transfer among Questar III Codes - Alt. HS Equiv. W/Special Needs (GED)
- 6) Transfer among salary codes (and from transfer to Federal) to salary codes under budgeted:
 - Substitute Nurse - to cover substitutes for the nurse positions (previously was coded under substitute teachers)
 - Guidance - course credit increases - budgeted under 2110 salary codes
 - Special Education - teacher of the deaf hired for a out of district student attending Grapeville (will be billed back to the district of residence) and a reduction in force was originally budgeted under this code, which the district did not act on. (Continued with an in district program)

Transfer made pending Board approval *

BOARD OF EDUCATION
February 13, 2012

INTERNAL CLAIMS AUDITOR REPORT - JANUARY 1, 2012 - JANUARY 31, 2012

Fund	Warrant Number	Date of Warrant	# of Claims Audited	# of & Value of Claims Requiring Additional Info		# of & Value of Claims Failed		Value of Claims Paid	Date Audited
General	31	1/6/2012	35	1	\$ 6,309.90	0		\$ 875,214.47	1/4/2012
	34	1/11/2012	78	2	\$ 1,216.71	1	\$ 8.32	\$ 162,653.24	1/11/2012
	35	1/20/2012	59	1	\$ 25,852.80	1	\$ 983.57	\$ 835,333.77	1/18/2012
	36	1/25/2012	56	1	\$ 143.84	0		\$ 503,063.12	1/25/2012
Cafeteria	14	1/6/2012	1	0		0		\$ 10,914.03	1/4/2012
	15	1/11/2012	8	0		0		\$ 14,628.73	1/11/2012
	16	1/20/2012	1	0		0		\$ 10,781.23	1/18/2012
Federal	19	1/6/2012	2	0				\$ 29,094.91	1/4/2012
	20	1/11/2012	1	0				\$ 24,847.20	1/11/2012
	21	1/20/2012	4	1	\$ 6,882.96	0		\$ 22,802.18	1/18/2012
Capital	3	1/11/2012	1	0		0		\$ 91,163.90	1/11/2012
	4	1/25/2012	1	0		0		\$ 8,250.00	1/25/2012
Trust & Agency	14	12/24/2011	2	0		0		\$ 101.33	1/4/2012
	15	1/6/2012	15	0		0		\$ 910,796.60	1/4/2012
	16	1/20/2012	19	0		0		\$ 616,099.25	1/18/2012
Totals			283	6	\$ 40,406.21	2	\$ 991.89	\$ 4,115,743.96	

Required additional info: Description of Error	Number of Claims	Value of Claims	Recommendation
Claim not listed on checks waiting to print list; added prior to printing	1	\$ 6,882.96	Corrected prior to payment
Receiving discrepancy/not signed	1	\$ 143.84	Corrected prior to payment
Receiving and invoice did not match			Corrected prior to payment
Clerical Error	2	\$ 32,162.70	Corrected prior to payment
No purchase order produced			Correct process for field trips
Materials ordered prior to requisition & PO	1	\$ 1,079.16	Advise Principal/Administrator of error

Requester did not sign invoice			Obtain signature prior to payment
Certified Payroll not attached			Obtain prior to payment
No invoice for Services/Materials	1	\$ 137.55	Obtain prior to payment
Teacher exceeded total of PO @ store			Better record keeping by Dept. to Avoid overspending \$ available
Contained reimbursement for unapproved item			Remove that amount from claim
Necessary documentation missing			Obtain prior to payment
Incorrect Vendor Name/Remit Address			Corrected prior to payment

Totals:	6	\$ 40,406.21	
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Failed Claims Detail

Vendor

PO# 121003	Rachael Anderson	1	\$8.32
Did not allow meal reimbursement/receipt dated Mar. 2000 for conference in Dec. 2011			
Also receipt not signed			
PO # 120969	Southworth-Milton	1	\$983.57
Taking a credit without documentation. Obtain copy of referenced invoice with open credit			
		2	\$991.89

date: _____

signature: _____

Board Action Sheet
Meeting Date: 12/22/2011
Greenville Central School District

Printed: 01/27/2012 10:13

Committee : Greenville CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
900000052	09/16/2005	M	G01	Other health impairment	Program Review	12/22/11		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle	Minutes	Delivery Recommendations	School/ Location	
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Occupational Therapy	1/Weekly	30 Minutes	Group	Greenville Elementary School Classroom/Office (pull-out service)	
CURRENT YEAR	No	09/07/2011	06/22/2012	Counseling	1/Monthly	60 Minutes	Individual	Greenville Elementary School Classroom/Office (pull-out service)	
CURRENT YEAR	No	09/07/2011	06/22/2012	Counseling	1/Weekly	30 Minutes	Group	Greenville Elementary School Classroom/Office (pull-out service)	
CURRENT YEAR	Yes	12/23/2011	06/22/2012	8:1:1 Class	5/Weekly	360 Minutes		Greenville Elementary School Special Education Classroom	
CURRENT YEAR	No	12/23/2011	06/22/2012	Counseling	1/Weekly	30 Minutes	Individual	Greenville Elementary School Classroom/Office (pull-out service)	
000010892	01/16/2006	F	KFD	Speech or language impairment	Program Review	12/22/11		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle	Minutes	Delivery Recommendations	School/ Location	
CURRENT YEAR	No	09/07/2011	06/22/2012	Speech/Language Therapy	2/Weekly	30 Minutes	Group	Greenville Elementary School Classroom/Office (pull-out service)	
CURRENT YEAR	Yes	01/03/2012	06/30/2012	12:1:1 For ELA & Math	5/Weekly	120 Minutes		Greenville Elementary School Special Education Classroom	

Minutes: Program review. Change in placement of student. IEP change.

Board Action Sheet
Meeting Date: 12/22/2011
Greenville Central School District

Printed: 01/27/2012 10:13

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
900000335	05/15/1993	F	UGS	Learning disability	Program Review	12/22/11		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	09/07/2011	11/22/2011	Integrated Co-Taught Math	5/Weekly 40 Minutes	Direct	Greenville High School Math class		
CURRENT YEAR	No	09/07/2011	11/22/2011	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room		
CURRENT YEAR	No	09/07/2011	11/22/2011	Integrated Co-Taught English	5/Weekly 40 Minutes	Direct	Greenville High School English Classroom		
CURRENT YEAR	Yes	12/23/2011	06/22/2012	Questar III GED program	5/Weekly 150 Minutes	Direct	Columbia Greene Education Ce Questar III		
900000504	03/04/1999	M	G07	Other health impairment	Program Review	12/22/11		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	10/07/2011	12/23/2011	8:1:2 CLASS	5/Weekly 360 Minutes		Parson's Day Treatment Special Education Classroom		
CURRENT YEAR	No	10/07/2011	12/23/2011	Counseling	1/Weekly 30 Minutes	Individual	Parson's Day Treatment Classroom/Office (pull-out service)		
CURRENT YEAR	Yes	01/03/2012	06/22/2012	8:1:1 Class	5/Weekly 360 Minutes		Greenville Middle School Special Education Classroom		
CURRENT YEAR	No	01/03/2012	06/22/2012	Counseling	1/Weekly 30 Minutes	Individual	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	01/03/2012	06/22/2012	Counseling	1/Weekly 30 Minutes	Group	Greenville Middle School Classroom/Office (pull-out service)		

Board Action Sheet
Meeting Date: 12/22/2011
Greenville Central School District

Printed: 01/27/2012 10:13

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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900000476	01/28/1998	F	14	Multiple disabilities	Program Review	12/22/11		IEP Change: Remains Classified	
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	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/23/2011	06/22/2012	12:1:1 class	5/Weekly 160 Minutes	12 STUDENTS/1 TEACHER/1 AIDE	Greenville Middle School Math, Science, English, Social Stu
CURRENT YEAR	No	09/23/2011	06/22/2012	Speech/Language Therapy	2/Weekly 40 Minutes	Group	Greenville Middle School Push In/Pull out
CURRENT YEAR	No	09/23/2011	06/22/2012	Counseling	1/Weekly 40 Minutes	Group	Greenville Middle School Classroom/Office (pull-out service)
CURRENT YEAR	No	09/23/2011	06/22/2012	Adapted Physical Education	3/6 Day Cycle 40 Minutes		Greenville Middle School in classroom
CURRENT YEAR	No	09/23/2011	06/22/2012	Occupational Therapy	1/Weekly 30 Minutes	Group	Greenville Middle School Push In/Pull out

Minutes: Program review. Change student to Alternate Assessment.

Total Meetings: 5

Board Action Sheet
Meeting Date: 01/12/2012
Greenville Central School District

Printed: 01/27/2012 10:15

Committee : Greenville CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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900000486	01/10/2001	M	G05	Learning disability	Program Review	01/12/12		IEP Change: Remains Classified	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/23/2011	06/22/2012	Integrated Co-Teaching Services	5/Weekly 120 Minutes	Direct	Greenville Elementary School Math and English Classes
CURRENT YEAR	No	09/23/2011	06/22/2012	Occupational Therapy	1/Weekly 30 Minutes	Individual	Greenville Elementary School Push In/Pull out
CURRENT YEAR	No	09/23/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Group	Greenville Elementary School Classroom/Office (pull-out service)

Board Action Sheet
Meeting Date: 01/12/2012
Greenville Central School District

Printed: 01/27/2012 10:15

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
010700323	02/11/1995	M	G11	Other health impairment	Program Review	01/12/12		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	10/28/2011	06/22/2012	8:1:1 Class	5/Weekly 80 Minutes		Greenville High School Special Education Classroom		
CURRENT YEAR	No	10/28/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Individual	Greenville High School Classroom/Office (pull-out service)		
CURRENT YEAR	No	10/28/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Group	Greenville High School Classroom/Office (pull-out service)		
000010974	10/21/1997	M	G09	Emotional disturbance	Program Review	01/12/12		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle	Delivery Recommendations	School/ Location		
CURRENT YEAR	No	09/07/2011	12/09/2011	Counseling	1/Weekly 20 Minutes	Individual	Greenville High School Classroom/Office (pull-out service)		
CURRENT YEAR	Yes	12/09/2011	06/22/2012	8:1:1 Class	5/Weekly 80 Minutes		Greenville High School Special Education Classroom		
CURRENT YEAR	No	12/09/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Individual	Greenville High School Push In/Pull out		
CURRENT YEAR	No	12/09/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Group	Greenville High School Push In/Pull out		

Board Action Sheet
Meeting Date: 01/12/2012
Greenville Central School District

Printed: 01/27/2012 10:15

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
010800912	04/27/1994	M	UGS	Emotional disturbance	Transfer Student/Intake	01/12/12		IEP Change: Remains Classified	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes		01/13/2012 06/22/2012	8:1:2 CLASS	5/Weekly 360 Minutes		Parson's Day Treatment Special Education Classroom		
CURRENT YEAR	No		01/13/2012 06/22/2012	Counseling	1/Weekly 30 Minutes	Individual	Parson's Day Treatment Push In/Pull out		

Total Meetings: 4

Board Action Sheet
Meeting Date: 01/13/2012
Greenville Central School District

Printed: 01/27/2012 2:46

Committee : Greenville MS/HS CSE Committee

ID	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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010700134	05/01/1994	M	G12	Non-disabled	New Referral	01/13/12	11/10/11	Not Eligible
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Primary	Fut. End Date	Service	Freq / Cycle	Delivery	School/
Service	Start Date	End Date	Minutes	Recommendations	Location

Minutes: Student does not meet the criteria to be identified as a student with a disability. Declassified program modifications and testing accommodations to continue.

Board Action Sheet
Meeting Date: 01/17/2012
Greenville Central School District

Printed: 01/27/2012 10:16

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
010400106	12/18/1998	M	G07	Multiple disabilities	Amendment with No Meeting Held	01/17/12		IEP Change: Remains Classified	X
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Integrated Co-Taught English	5/Weekly 40 Minutes	Direct	Greenville Middle School English Classroom		
CURRENT YEAR	No	09/07/2011	06/22/2012	Physical Therapy	1/Weekly 30 Minutes	Individual	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	09/07/2011	06/22/2012	Physical Therapy	1/Weekly 30 Minutes	Group	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	09/07/2011	06/22/2012	Adapted Physical Education	3/6 Day Cycle 40 Minutes		Greenville Middle School Push into Physical Education		
CURRENT YEAR	No	09/07/2011	06/22/2012	Integrated Co-Taught Math	5/Weekly 40 Minutes	Direct	Greenville Middle School Math class		
CURRENT YEAR	No	09/07/2011	01/16/2012	Resource Room	5/Weekly 40 Minutes		Greenville Middle School Resource Room		
CURRENT YEAR	No	09/07/2011	06/22/2012	Speech/Language Therapy	2/Weekly 40 Minutes	Group	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	09/07/2011	06/22/2012	Occupational Therapy	1/Weekly 30 Minutes	Individual	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	09/07/2011	06/22/2012	Occupational Therapy	1/Weekly 30 Minutes	Group	Greenville Middle School Classroom/Office (pull-out service)		
CURRENT YEAR	No	01/17/2012	06/22/2012	Resource Room	10/Weekly 40 Minutes		Greenville Middle School Resource Room		

Total Meetings: 1

Board Action Sheet
Meeting Date: 01/19/2012
Greenville Central School District

Printed: 01/27/2012 10:17

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
010800711	05/06/1993	M	G12	Emotional disturbance	Transfer Student/Intake	01/19/12		IEP Change: Remains Classified	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	01/20/2012	06/22/2012	Questar III GED program	5/Weekly 150 Minutes	Direct	Columbia Greene Education Ce Questar III		
010700132	06/30/1994	M	G11	Emotional disturbance	Program Review	01/19/12		IEP Change: Remains Classified	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	09/07/2011	12/14/2011	Counseling	1/Weekly 40 Minutes	Individual	Greenville High School Classroom/Office (pull-out service)		
CURRENT YEAR	No	09/07/2011	12/14/2011	Consultant Teacher services direct/indirect	5/Weekly 40 Minutes	Indirect	Greenville High School in ALP class		
900000572	01/05/2001	F	UGE	Autism	Transfer Student/Intake	01/19/12		IEP Change: Remains Classified	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	01/20/2012	06/22/2012	12:1:4 Class	5/Weekly 330 Minutes		Center for Spectrum Services Special Education Classroom		
CURRENT YEAR	No	01/20/2012	06/22/2012	Speech/Language Therapy	3/Weekly 30 Minutes	Individual	Center for Spectrum Services Classroom/Office (pull-out service)		

Board Action Sheet
Meeting Date: 01/19/2012
Greenville Central School District

Printed: 01/27/2012 10:17

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
CURRENT YEAR	No	01/20/2012	06/22/2012	Occupational Therapy	2/Weekly 20 Minutes	Individual		Center for Spectrum Services Classroom/Office (pull-out service)	
CURRENT YEAR	No	01/20/2012	06/22/2012	Parent Counseling and Training	2/Monthly 30 Minutes	Individual		Center for Spectrum Services Classroom/Office (pull-out service)	

Minutes: Student transferred into GCS having been previously identified as a student with a disability.

900000573		08/14/2004	M	UGE	Multiple disabilities	Transfer Student/Intake	01/19/12		IEP Change: Remains Classified
	Primary Service	Fut. End Date	Service	Freq / Cycle	Delivery	School/ Location			
CURRENT YEAR	Yes	01/20/2012 06/22/2012	8:1:4 Class	5/Weekly 360 Minutes		Langan School Special Education Classroom			
CURRENT YEAR	No	01/20/2012 06/22/2012	Speech/Language Therapy	4/Weekly 30 Minutes	Individual	Langan School Classroom/Office (pull-out service)			
CURRENT YEAR	No	01/20/2012 06/22/2012	Occupational Therapy	3/Weekly 30 Minutes	Individual	Langan School Classroom/Office (pull-out service)			
CURRENT YEAR	No	01/20/2012 06/22/2012	Physical Therapy	2/Weekly 30 Minutes	Individual	Langan School Classroom/Office (pull-out service)			
CURRENT YEAR	No	01/20/2012 06/22/2012	Adapted Physical Education	3/Weekly 30 Minutes		Langan School Special Education Classroom			

Minutes: Student transferred into GCS having previously been identified as a student with a disability.

900000465		07/07/1995	M	G10	Other health impairment	Program Review	01/19/12		IEP Change: Remains Classified
	Primary Service	Fut. End Date	Service	Freq / Cycle	Delivery	School/ Location			
		Start Date	End Date	Description	Minutes	Recommendations			

Board Action Sheet
Meeting Date: 01/19/2012
Greenville Central School District

Printed: 01/27/2012 10:17

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Group		Greenville High School Classroom/Office (pull-out service)	
CURRENT YEAR	No	10/28/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Individual		Greenville High School Classroom/Office (pull-out service)	
CURRENT YEAR	No	10/28/2011	06/22/2012	8:1:1 Class	5/Weekly 80 Minutes			Greenville High School Special Education Classroom	
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020600002	12/07/1993	M	G10	Learning disability		Program Review	01/19/12		IEP Change: Remains Classified
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations		School/ Location	
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Integrated Co-Taught Math	5/Weekly 40 Minutes	Direct		Greenville High School Math class	
CURRENT YEAR	No	01/20/2012	06/22/2012	Resource Room	5/Weekly 40 Minutes			Greenville High School Special Education Classroom	

Minutes: Program review. Addition of Resource room to students current IEP.

Total Meetings: 6

Board Action Sheet
Meeting Date: 01/20/2012
Greenville Central School District

Printed: 01/27/2012 10:19

Committee : Greenville MS/HS CSE Sub-Committee

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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020500005	01/30/1994	M	G11	Learning disability	Annual Review	01/20/12		Continuation of IEP	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room
CURRENT YEAR	No	09/07/2011	06/22/2012	Integrated Co-Taught English	5/Weekly 40 Minutes	Direct	Greenville High School English Classroom

Minutes: Student will graduate in June 2012 upon successful completion of current course work.

010700080	03/01/1994	F	G12	Learning disability	Reevaluation/ Annual	01/20/12		Continuation of IEP	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room
CURRENT YEAR	No	09/07/2011	06/22/2012	Adapted Physical Education	3/6 Day Cycle 40 Minutes		Greenville High School in classroom
CURRENT YEAR	No	09/07/2011	06/22/2012	Visually Impaired Service	2/Weekly 40 Minutes	Individual	Greenville High School Classroom/Office (pull-out service)

Board Action Sheet
Meeting Date: 01/20/2012
Greenville Central School District

Printed: 01/27/2012 10:19

Committee : Greenville MS/HS CSE Sub-Committee

ID	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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010800646	10/13/1993	M	G12	Learning disability	Reevaluation/ Annual	01/20/12		Continuation of IEP	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room

Minutes: Student will graduate in June 2012 upon successful completion on current course work.

010400181	05/17/1994	M	G12	Other health impairment	Reevaluation/ Annual	01/20/12		Continuation of IEP	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room

Minutes: Student will graduate June 2012 upon successful completion of current course work.

010800710	08/04/1993	F	G12	Learning disability	Reevaluation/ Annual	01/20/12		Continuation of IEP	
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room
CURRENT YEAR	No	09/07/2011	06/22/2012	Integrated Co-Taught English	5/Weekly 40 Minutes	Direct	Greenville High School English Classroom

Board Action Sheet
Meeting Date: 01/20/2012
Greenville Central School District

Printed: 01/27/2012 10:19

Committee : Greenville MS/HS CSE Sub-Committee

ID	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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Minutes: Student will graduate in June 2012 upon successful completion of current course work.

010700125	11/16/1994	F	G12	Other health impairment	Annual Review	01/20/12		Continuation of IEP
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	3/6 Day Cycle 40 Minutes		Greenville High School Resource Room

Minutes: Student will graduate in June 2012 upon successful completion of current course work.

010700155	09/24/1994	M	G12	Learning disability	Reevaluation/ Annual	01/20/12		Continuation of IEP
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	Primary Service	Start Date	Fut. End Date End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
CURRENT YEAR	Yes	09/07/2011	06/22/2012	Resource Room	5/Weekly 40 Minutes		Greenville High School Resource Room
CURRENT YEAR	No	09/07/2011	06/22/2012	Integrated Co-Taught English	5/Weekly 40 Minutes	Direct	Greenville High School English Classroom
CURRENT YEAR	No	09/07/2011	06/22/2012	Special Class Reading	5/Weekly 40 Minutes		Greenville High School Special Education Classroom

Minutes: Student will graduate in June 2012 upon successful completion of current course work.

Total Meetings: 7

Board Action Sheet
Meeting Date: 12/22/2011
Greenville Central School District

Printed: 01/27/2012 10:03

Committee : Greenville CPSE

ID	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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900000479	08/02/2008	M		Preschool student with a disability	Program Review	12/22/11		IEP Change: Remains Classified	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location	Coordinating Service Provider	
CURRENT YEAR	Yes	09/07/2011	10/14/2011	Counseling	1/Weekly 30 Minutes	Individual	Greene County Head Start in classroom	COUNTY OF GREENE	
CURRENT YEAR	No	09/07/2011	10/14/2011	Special Education Itinerant Teacher	2/Weekly 60 Minutes	Direct	Greene County Head Start in classroom	EARLY CHILDHOOD LEARNING	
CURRENT YEAR	No	09/07/2011	10/14/2011	Occupational Therapy	2/Weekly 30 Minutes	Individual	Greene County Head Start in classroom	COUNTY OF GREENE	
CURRENT YEAR	Yes	10/17/2011	06/22/2012	5 hour Integrated Class 5:1:1	5/Weekly 300 Minutes		Greene County Head Start Special Education Classroom	EARLY CHILHD LNG CT GREENE CO	
CURRENT YEAR	No	10/17/2011	06/22/2012	Occupational Therapy	2/Weekly 30 Minutes	Individual	Greene County Head Start Push In/Pull out	EARLY CHILHD LNG CT GREENE CO	
CURRENT YEAR	No	10/17/2011	06/22/2012	Counseling	1/Weekly 30 Minutes	Individual	Greene County Head Start Push In/Pull out	EARLY CHILHD LNG CT GREENE CO	
CURRENT YEAR	No	12/23/2011	06/22/2012	Speech/Language Therapy	3/Weekly 30 Minutes	Individual	Greene County Head Start Push In/Pull out	EARLY CHILHD LNG CT GREENE CO	

Total Meetings: 1

Board Action Sheet
Meeting Date: 01/13/2012
Greenville Central School District

Printed: 01/27/2012 10:04

Committee : Greenville CPSE

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
900000490	11/22/2008	F	PRK	Non-disabled	New Referral	01/13/12	11/18/11	Not Eligible	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
	Yes	02/14/2012	06/22/2012	Speech/Language Therapy	4/Weekly 30 Minutes	Individual	Circle of Friends Push In/Pull out		
CURRENT YEAR	No	02/14/2012	06/22/2012	Occupational Therapy	2/Weekly 30 Minutes	Individual	Circle of Friends Push In/Pull out		
900000248	08/14/2007	M	PRK	Non-disabled	New Referral	01/13/12	11/18/11	Not Eligible	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
900000578	07/25/2008	M	PRK	 As of 02/14/12: Preschool student with a disability	New Referral	01/13/12	11/14/11	Initial Placement	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		
CURRENT YEAR	Yes	02/14/2012	06/22/2012	Speech/Language Therapy	4/Weekly 30 Minutes	Individual	Circle of Friends Push In/Pull out		
CURRENT YEAR	No	02/14/2012	06/22/2012	Occupational Therapy	2/Weekly 30 Minutes	Individual	Circle of Friends Push In/Pull out		
900000250	01/25/2007	M	PRK	Non-disabled	New Referral	01/13/12	12/01/11	Not Eligible	
	Primary Service	Start Date	Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		

Board Action Sheet
Meeting Date: 01/13/2012
Greenville Central School District

Printed: 01/27/2012 10:04

Committee : Greenville CPSE

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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Total Meetings: 4

Board Action Sheet
Meeting Date: 01/27/2012
Greenville Central School District

Printed: 01/27/2012 1:36

Committee : Greenville CPSE

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
900000172	12/18/2008	M	PRK	Preschool student with a disability	New Referral	01/27/12	11/07/11	Initial Placement	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location	Coordinating Service Provider	
CURRENT YEAR	Yes	02/13/2012	06/22/2012	Speech/Language Therapy	2/Weekly 30 Minutes	Individual	Home Home Based	COUNTY OF ALBANY	
CURRENT YEAR	No	02/13/2012	06/22/2012	Physical Therapy	2/Weekly 30 Minutes	Individual	Home Home Based	COUNTY OF ALBANY	
900000556	01/23/2009	F		Preschool student with a disability	Transfer Student/Intake	01/27/12		IEP Change: Remains Classified	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location	Coordinating Service Provider	
CURRENT YEAR	Yes	02/13/2012	06/22/2012	2.5 Hour Integrated Preschool Program Class	5/Weekly 150 Minutes	12 STUDENTS/1 TEACHER/1 AIDE	Circle of Friends Push-in services	EARLY CHILDHOOD LEARNING	
CURRENT YEAR	No	02/13/2012	06/22/2012	Speech/Language Therapy	1/Weekly 30 Minutes	Group	Circle of Friends Push In/Pull out	EARLY CHILDHOOD LEARNING	
CURRENT YEAR	No	02/13/2012	06/22/2012	Speech/Language Therapy	2/Weekly 30 Minutes	Individual	Circle of Friends Push In/Pull out	EARLY CHILDHOOD LEARNING	
888000106	09/23/2007	F	PRK	Non-disabled	New Referral	01/27/12	12/21/11	Not Eligible	
	Primary Service		Fut. End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location		

Board Action Sheet
Meeting Date: 01/27/2012
Greenville Central School District

Printed: 01/27/2012 1:36

Committee : Greenville CPSE

D	DOB	Gender	Grd	Disability	Meeting	Mtg Date	Ref Date	Outcome	12 Mth
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900000034	07/24/2007	M	PRK	Non-disabled	New Referral	01/27/12	12/14/11	Not Eligible	
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Primary Service	Start Date	Fut. End Date	End Date	Service Description	Freq / Cycle Minutes	Delivery Recommendations	School/ Location
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Total Meetings: 4

Greenville Central School District
Board of Education
PROPOSED PERSONNEL AGENDA
Business Meeting
February 13, 2012
MS/HS Library Media Center

✓ **D. 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. Extra Duty Compensation Sports 2011-2012

- | | |
|-----------|----------------------------------|
| 1. Name: | James Silk |
| Position: | Varsity Baseball |
| Stipend: | \$3,328.00 |
| Status: | Cleared for employment |
| 2. Name: | Lisa Johnson |
| Position: | Modified Softball |
| Stipend: | \$1,783.00 |
| Status: | Cleared for employment |
| 3. Name: | Margaret Finch |
| Position: | Girls' Varsity Track |
| Stipend: | \$3,782.00 |
| Status: | Cleared for employment |
| 4. Name: | Nicole Susser |
| Position: | Girls' Modified Track |
| Stipend: | \$1,417.00 |
| Status: | Cleared for employment |
| 5. Name: | Robert Gray |
| Position: | Varsity Tennis |
| Stipend: | \$2,515.00 |
| Status: | Cleared for employment |
| 6. Name: | Justin Bruce |
| Position: | Co-Elementary Spring Intramurals |
| Stipend: | \$540.50 |
| Status: | Cleared for employment |
| 7. Name: | Eileen Kiefer |
| Position: | Co-Elementary Spring Intramurals |
| Stipend: | \$540.50 |
| Status: | Cleared for employment |
| 8. Name: | Casey Gannon |
| Position: | Girls' Varsity Softball |
| Stipend: | \$3,328.00 |
| Status: | Cleared for employment |

9. Name: Samuel Favicchio
Position: Girls' Junior Varsity Softball
Stipend: \$3,026.00
Status: Cleared for employment

b. Substitutes

1. Name: Stephanie Bartholomew
Position: Substitute Teacher (Cairo-Durham)
Certification: N/A
Effective: February 14, 2012
Salary: \$82.00 per diem
Status: Cleared for employment

2. Name: Carmen Bucci
Position: Substitute Teaching Assistant
Certification: N/A
A.A., Bronx Community College
B.S., John Jay College of Criminal Justice
Effective: February 14, 2012
Salary: \$75.00 per diem
Status: Cleared for employment

3. Name: Jeffrey Erdmann
Position: Substitute Teacher (Cairo-Durham)
Certification: Music, Permanent
Effective: February 14, 2012
Salary: \$101.00 per diem
Status: Cleared for employment

4. Name: Alida Fabian
Position: Substitute Teacher (Cairo-Durham)
Certification: Social Studies 7-12,
Initial expiring 8/31/14
Effective: February 14, 2012
Salary: \$101.00 per diem
Status: Cleared for employment

5. Name: Patricia Haaland
Position: Substitute Teaching Assistant
Certification: N/A
Effective: February 14, 2012
Salary: \$67.00 per diem
Status: Cleared for employment

6. Name: Nicole Kern
Position: Substitute Teacher (Cairo-Durham)
Certification: Childhood Education (Grades 1-6),
Initial expiring 1/31/16
Effective: February 14, 2012
Salary: \$101.00 per diem
Status: Cleared for employment

7. Name: Lauren McGaw
 Position: Substitute Teacher (Cairo-Durham)
 Certification: Educational Technology Specialist, Professional
 Effective: February 14, 2012
 Salary: \$101.00 per diem
 Status: Cleared for employment
8. Name: Kacie Partridge
 Position: Substitute Teacher (Cairo-Durham)
 Certification: N/A
 Effective: February 14, 2012
 Salary: \$82.00 per diem
 Status: Cleared for employment
9. Name: Diana Young
 Position: Substitute Teaching Assistant
 Certification: Students With Disabilities (Grades 1-6),
 Initial expiring 8/31/16
 Childhood Education (Grades 1-6),
 Initial expiring 8/31/16
 Effective: February 14, 2012
 Salary: \$75.00 per diem
 Status: Cleared for employment

2. Classified

a. Permanent from Probationary

1. Name: Diane Kurylo
 Position: Bus Driver
 Classification: GCCS Non-competitive
 Date of Permanent Appointment: June 14, 2011
 Status: Cleared for employment
(Permanent appointment is retroactive to date of hire. The probationary period will end February 21, 2012.)

b. Probationary

1. Name: Lisa Johnson
 Position: Aide/Monitor (six [6] hours per day)
 Classification: GCCS Non-competitive
 Effective: January 26, 2012
 Commencement of Service: October 18, 2011
 Salary: Year 1 at \$13.52 per hour
 Status: Cleared for employment
(Ms. Johnson is a current aide/monitor whose hours have been increased from three and one half [3.5] to six [6] hours. This does not change her probationary appointment status.)

c. Leave of Absence

1. Name: Denise Ridings
 Position: Food Services
 Classification: GCCS Non-competitive
 Effective: December 22, 2011 through
 February 27, 2012
 Category: Medical Leave Without Pay

d. Substitutes

1. Name: Patricia Haaland
Position: Substitute Aide/Monitor & Nurse (LPN)
Classification: GCCS Non-competitive
Effective: January 26, 2012
Salary: Aide/Monitor \$10.55 per hour
Nurse (LPN) \$82.00 per diem
Status: Cleared for employment

2. Name: Malinda Cassimore
Position: Substitute Cleaner
Classification: GCCS Non-competitive
Effective: February 14, 2012
Salary: \$11.65 per hour
Status: Cleared for employment


3. Name: Michael Czyzewski
Position: Substitute Cleaner & Food Service
Classification: GCCS Non-competitive
Effective: February 14, 2012
Salary: Cleaner \$11.65 per hour
Food Service \$ 8.75 per hour
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.



MEMORANDUM

TO: Cheryl A. Dudley/Superintendent of Schools

FROM: Tammy J. Sutherland/Assistant Superintendent for Business 

RE: Tuition Rates
2010-2011 Actual
2011-2012 Estimated

DATE: January 30, 2012

The nonresident tuition rates below are estimated rates for billing during the 2011-12 school year. When the actual 2011-12 non-resident tuition rates are available in the 2012-13 school year, refunds or additional charges are to be made in accordance with §174.2 of the Regulations of the Commissioner of Education.

Listed below are both 2010-11 actual rates and the 2011-12 estimated rates.

	2010-2011 Actual Rates	2011-2012 Estimated Rates
Regular Education:		
Grades K – 6:	\$ 7,657	\$ 7,400
Grades 7 – 12:	\$ 9,747	\$ 9,402
Special Education:		
Grades K – 6:	\$ 24,622	\$27,298
Grades 7 – 12:	\$ 26,712	\$29,300

Note: Since we are a “closed” campus, these rates are for foster students and/or students that are placed in Greenville Central School District by another district. The tuition costs are charged back to the district of origin. See attached actual 2010/2011 and estimated 2012/2013 non-resident tuition report.

BOARD OF EDUCATION
February 13, 2012

District Name: GREENVILLE CSD
 District Code: 190701
 Data as of: 02/01/2012 12:00 AM?rid=55

State Aid: 2011-2012
 Today's Date: 02/01/2012

ESTIMATED NONRESIDENT TUITION REPORT (NRT EST)
 FOR 2011-12 SCHOOL YEAR ATTENDANCE

Glossary

The nonresident tuition rates below are estimated rates for billing during the 2011-12 school year. When the actual 2011-12 nonresident tuition rates are available in the 2012-13 school year, refunds or additional charges are to be made in accordance with Section 174.2 (a) (6) of the Regulations of the Commissioner of Education.

TUITION CHARGE FOR REGULAR EDUCATION STUDENTS BASED ON NET COST PER STUDENT:

HALF DAY K TUITION FOR REGULAR EDUCATION PUPIL	(ENT 81)	0
FULL DAY K-6 TUITION FOR REGULAR EDUCATION PUPIL	(ENT 82)	7,400
GRADE 7-12 TUITION FOR REGULAR EDUCATION PUPIL	(ENT 83)	9,402
TUITION FOR STUDENTS WITH DISABILITIES WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:		
HALF DAY K TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 85)	0
FULL DAY K-6 TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 86)	27,298
GRADE 7-12 TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 87)	29,300

NONRESIDENT TUITION WORKSHEET FOR IN-DISTRICT PROGRAMS (NOT BOCES) ESTIMATED

NET ALLOWABLE EXPENDITURES/APPROPRIATIONS

1	TOTAL GENERAL FUND APPROPRIATIONS	(ST-3 PRJ_SCH A4C [AT9999.0] ENT 436)	26,075,037
2	MINUS SPECIAL SCHOOLS - SUPERVISION	(ST-3 PRJ_SCH A4B [A2040.0] ENT 148)	0
3	MINUS SPECIAL SCHOOLS - TEACHING	(ST-3 PRJ_SCH A4B [A2330.0] ENT 213)	18,399
4	MINUS SPECIAL SCHOOLS - PUPIL PERSONNEL SERVICES (PPS)	(ST-3 PRJ_SCH A4B [A2830.0] ENT 283)	0
5	MINUS PUPIL TRANSPORTATION	(ST-3 PRJ_SCH A4C [AT5599.0] ENT 318)	1,564,798
6	MINUS COMMUNITY SERVICES	(ST-3 PRJ_SCH A4C	0

		[AT8099.0] ENT 346)	
7	MINUS PUBLIC LIBRARY - GENERAL FUND DEBT SERVICE EXPENSE	(NYSED FS ST-3 CALC ENT #179 EST)	0
8	MINUS GENERAL FUND PRINCIPAL EXPENSE FOR PURCHASE OF BUSES	(NYSED FS ST-3 CALC ENT #168 EST)	305,000
9	MINUS GENERAL FUND INTEREST EXPENSE FOR PURCHASE OF BUSES	(NYSED FS ST-3 CALC ENT #169 EST)	17,498
10	MINUS TUITION EXPENSE - SWD	(NYSED FS ST-3 CALC ENT #280 EST)	621,909
11	MINUS EXPENSE TO BOCES - SWD	(ST-3 PRJ_SCH A4B [A2250.49] ENT 190)	299,385
12	MINUS TUITION PAYMENTS TO OTHER PUBLIC SCHOOLS IN NYS	(ST-3 PRJ_SCH A4B ENT 174 + ENT 175)	7,000
13	MINUS TOTAL INTERFUND TRANSFERS FROM THE GENERAL FUND OTHER THAN SCHOOL CONSTRUCTION	(NYSED FS ST-3 CALC ENT #283 EST)	-146,866
14	MINUS REVENUES FROM TEXTBOOK CHARGES (INDIVIDUALS)	(ST-3 PRJ_SCH A3 [A1330] ENT 17)	300
15	MINUS REVENUES FROM OTHER STUDENT FEES AND CHARGES	(ST-3 PRJ_SCH A3 [A1335] ENT 18)	
16	MINUS REVENUES FROM ADMISSIONS (FROM INDIVIDUALS)	(ST-3 PRJ_SCH A3 [A1410] ENT 19)	1,900
17	MINUS REVENUES FROM OTHER CHARGES FOR SERVICES (INDIVIDUALS)	(ST-3 PRJ_SCH A3 [A1489] ENT 20)	
18	MINUS REVENUES FROM DATA PROCESSING FOR OTHER DISTRICTS AND GOVERNMENTS	(ST-3 PRJ_SCH A3 [A2228] ENT 21)	
19	MINUS REVENUES FOR SERVICES TO BOCES (NOT TRANSPORTATION)	(ST-3 PRJ_SCH A3 [A2235] ENT 24)	
20	MINUS REVENUES FOR HEALTH SERVICES TO OTHER DISTRICTS	(ST-3 PRJ_SCH A3 [A2280] ENT 25)	
21	MINUS REVENUES FROM SERVICES TO OTHER GOVERNMENTS, NARCOTICS PROGRAMS	(ST-3 PRJ_SCH A3 [A2290] ENT 26)	
22	MINUS REVENUES FROM NARCOTIC CONTROL SERVICES FOR BOCES	(ST-3 PRJ_SCH A3 [A2291] ENT 27)	
23	MINUS REVENUES FROM YOUTH SERVICES FOR OTHER GOVERNMENTS	(ST-3 PRJ_SCH A3 [A2350] ENT 32)	

24	MINUS OTHER MISC REVENUES	(ST-3 PRJ_SCH A3 [A2389] ENT 34)	
25	MINUS OTHER MISC REVENUES - DISTRICTS IN OTHER STATES	(ST-3 PRJ_SCH A3 [A2395] ENT 37)	
26	MINUS TOTAL REVENUES FROM USE OF MONEY AND PROPERTY	(ST-3 PRJ_SCH A3 [AT2499] ENT 49)	63,000
27	MINUS TOTAL REVENUES FROM SALE OF PROPERTY AND COMPENSATION FOR LOSS	(ST-3 PRJ_SCH A3 [AT2699] ENT 61)	0
28	PLUS REVENUES FROM SALE OF TRANSPORTATION EQUIPMENT	(ST-3 PRJ_SCH A3 [A2666] ENT 55)	
29	PLUS REVENUES FROM INSURANCE RECOVERIES - TRANSPORTATION RELATED	(ST-3 PRJ_SCH A3 [A2680] ENT 57)	
30	MINUS REFUNDS FOR BOCES AIDED SERVICES	(ST-3 PRJ_SCH A3 [A2701] ENT 63)	487,000
31	MINUS REFUNDS OF PRIOR YEARS EXP - OTHER - NOT TRANSPORTATION	(ST-3 PRJ_SCH A3 [A2703] ENT 66)	
32	MINUS GIFTS AND DONATIONS	(ST-3 PRJ_SCH A3 [A2705] ENT 68)	
33	MINUS OTHER UNCLASSIFIED REVENUES	(ST-3 PRJ_SCH A3 [A2770] ENT 70)	12,000
34	MINUS INTERFUND TRANSFERS TO GEN FUND (INDIRECT COSTS)	(PRJ_FB ENT 173)	0
35	MINUS FEDERAL AIDS	(ST-3 PRJ_SCH A3 [A4285 AND A4289] ENTS 97, 98, 99)	0
36	MINUS MEDICAID ASSISTANCE - SCHOOL AGE - SCHOOL YEAR PROGRAMS	(ST-3 PRJ_SCH A3 [A4601] ENT 100)	
37	MINUS PAYMENTS TO CHARTER SCHOOLS	(NYSED FS ST-3 CALC ENT #284 EST)	0
38	NET ALLOWABLE APPROPRIATIONS	((NYSED FS ST-3 CALC ENT #281 EST); (SUM OF ENTS (1, 28, 29) - SUM OF ENTS (2 THRU 27, 30 THRU 37))	22,823,714
	GRADE LEVEL PRORATIONS OF EXPENSE BASED ON SALARIES:		
39	NOT USED		
40	TOTAL SPECIAL EDUCATION SALARIES - TEACHERS	(ST-3 PRJ_SCH A4B [A2250.15] ENT	1,913,765

		181)	
41	PRE-K TEACHER SALARIES	(ST-3 PRJ_SCH A4B [A2110.10] ENT 164)	0
42	HALF DAY K TEACHER SALARIES	(ST-3 PRJ_SCH A4B [A2110.11] ENT 165)	
43	FULL DAY K - 6 TEACHER SALARIES	(ST-3 PRJ_SCH A4B [A2110.12] ENT 166 + ENT 167)	3,021,616
44	GRADES 7 - 12 TEACHER SALARIES	(ST-3 PRJ_SCH A4B [A2110.13] ENT 168)	3,202,858
45	CAREER ED TEACHER SALARIES	(ST-3 PRJ_SCH A4B [A2280.15] ENT 192)	0
46	TOTAL SECONDARY SCHOOL SALARIES - TEACHERS	(ENT 44 + ENT 45)	3,202,858
47	TOTAL TEACHER SALARIES FOR PRORATION	(ENT 40 + ENT 41 + ENT 42 + ENT 43 + ENT 46)	8,138,239
48	DECIMAL PORTION OF SALARIES IN SPECIAL EDUCATION	(ENT 40 / ENT 47)	0.23515
49	DECIMAL PORTION OF SALARIES IN HALF DAY K	(ENT 42 / ENT 47)	0.00000
50	DECIMAL PORTION OF SALARIES IN FULL DAY K - 6	(ENT 43 / ENT 47)	0.37128
51	DECIMAL PORTION OF SALARIES IN SECONDARY SCHOOLS	(ENT 46 / ENT 47)	0.39355
52	NET ALLOWABLE COST FOR SPECIAL EDUCATION	(ENT 48 * ENT 38, ROUND)	5,366,997
53	NET ALLOWABLE COST FOR HALF DAY K	(ENT 49 * ENT 38, ROUND)	0
54	NET ALLOWABLE COST FOR FULL DAY K-6	(ENT 50 * ENT 38 , ROUND)	8,473,989
55	NET ALLOWABLE COST FOR SECONDARY SCHOOLS	(ENT 51 * ENT 38 , ROUND)	8,982,273
	STATE AID:		
56	TOTAL STATE AID	(ST-3 PRJ_SCH A3 [AT3999] ENT 94)	9,863,361
57	MINUS LOSS OF PUBLIC UTILITY VALUATION	(ST-3 PRJ_SCH A3 [A3017] ENT 74)	
58	NET STATE AID	(ENT 56 - ENT 57)	9,863,361

59	2011-12 TRANSPORTATION AID	(TRA ENT 174)	1,237,619
60	2011-12 CAREER EDUCATION AID BIG 5 CITIES AND BOCES NONCOMPONENTS	(GEN ENT 12)	0
61	2010-11 TOTAL POSSIBLE HOURS OF SUMMER SCHOOL ATTENDANCE	(FORM A ENT 71B)	0
62	WEIGHTED SUMMER SCHOOL ADM	((ENT 61 / 90) * .12)	0.00
63	2011-12 FOUNDATION AID PER PUPIL	(GEN ENT 115)	4,884.95
64	CALCULATED SUMMER SCHOOL AID	(ENT 62 * ENT 63)	0
65	NOT USED		
66	NOT USED		
67	2011-12 EXCESS COSTS AID (INCLUDES 1112 PUBLIC EXCESS COST AID SETASIDE, 1112 PUBLIC EXCESS HIGH COST AID, 1112 PUBLIC EXCESS SUPPLEMENTAL AID AND 1112 PRIVATE EXCESS COST AID)	(ST-3 PRJ_SCH A3 [A3101] ENT 79)	1,800,000
68	NET ALLOWABLE AID	(ENT 58 - ENT 59 - ENT 60 - ENT 64 - ENT 67)	6,825,742
AIDABLE PUPIL UNITS FOR PRORATING AIDS BY GRADE LEVEL:			
69	2010-11 HALF DAY K AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 16)	0.00
70	2010-11 FULL DAY K - 6 AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 17 + ENT 18 + DUAL ENR SCH B PART V ENT 1)	637.85
71	2010-11 GRADES 7 - 12 AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 19 + DUAL ENR SCH B PART V ENT 2)	608.21
72	TOTAL AIDABLE PUPIL UNITS FOR PRORATING	(ENT 69 + ENT 70 + ENT 71)	1,246.06
PRORATA STATE AID BY GRADE LEVEL:			
73	AID FOR HALF DAY K	(ENT 68 * (ENT 69 / ENT 72), ROUND)	0
74	AID FOR FULL DAY K-6	(ENT 68 * (ENT 70 / ENT 72), ROUND)	3,494,053
75	AID FOR GRADES 7-12	(ENT 68 * (ENT 71 / ENT 72), ROUND)	3,331,690
76	NOT USED		
NET COST PER GRADE LEVEL:			

77	NET COST FOR HALF DAY K	(ENT 53 - ENT 73, MIN 0)	0
78	NET COST FOR FULL DAY K-6	(ENT 54 - ENT 74, MIN 0)	4,979,936
79	NET COST FOR GRADES 7-12	(ENT 55 - ENT 60 - ENT 75, MIN 0)	5,650,583
80	NET COST FOR K-12 SPECIAL EDUCATION LESS 1112 PUBLIC SUPPLEMENTAL EXCESS COST AID AND 1112 PUB SETASIDE	(ENT 52 - (2011-12 PUB ENT 9+ ENT 12))IF SUM OF ENTS 41 THRU 45 = 0, THEN (ENT 52 - (2011-12 PUB ENT 9 + ENT 12) - ENT 73 - ENT 74 - ENT 75))	3,979,500
TUITION CHARGE FOR REGULAR EDUCATION STUDENTS BASED ON NET COST PER STUDENT:			
81	NET COST PER HALF DAY K STUDENT	((ENT 77 / FORM A PRJ SCH A4 ENT 16) *0.5 , ROUND)	0
82	NET COST PER FULL DAY K-6 STUDENT	(ENT 78 / FORM A PRJ SCH A4 ENT 17 + ENT 18 + DUAL ENR SCH B PART V PRJ ENT 1, ROUND)	7,400
83	NET COST PER GRADE 7-12 STUDENT	(ENT 79 / FORM A PRJ SCH A4 ENT 19 + DUAL ENR SCH B PART V PRJ ENT 2, ROUND)	9,402
TUITION FOR STUDENTS WITH DISABILITIES (SWD) WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:			
84	NET COST PER SWD	(ENT 80 / (NYS FS ST-3 CALC ENT #282 EST + 1.41 * DUAL ENR SCH B PART V PRJ ENT 6))	14,111.70
85	HALF DAY K SWD	(IF ENT 81 > 0, ENT 81 + (1.41 * ENT 84), ROUND)	0
86	FULL DAY K-6 SWD	(ENT 82 + (1.41 * ENT 84), ROUND)	27,298

87 GRADE 7-12 SWD

(ENT 83 + (1.41 *
ENT 84), ROUND)

29,300

District Name: GREENVILLE CSD
 District Code: 190701
 Data as of: 02/01/2012 12:00 AM

State Aid: 2011-2012
 Today's Date: 02/01/2012

NON RESIDENT TUITION REPORT (NRT)
 FOR 2010-11 SCHOOL YEAR ATTENDANCE

Glossary

TUITION CHARGE FOR REGULAR EDUCATION
 STUDENTS BASED ON NET COST PER STUDENT:

NET COST PER HALF DAY K STUDENT	(ENT 82)	0
NET COST PER FULL DAY K-6 STUDENT	(ENT 83)	7,657
NET COST PER GRADE 7-12 STUDENT	(ENT 84)	9,747
TUITION FOR STUDENTS WITH DISABILITIES WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:		
HALF DAY K STUDENT WITH DISABILITIES	(ENT 86)	0
FULL DAY K-6 STUDENT WITH DISABILITIES	(ENT 87)	24,622
GRADE 7-12 STUDENT WITH DISABILITIES	(ENT 88)	26,712

NONRESIDENT TUITION WORKSHEET FOR IN-DISTRICT
 PROGRAMS (NOT BOCES)

NET ALLOWABLE EXPENDITURES/APPROPRIATIONS

1	TOTAL GENERAL FUND EXPENDITURE (TGFE)	(ST-3 SCH A4C [AT9999.0] ENT 436)	25,648,778
2	MINUS SPECIAL SCHOOLS - SUPERVISION	(ST-3 SCH A4B [A2040.0] ENT 148)	0
3	MINUS SPECIAL SCHOOLS - TEACHING	(ST-3 SCH A4B [A2330.0] ENT 213)	20,789
4	MINUS SPECIAL SCHOOLS - PUPIL PERSONNEL SERVICES (PPS)	(ST-3 SCH A4B [A2830.0] ENT 283)	0
5	MINUS PUPIL TRANSPORTATION	(ST-3 SCH A4C [AT5599.0] ENT 318)	1,556,382
6	MINUS COMMUNITY SERVICES	(ST-3 SCH A4C [AT8099.0] ENT 346)	0
7	MINUS PUBLIC LIBRARY - GENERAL FUND DEBT SERVICE EXPENSE	(NYSED FS ST-3 CALC ENT 179)	0
8	MINUS GENERAL FUND PRINCIPAL EXPENSE FOR PURCHASE OF BUSES	(NYSED FS ST-3 CALC ENT 168)	290,000
9	MINUS GENERAL FUND INTEREST EXPENSE FOR	(NYSED FS ST-3	26,648

	PURCHASE OF BUSES	CALC ENT 169)	
10	MINUS TUITION EXPENSE - STUDENTS WITH DISABILITIES	(NYSED FS ST-3 CALC ENT 280)	473,297
11	MINUS EXPENSE TO BOCES - STUDENTS WITH DISABILITIES	(ST-3 SCH A4B [A2250.49] ENT 190)	291,217
12	MINUS TOTAL INTERFUND TRANSFERS FROM THE GENERAL FUND OTHER THAN SCHOOL CONSTRUCTION	(NYSED FS ST-3 CALC ENT 283)	204,847
13	MINUS TUITION PAYMENTS TO OTHER PUBLIC SCHOOLS IN NYS	(ST-3 SCH A4B ENT 174 + ENT 175)	0
14	MINUS REVENUES FROM TEXTBOOK CHARGES (INDIVIDUALS)	(ST-3 SCH A3 [A1330] ENT 17)	119
15	MINUS REVENUES FROM OTHER STUDENT FEES AND CHARGES	(ST-3 SCH A3 [A1335] ENT 18)	
16	MINUS REVENUES FROM ADMISSIONS (FROM INDIVIDUALS)	(ST-3 SCH A3 [A1410] ENT 19)	1,881
17	MINUS REVENUES FROM OTHER CHARGES FOR SERVICES (INDIVIDUALS)	(ST-3 SCH A3 [A1489] ENT 20)	
18	MINUS REVENUES FROM DATA PROCESSING FOR OTHER DISTRICTS AND GOVERNMENTS	(ST-3 SCH A3 [A2228] ENT 21)	
19	MINUS REVENUES FOR SERVICES TO BOCES (NOT TRANSPORTATION)	(ST-3 SCH A3 [A2235] ENT 24)	
20	MINUS REVENUES FOR HEALTH SERVICES TO OTHER DISTRICTS	(ST-3 SCH A3 [A2280] ENT 25)	29,005
21	MINUS REVENUES FROM SERVICES TO OTHER GOVERNMENTS, NARCOTICS PROGRAMS	(ST-3 SCH A3 [A2290] ENT 26)	
22	MINUS REVENUES FROM NARCOTIC CONTROL SERVICES FOR BOCES	(ST-3 SCH A3 [A2291] ENT 27)	
23	MINUS REVENUES FROM YOUTH SERVICES FOR OTHER GOVERNMENTS	(ST-3 SCH A3 [A2350] ENT 32)	
24	MINUS OTHER MISC REVENUES	(ST-3 SCH A3 [A2389] ENT 34)	
25	MINUS OTHER MISC REVENUES - DISTRICTS IN OTHER STATES	(ST-3 SCH A3 [A2395] ENT 37)	
26	MINUS TOTAL REVENUES FROM USE OF MONEY AND PROPERTY	(ST-3 SCH A3 [AT2499] ENT 49)	66,408
27	MINUS TOTAL REVENUES FROM SALE OF PROPERTY AND COMPENSATION FOR LOSS	(ST-3 SCH A3 [AT2699] ENT 61)	20,729
28	PLUS REVENUES FROM SALE OF TRANSPORTATION	(ST-3 SCH A3	

	EQUIPMENT	[A2666] ENT 55)	
29	PLUS REVENUES FROM INSURANCE RECOVERIES - TRANSPORTATION RELATED	(ST-3 SCH A3 [A2680] ENT 57)	11,667
30	MINUS REFUNDS FOR BOCES AIDED SERVICES	(ST-3 SCH A3 [A2701] ENT 63)	98,187
31	MINUS REFUNDS OF PRIOR YEARS EXPENSES - OTHER - NOT TRANSPORTATION	(ST-3 SCH A3 [A2703] ENT 66)	88,237
32	MINUS GIFTS AND DONATIONS	(ST-3 SCH A3 [A2705] ENT 68)	
33	MINUS OTHER UNCLASSIFIED REVENUES	(ST-3 SCH A3 [A2770] ENT 70)	16,616
34	MINUS INTERFUND TRANSFERS TO GEN FUND (INDIRECT COSTS)	(ST-3 SCH B3 [F1988.4] ENT 15)	
35	MINUS FEDERAL AIDS	(ST-3 SCH A3 [A4285 + A4289] ENTS 97 + 98 + 99)	469,834
36	MINUS MEDICAID ASSISTANCE - SCHOOL AGE - SCHOOL YEAR PROGRAMS	(ST-3 SCH A3 [A4601] ENT 100)	
37	MINUS PAYMENTS TO CHARTER SCHOOLS	(NYSED FS ST-3 CALC ENT 284)	0
38	NET ALLOWABLE EXPENDITURES	((NYSED FS ST-3 CALC ENT 281); (SUM OF ENTS (1, 28, 29) - SUM OF ENTS (2 THRU 27, 30 THRU 37))	22,006,249
	GRADE LEVEL PRORATIONS OF EXPENSE BASED ON SALARIES:		
39	NOT USED		
40	NOT USED		
41	TOTAL SPECIAL EDUCATION SALARIES - TEACHERS	(ST-3 SCH A4B [A2250.15] ENT 181)	1,823,704
42	PRE-K TEACHER SALARIES	(ST-3 SCH A4B [A2110.10] ENT 164)	0
43	HALF DAY K TEACHER SALARIES	(ST-3 SCH A4B [A2110.11] ENT 165)	
44	FULL DAY K - 6 TEACHER SALARIES	(ST-3 SCH A4B [A2110.12] ENT 166 + ENT 167)	3,119,596

45	GRADES 7 - 12 TEACHER SALARIES	(ST-3 SCH A4B [A2110.13] ENT 168)	3,448,627
46	CAREER EDUCATION TEACHER SALARIES	(ST-3 SCH A4B [A2280.15] ENT 192)	0
47	TOTAL SECONDARY SCHOOL SALARIES - TEACHERS	(ENT 45 + ENT 46)	3,448,627
48	TOTAL TEACHER SALARIES FOR PRORATION	(ENT 41 + ENT 42 + ENT 43 + ENT 44 + ENT 47)	8,391,927
49	DECIMAL PORTION OF SALARIES IN SPECIAL EDUCATION	(ENT 41 / ENT 48)	0.21731
50	DECIMAL PORTION OF SALARIES IN HALF DAY K	(ENT 43 / ENT 48)	0.00000
51	DECIMAL PORTION OF SALARIES IN FULL DAY K - 6	(ENT 44 / ENT 48)	0.37173
52	DECIMAL PORTION OF SALARIES IN SECONDARY SCHOOLS	(ENT 47 / ENT 48)	0.41094
53	NET ALLOWABLE COST FOR SPECIAL EDUCATION	(ENT 49 * ENT 38)	4,782,178
54	NET ALLOWABLE COST FOR HALF DAY K	(ENT 50 * ENT 38)	0
55	NET ALLOWABLE COST FOR FULL DAY K-6	(ENT 51 * ENT 38)	8,180,383
56	NET ALLOWABLE COST FOR SECONDARY SCHOOLS	(ENT 52 * ENT 38)	9,043,248
STATE AID:			
57	TOTAL STATE AID	(ST-3 SCH A3 [AT3999] ENT 94)	9,611,621
58	MINUS LOSS OF PUBLIC UTILITY VALUATION	(ST-3 SCH A3 [A3017] ENT 74)	
59	NET STATE AID	(ENT 57 - ENT 58)	9,611,621
60	2010-11 TRANSPORTATION AID	(2010-11 TRA ENT 174)	1,430,001
61	2010-11 CAREER EDUCATION AID, BIG 5 CITIES & BOCES NONCOMPONENTS	(2010-11 GEN ENT 12)	0
62	2009-10 TOTAL POSSIBLE HOURS OF SUMMER SCHOOL ATTENDANCE	(2010-11 FORM A ENT 71B)	1,512
63	WEIGHTED SUMMER SCHOOL ADM	((ENT 62 / 90) * .12)	2.01
64	2010-11 FOUNDATION AID PER PUPIL	(2010-11 GEN ENT 115)	4,756.32
65	CALCULATED SUMMER SCHOOL AID	(ENT 63 * ENT 64, RND)	9,560.00
66	NOT USED		

67	NOT USED		
68	2010-11 EXCESS COSTS AID (INCLUDES 2010-11 PUBLIC EXCESS COST AID SETASIDE, 2010-11 PUBLIC EXCESS HIGH COST AID, 2010-11 PUBLIC EXCESS SUPPLEMENTAL AID AND 2010-11 PRIVATE EXCESS COST AID)	(ST-3 SCH A3 [A3101] ENT 79)	1,760,594
69	NET ALLOWABLE AID	(ENT 59 - ENT 60 - ENT 61 - ENT 65 - ENT 68)	6,411,466
AIDABLE PUPIL UNITS FOR PRORATING AIDS BY GRADE LEVEL:			
70	2009-10 HALF DAY K PUPIL UNITS *	(FORM A SCH A4, SED ENT 16)	0.00
71	2009-10 FULL DAY K - 6 PUPIL UNITS *	(FORM A SCH A4, SED ENT 17 + ENT 18 + DUAL ENR SCH B PART V ENT 1)	640.08
72	2009-10 GRADES 7 - 12 PUPIL UNITS *	(FORM A SCH A4, SED ENT 19+ DUAL ENR SCH B PART V ENT 2)	604.88
* PUPIL UNITS IS THE COMPUTED AVERAGE DAILY MEMBERSHIP OF STUDENTS BASED ON THE TOTAL POSSIBLE AGGREGATE ATTENDANCE DATA REPORTED ON 2010-11 SAMS FORM A, SCHEDULES A2 ,A4 AND SCHEDULE B DUAL ENROLLMENT ADA.			
73	TOTAL AIDABLE PUPIL UNITS FOR PRORATIONING	(ENT 70 + ENT 71 + ENT 72)	1,244.96
PRORATA STATE AID BY GRADE LEVEL:			
74	AID FOR HALF DAY K	(ENT 69 * (ENT 70 / ENT 73), ROUND)	0
75	AID FOR FULL DAY K-6	(ENT 69 * (ENT 71 / ENT 73), ROUND)	3,296,372
76	AID FOR GRADES 7-12	(ENT 69 * (ENT 72 / ENT 73), ROUND)	3,115,095
77	NOT USED		
NET COST PER GRADE LEVEL:			
78	NET COST FOR HALF DAY K	(ENT 54 - ENT 74, MIN 0)	0
79	NET COST FOR FULL DAY K-6	(ENT 55 - ENT 75, MIN 0)	4,884,011

80	NET COST FOR GRADES 7-12	(ENT 56 - ENT 61 - ENT 76, MIN 0)	5,928,153
81	NET COST FOR K-12 SPECIAL EDUCATION LESS 1011 PUBLIC SUPPLEMENTAL EXCESS COST AID AND 1011 PUBLIC EXCESS COST AID SETASIDE	((ENT 53 - (2010-11 PUB ENT 9 + ENT 12)) IF SUM OF ENTS 42 THRU 46 = 0, THEN (ENT 53 - (2010-11 PUB ENT 9 + ENT 12) - ENT 74 - ENT 75 - ENT 76))	3,417,040
TUITION CHARGE FOR REGULAR EDUCATION STUDENTS BASED ON NET COST PER STUDENT:			
82	NET COST PER HALF DAY K STUDENT	((ENT 78 / FORM A SCH A4 ENT 16) * 0.5)	0
83	NET COST PER FULL DAY K-6 STUDENT	(ENT 79 / (FORM A SCH A4 ENT 17 + ENT 18 + DUAL ENR SCH B PART V ENT 1))	7,657
84	NET COST PER GRADE 7-12 STUDENT	(ENT 80 / FORM A SCH A4 ENT 19 + DUAL ENR SCH B PART V ENT 2)	9,747
TUITION FOR STUDENTS WITH DISABILITIES WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:			
85	NET COST PER STUDENT WITH DISABILITIES	(ENT 81 / (NYS ED FS ST-3 CALC ENT 282+ 1.41 * DUAL ENR SCH B PART V ENT 6))	12,031.40
86	HALF DAY K STUDENT WITH DISABILITIES	(ENT 82 + (1.41 * ENT 85), ROUND)	0
87	FULL DAY K-6 STUDENT WITH DISABILITIES	(ENT 83 + (1.41 * ENT 85), ROUND)	24,622
88	GRADE 7-12 STUDENT WITH DISABILITIES	(ENT 84 + (1.41 * ENT 85), ROUND)	26,712



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / Albany, NY 12234
 Office of Facilities Planning, Room 1060 Education Building Annex
 Tel. (518) 474-3906 Fax (518) 486-5918
 www.p12.nysed.gov/facplan/

**APPLICATION FOR APPORTIONMENT OF BUILDING AID
 Education Law, Section 3602(14)(a)**

INSTRUCTIONS

Submit a copy of the FP-F form (Application for Examination and Approval of Final Plans and Specifications) -or- Certificate of Approval -or- SA-4 (Notification of Building Projects).

1. DISTRICT INFORMATION

School District Name: Greenville Central School District

Superintendent: Cheryl Dudley, Ph.D. Telephone: 518-966-5070

Email: Cheryl Dudley [dudleyc@greenville.k12.ny.us]

Supervisory District: Quaker III

2. PROJECT INFORMATION

- a. Project Number:

1	9	0	7	0	1	0	4	0	0	0	1	0	2	6
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
- b. Building Name: Scott M. Ellis Elementary School
- c. Total Project Cost: \$ 165 894
- d. This project consists of: (Check all that apply)
 new building addition alteration/reconstruction
- e. Description of project for which application is submitted:
 (Use additional sheets if necessary. Label each additional sheet 2e.)
Replacement of deteriorated precast parapet coping and precast entry steps.

3. **PROJECT JUSTIFICATION** [Section 3602, paragraph 14(a)(2)]

a. If this application is based on "inadequacy or obsolescence of present facilities", explain. (Use additional sheets if necessary. Label each additional sheet 3a.)
N/A

b. Explain a) how this project would be capable of substantial educational use by the reorganized district in case the reorganization under the existing plan of reorganization is effected, AND b) how this project will provide more efficient and more economical facilities in the reorganized school district. (Use additional sheets if necessary. Label each additional sheet 3b.)
N/A

4. **REORGANIZATION INFORMATION**

a. List district(s) included in proposed combination for reorganization.
Cairo-Durham

b. Has there been any formal study or planning relative to reorganization with the district(s) listed above or any other districts? Yes No

EXPLAIN

Wilton H. Beauf.
Signature President Board of Education

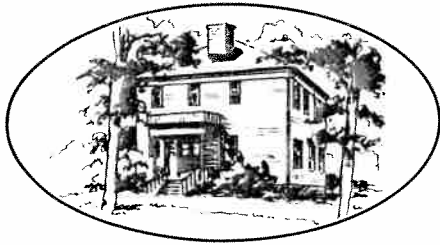
1/23/12
Date

Cheryl A. Dudley
Signature Superintendent of Schools

1/23/12
Date

FOR SED USE ONLY:

Date of Approval of Preliminary/Final Plans by Facilities Planning: _____	
Reorg Class	
<input type="checkbox"/>	Approval: _____ Signature
	_____ Date



Greenville School

JAN 17 2012

District Office

Greenville Library

Box 8
Greenville, NY 12083
(518) 966-8205

Director
Barbara Flach

January 12, 2012

Cheryl A. Dudley
Superintendent of Schools
Greenville Central School District
Rte 81
Greenville, N.Y. 12083

Dear Ms. Dudley,

The Greenville Public Library Board of Trustees has asked me to request that an appropriation of \$40,000.00 be placed on the 2012 School Budget Ballot for the support of the library.

The library serves the entire population of the Greenville Central School District, and funds received from the School District assists us in serving those people outside the actual Town of Greenville, our charter area.


Sincerely,

Barbara Flach
Library Director



MEMORANDUM

TO: Cheryl A. Dudley/Superintendent of Schools

FROM: Tammy J. Sutherland/Assistant Superintendent for Business 

RE: Contract Transportation Route / 2011-12 school year

DATE: January 19, 2012

Bids were opened in the District Office on Wednesday, January 11, 2012. Three (3) bid packets were mailed and three (3) companies responded. All bids are on file in the District Office.

It is my recommendation to award one additional contract transportation route for the 2011-12 school year to lowest bidder:

Q-Roo Transportation, Special Education
Langan School / Albany \$159.00 per diem / \$18,400.00 total anticipated annual cost
(1 student w/shared aide on bus)

BOARD OF EDUCATION
February 13, 2012

The party of the second part covenants with the party of the first part that in consideration of the payments hereinbefore stated and of the covenants and agreements set forth that said school children will be conveyed safely, that said duties and obligations in relation thereto pursuant to this contract will be faithfully performed, at all times exercising proper supervision over said children and that said party of the second part will abide by all reasonable rules and regulations and that the driver will be at least 21 years of age and duly licensed and that said driver will be currently approved by the chief school administrator. And the party of the second part further covenants and agrees that the vehicle shall come to a full stop before crossing the tracks of any railroad and before crossing any State highway and that it shall at all times comply with the rules and regulations of the Department of Transportation applying to such vehicles.

It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be signed by the trustee or president of the board of education and the contractor. This contract or any right, title or interest therein may not be assigned by the party of the second part without the previous consent in writing of the party of the first part. This contract shall be void and of no effect unless the party of the second part shall comply with all applicable provisions of the Workman's Compensation Law in respect to employees engaged in the performance of this contract. The party of the second party will comply with the Labor Law.

State aid will be computed on account of this contract in accordance with the total sum specified. Any expenditure in excess of this total sum will not be considered in computing State aid. For school districts eligible for transportation aid, no aid shall be allowed for a period greater than 120 days prior to the filing of the contract in accordance with Section 3625 of the State Education Law.

MINIMUM STATUTORY INSURANCE REQUIREMENTS as provided in Section 370 of the New York State Vehicle and Traffic Law must be complied with.

If **COMPETITIVELY BID** date of bid opening 1/11/2012 Complete **BID TABULATION** below:

1. <u>Q-Roo Transportation</u> (Name)	<u>\$159.99</u> (Amount of Bid)	3. <u>Chalet Services</u> (Name)	<u>no bid</u> (Amount of Bid)
2. <u>Coxsackie Transport, Inc.</u> (Name)	<u>\$190.00</u> (Amount of Bid)	4. _____ (Name)	_____ (Amount of Bid)

Was contract awarded to the lowest responsible bidder? Yes No If not awarded to the lowest bidder, state reasons why. Give detailed and completed reasons on a separate sheet and attach to this contract. If no bids are received, it is necessary for the district to re-advertise.

Attach Affidavits of Publication which you can secure from the newspapers. Also, attach one printed copy of each Notice to Bidder which appeared in the papers. If detailed specifications were used, kindly forward a copy.

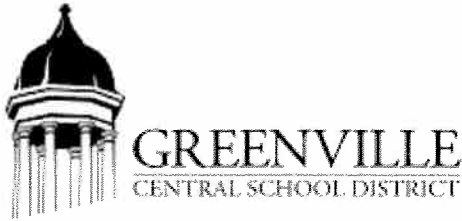
MULTI-YEAR CONTRACT: A separate line item shall be included in the Annual Budget and Budget Brochures. Also a footnote to that line item shall indicate: “____year (first, second, etc.) of a ____-year (two, three, etc.) contract, the total cost of which is \$_____” (total cost of multi-year contract).

REQUEST FOR PROPOSALS: If contract was awarded through a request for proposals (RFP), submit evidence of the date of the request, the forms and instructions used in making the request, the contract specifications, all proposals received, the criteria used in evaluating the proposals, the weights assigned to each criterion, and the scores used to assess each category of the criteria, in accordance with the provisions of Section 156.12 of Commissioner of Education Regulations.

EXTENSIONS AND ADDENDUMS: An Extension of Contract (Form CE) must be filed for all extensions. Please notify the Department by letter of any additions to a contract after it has been filed with the Department. Such additions can only be made where authorized by the contract specifications.


JAN 30 2012

District Office



MEMORANDUM

TO: Cheryl Dudley/Superintendent of Schools

FROM: Tammy J. Sutherland/Assistant Superintendent for Business 

RE: Change order – Renovation Project

DATE: January 23, 2012

Re: Change orders #6 and #7 for Board Action

Brunswick Electric, Inc.

#6	Additional cost to increase the power output of temporary generator and wiring to supply power to HS boiler	\$ 1,766.00
	Additional cost to re-locate contactors from HS elec. panels LP-1 and LP-2	\$ 1,496.00
	Additional cost to provide replacement breakers at HS elec. panel LP-16	\$ 542.00
	Additional cost to provide labor and materials to modify existing Ellis Elem. stage lighting so that the fixtures can be lowered to stage level	\$ 2,887.00
	Additional cost to extend stage lighting control panel feeds	\$ 1,797.00
	Additional cost to provide elec. power to Ellis stage projection screen	<u>\$ 1,344.00</u>
	Total	\$ 9,832.00

Gallo Construction Corp.

#7	Additional cost to provide labor and materials to enable Ellis stage lighting to be lowered to stage level	<u>\$ 3,960.00</u>
	Grand Total	<u>\$13,792.00</u>



Stieglitz Snyder Architecture
 425 Franklin Street
 Buffalo, New York 14202
 Tel – 716.828.9166
 Fax – 716.828.9164

LETTER OF TRANSMITTAL

Greenville School

FEB - 2 2012

Business Office

**To: Tammy J. Sutherland, Assistant
 Superintendent for Business
 Greenville Central School District
 Route 81
 Greenville, New York 12083-0129**

Date: January 31, 2012
Project no: 10.23
Attention: Tammy Sutherland
Regarding: Greenville Renovation Project

We are sending you:

COPIES	DATE	NO.	DESCRIPTION
3			Brunswick Electric CO #6
3			Gallo Construction CO #7

These items are transmitted as checked below:

- FOR APPROVAL
- AS REQUESTED
- ACCEPTED AS SUBMITTED
- FOR YOUR USE
- ACCEPTED AS NOTED
- FOR REVIEW AND COMMENT
- NOT ACCEPTED
- RETURNED FOR CORRECTIONS

Remarks:

Tammy,
 Please return 1 fully executed original of each change order for my file.
 Thank-you,
 Mike

Copy to:

Sender: Michael Montante

AIA[®] Document G701[™] – 2001

Change Order

PROJECT <i>(Name and address):</i> Greenville Central School District Renovation Project Route 81 - Greenville, NY	CHANGE ORDER NUMBER: 06 DATE: January 20, 2012 <i>MM 01-26-12</i>	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> Brunswick Electric, Inc. 290 Hoosick Street Troy, NY 12180	ARCHITECT'S PROJECT NUMBER: 10.23 CONTRACT DATE: June 1, 2011 CONTRACT FOR: Electrical Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:

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

- 1) Additional cost to increase the power output of temporary generator and wiring to supply power to HS boiler - \$1,765.70.
- 2) Additional cost to re-locate contactors from HS elec. panels LP-1 and LP-2 - \$1,496.17.
- 3) Additional cost to provide replacement breakers at HS elec. panel LP-16 - \$542.08.
- 4) Additional cost to provide labor and materials to modify existing Ellis Elem. stage lighting so that the fixtures can be lowered to stage level - \$2,887.06.
- 5) Additional cost to extend stage lighting control panel feeds - \$1,796.97.
- 6) Additional cost to provide elec. power to Ellis stage projection screen - \$1,343.58.

The original Contract Sum was	\$ 129,085.00
The net change by previously authorized Change Orders	\$ 8,782.00
The Contract Sum prior to this Change Order was	\$ 137,867.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 9,832.00
The new Contract Sum including this Change Order will be	\$ 147,699.00

The Contract Time will be increased by Sixty (60) days.

The date of Substantial Completion as of the date of this Change Order therefore is March 01, 2012

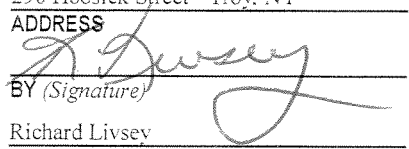
NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede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

 BY *(Signature)*
 Michael Montante
(Typed name)
 01-26-12

DATE

Brunswick Electric, Inc.
CONTRACTOR *(Firm name)*
 290 Hoosick Street - Troy, NY
ADDRESS

 BY *(Signature)*
 Richard Livsey
(Typed name)
 01.25.2012

DATE

Greenville Central School District
OWNER *(Firm name)*
 Route 81 - Greenville, NY
ADDRESS


 BY *(Signature)*
 Tammy Sutherland
(Typed name)

DATE

JAN 30 2012

District Office

MEMORANDUM

To: Cheryl Dudley, Superintendent of Schools
From: Brian W. Reeve, Principal 
Date: January 27, 2012
Subject: Donation

Please accept the attached donation of \$250.00 for Board of Education approval from the Greenville MS/HS PTSA. This donation is to purchase materials for Autism Awareness Month.

Thank you.

Attachment
BWR:dg

JAN 23 2012

District Office

MEMORANDUM

To: Cheryl Dudley, Superintendent of Schools
From: Brian W. Reeve, Principal *BWR*
Date: January 23, 2012
Subject: Donation

Please accept the donation of \$270.00 for Board of Education approval from the Greenville MS/HS PTSA. This donation is to purchase prizes for the Middle School Anti-Bullying poster and essay contest.

Thank you.

BWR:dg

JAN 12 2012

District Office

1/10/2012

**CONFIDENTIAL INFORMATION****FURTHER DISCLOSURE PROHIBITED**

Information Sent To: Greenville CSD
 4976 Route 81
 Greenville NY 12083

Dear Cheryl A. Dudley

Please be advised that the student (below) is currently an inpatient at Four Winds Saratoga. Educational information will be sent to you during the course of the patient's treatment. If you have any questions, please contact the Education Coordinator, Elizabeth L. Germano, MST, at extension 3501. Thank you for your courtesy and cooperation in this matter.

Patient: (42606-03)

School:	Scott M. Ellis ES	(518) 966-5070
Date of Birth:	06/22/2005	Age: 6 yrs.
Date of Admission:	01/08/2012	School Started: 01/09/2012
Unit:	Catlin	Grade: 1
Anticipated Length of Stay:	1-2 weeks	
Reason for Admission:	Emotional Disturbance	

Elizabeth L. Germano, MST
 Education Coordinator

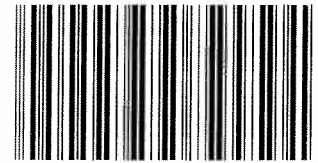


1/10/2012

To Whom It May Concern:

Greenville CSD
4976 Route 81
Greenville NY 12083

office use only...do not write in this space...



agrees to be responsible for payment of tutorial services for:

(42606-03)

who is currently an inpatient at Four Winds Saratoga. The district will pay twenty nine dollars (\$29.00) an hour for 5 hours of instruction per week.

Please FAX to the attention of

Elizabeth L. Germano

(518) 583 - 9544

Signature

Title

Phone Number

Date

CONFIDENTIAL INFORMATION



01/24/2012
Greenville School
JAN 26 2012
District Office

At Four Winds - Saratoga, the teaching staff is an integral part of the treatment team responsible for adolescent patients.

Our clinical, nursing and academic staff work together closely in preparing and carrying out the patient's treatment plan. Teachers work with students in the required academic subject areas on a tutorial basis, attend patient treatment review meetings and assist in post-hospital academic planning.

Education reports are sent to the school periodically.

The tutorial rates are based on the average hourly rates paid by school districts in the Southern Saratoga County/Schenectady County area. The school district is billed for contact hours only.

We would appreciate return of the enclosed contract within five (5) working days.

Sincerely,

A handwritten signature in cursive script, appearing to read 'E. Germano'.

Elizabeth L. Germano, MST

Education Coordinator



01/24/2012

CONFIDENTIAL INFORMATION

FURTHER DISCLOSURE PROHIBITED

Information Sent To: Greenville CSD
4976 Route 81
Greenville NY 12083

Dear Cheryl A. Dudley

Please be advised that the student (below) is currently an inpatient at Four Winds Saratoga. Educational information will be sent to you during the course of the patient's treatment. If you have any questions, please contact the Education Coordinator, Elizabeth L. Germano, MST, at extension 3501. Thank you for your courtesy and cooperation in this matter.

Patient: (52010-01)

School: Greenville MSHS (518) 966-5190
Date of Birth: 07/21/1997 Age: 14 yrs.
Date of Admission: 01/20/2012 School Started: 01/23/2012
Unit: Polaris Grade: 9
Anticipated Length of Stay: 1-2 weeks
Reason for Admission: Emotional Disturbance



Elizabeth L. Germano, MST
Education Coordinator

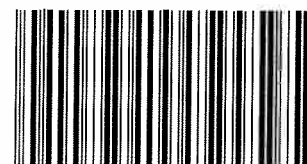


01/24/2012

To Whom It May Concern:

Greenville CSD
4976 Route 81
Greenville NY 12083

office use only...do not write in this space...



agrees to be responsible for payment of tutorial services for:

(52010-01)

who is currently an inpatient at Four Winds Saratoga. The district will pay twenty nine dollars (\$29.00) an hour for 10 hours of instruction per week.

Please FAX to the attention of

Elizabeth L. Germano

(518) 583 - 9544

Signature

Title

Phone Number

Date

CONFIDENTIAL INFORMATION



01/31/2012
Greenville School
FEB 01 2012
District Office

At Four Winds - Saratoga, the teaching staff is an integral part of the treatment team responsible for adolescent patients.

Our clinical, nursing and academic staff work together closely in preparing and carrying out the patient's treatment plan. Teachers work with students in the required academic subject areas on a tutorial basis, attend patient treatment review meetings and assist in post-hospital academic planning.

Education reports are sent to the school periodically.

The tutorial rates are based on the average hourly rates paid by school districts in the Southern Saratoga County/Schenectady County area. The school district is billed for contact hours only.

We would appreciate return of the enclosed contract within five (5) working days.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Elizabeth L. Germano'.

Elizabeth L. Germano, MST

Education Coordinator



01/31/2012

CONFIDENTIAL INFORMATION

FURTHER DISCLOSURE PROHIBITED

Information Sent To: Greenville CSD
4976 Route 81
Greenville NY 12083

Dear Cheryl A. Dudley

Please be advised that the student (below) is currently an inpatient at Four Winds Saratoga. Educational information will be sent to you during the course of the patient's treatment. If you have any questions, please contact the Education Coordinator, Elizabeth L. Germano, MST, at extension 3501. Thank you for your courtesy and cooperation in this matter.

Patient: (52029-01)

School:	Scott M. Ellis ES	(518) 966-5070
Date of Birth:	08/05/2004	Age: 7 yrs.
Date of Admission:	01/25/2012	School Started: 01/26/2012
Unit:	Catlin	Grade: 1
Anticipated Length of Stay:	1-2 weeks	
Reason for Admission:	Emotional Disturbance	

Elizabeth L. Germano, MST
Education Coordinator

form: avrlib/schfrm01/s_body rev: 11/03/2009

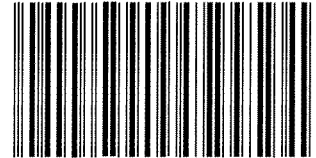


01/31/2012

To Whom It May Concern:

Greenville CSD
4976 Route 81
Greenville NY 12083

office use only...do not write in this space...



agrees to be responsible for payment of tutorial services for:

(52029-01)

who is currently an inpatient at Four Winds Saratoga. The district will pay twenty nine dollars (\$29.00) an hour for 5 hours of instruction per week.

Please FAX to the attention of

Elizabeth L. Germano

(518) 583 - 9544

Signature

Title

Phone Number

Date

CONFIDENTIAL INFORMATION

Michelle Curtis
Secretary I
curtmco@bcsd.neric.org

Greenville School

JAN 10 2012

District Office



Bethlehem Central School District

<http://bethlehemschools.org>

January 9, 2012

KNOWLEDGE
CHARACTER
VALUE

Superintendent of Schools
Greenville Central School District
Route 81
Greenville, NY12083

Re: Health and Welfare Services 2011-12 School Year

Dear Superintendent:

Enclosed please find the following:

- A list of students residing in your district who attend St. Thomas School, Bethlehem Children's School or Mt. Moriah Academy located in the Bethlehem Central School District for whom we must provide health and Welfare service pursuant to Section 912 of the Education Law.
- Two (2) copies of the Health Service Contract
- Invoice for services
- Cost justification sheet.

Please sign enclosed contracts and return one (1) copy of the signed contract along with payment.

If you have any questions please feel free to call me at (518) 439-7481, ext. 31922. Thank you for your assistance in this matter.

Sincerely,

Michelle Curtis

Enclosures

Copy: File

Bethlehem Central School District

90 Adams Place
Delmar, New York 12054

(518) 439-7481 (phone)
(518) 475-0352 (fax)

CONTRACT FOR HEALTH AND WELFARE SERVICES

THIS AGREEMENT made in duplicate this ____th day of February 2012, by and between Greenville Central School District as Board of Education of central school district town of Greenville, county of Greene, NY, party of the first part and Bethlehem Central School District, Board of Education, Towns of Bethlehem and New Scotland, County of Albany, NY, party of the second part.

WITNESSETH, That whereas party of the first part has been duly empowered by the provisions of section 912 of the Education Law to enter into a contract for the purpose of providing health and welfare services for children residing in said school district and attending nonpublic schools in Bethlehem Central School District, Towns of Bethlehem and New Scotland, County of Albany, to begin on September 8, 2011, and to end on June 22, 2012.

NOW, Therefore, The said party of the first part hereby agrees to pay the party of the second part the sum of \$822 per child for health and welfare services to be provided under section 912 to children residing in said central school district town of Greenville, New York, and attending nonpublic schools Bethlehem Central School District, Towns of Bethlehem and New Scotland, County of Albany, New York.

And the party of the second part hereby agrees with the party of the first part as follows:

1. That the health and welfare services provided under section 912 shall consist of the following:

- Physician Services
- Nurse Services
- School Psychological Services
- School Social Work Services
- School Speech Correctionist Services

Such services may include, but are not limited to all services performed by a physician, nurse, school psychologist, school social worker or school speech correctionist, and may also include vision and hearing tests, the taking of medical histories and the administration of health screening tests, the maintenance of cumulative health records and the administration of emergency care programs for ill or injured pupils.

2. The party of the second part will also furnish the following equipment to be used in providing such services if requested by the authority in charge of the nonpublic school:

Supplies and equipment for use by physician, school nurse, psychologist, social worker, and speech correctionist (i.e. Scales Vision and Hearing testing devices, Health Record forms, First-Aid supplies, and all other readily transportable equipment and supplies pertaining to delivery of services).


It is expressly agreed by and between the parties hereto that the services agreed to be supplied under this contract shall not include any teaching service.

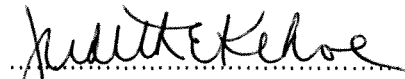
It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be approved by the Superintendent of Schools.

In Witness Whereof, the parties have hereunto set their hands the day and year above written.

.....
President of Board of Education Party of First Part P.O. Address


.....
Clerk of Board of Education Party of First Part P.O. Address

.....
Bethlehem Central S.D. 700 Delaware Ave., Delmar, NY
Diane G. Stever
President of Board of Education Party of Second Part P.O. Address

.....
Bethlehem Central S.D. 700 Delaware Ave., Delmar, NY
Judith E. Kehoe
Clerk of Board of Education Party of Second Part P.O. Address

APPROVAL OF SUPERINTENDENT

I have examined the above contract and hereby approve the same.

.....
Dr. Thomas J. Douglas
Superintendent of Schools
Bethlehem Central School District

Sole Supervisory District
Albany County

Dated..... 1/4/12

Bethlehem Central School District
90 Adams Place
Delmar, New York 12054

Greenville School

JAN 11 2012

District Office

HEALTH SERVICES			
2011-12 School Year			
ENROLLMENT OCTOBER 2011			
Bethlehem Central School District			4,945
Bethlehem Children's School			16
St. Thomas			176
Mt. Moriah Academy			28
		TOTAL	5,165
PROJECTED COSTS			
Physician Contracted			\$30,000
Nurses Salary, OT, PT (17.8 FTE)			\$928,798
Nurses Office Clerical (2.03 FTE)			\$47,505
PPS Clerical (5.15 FTE)			\$215,955
Behavior Specialist (2.0 FTE)			\$108,582
Social Worker Salary (8.0 FTE)			\$508,876
Psychologists (6.00 FTE)			\$389,519
Speech (12.00 FTE)			\$876,822
Health and Dental			\$492,968
FICA	3,076,057	7.65%	\$235,318
TRS	1,883,799	11.11%	\$209,290
ERS	1,192,258	16.00%	\$190,761
WC	3,076,057	.50/1000	\$1,538
Supplies and Materials			\$10,405
		Total	\$4,246,338
		Per Pupil Allocation =	\$822

**2011-2012 Non-BCSD Students
St. Thomas the Apostle School**

Student Last Name	Student First Name	Gr.	DOB	Home School District	Parent 1 First	Parent 1 Last	Parent 2 First	Parent 2 Last	Student Home Address	City	St	Zip	Home Phone
Atkinson	Jasper	1	4/21/2005	Greenville	David	Atkinson	Heidi	Atkinson	245 County Rt 312	Westerlo	NY	12193	(518) 797-3059
Eldred	John	3	1/21/2003	Greenville	Daryl	Eldred	Sara	Eldred	39B Barry Ct	Selkirk	NY	12158	(518) 731-8781
Konopka	Zachary	4	5/6/2011	Greenville	Joseph	Konopka	Katherine	Konopka	2257 Rt. 81	Earlton	NY	12058	(518) 634-7415
Quinn	Molly	1	6/10/2005	Greenville	Timothy	Quinn	Amy	Quinn	59 Gregory Hill Rd	Greenville	NY	12083	(518) 966-4440
Quinn	Nicole	4	7/28/2002	Greenville	Timothy	Quinn	Amy	Quinn	59 Gregory Hill Rd	Greenville	NY	12083	(518) 966-4440

BETHLEHEM CHILDREN'S SCHOOL
2011-12 ENROLLMENT

Ari Justin McNeeley
Grade 6
8/27/00
Greenville School District
Karen Boazman
448 County Route 360
Medusa, N.Y. 12120
239-8210

District Office

Anjelieeque Martinez
Business Office Manager
District Treasurer

January 18 , 2012

Ms. Tammy Sutherland
Assistant Superintendent for Business
Greenville Central School District
Route 81 PO Box 129
Greenville, NY 12083

Greenville School

JAN 20 2012

Business Office

Greenville School

JAN 20 2012

District Office

RE: Health and Welfare Services for the 2011-2012 School Year

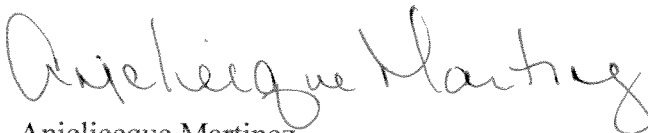
Dear Ms. Sutherland:

Enclosed you will find three (3) copies of the 2011-2012 contract covering health and welfare services for student(s) who reside in your district, and attend schools located in the South Colonie Central School District. In addition, we have included Justification for Health Services Rate and an invoice for the current school year, which includes a list of students from your district, for your verification.

Please sign and return two (2) copies of this contract with the invoice payment at your earliest convenience. Should you have any questions concerning this matter, please do not hesitate to contact me.

Very truly yours,

SOUTH COLONIE CENTRAL SCHOOLS



Anjelieeque Martinez
Business Office Manager/District Treasurer

/db

Enclosures (5)

**SOUTH COLONIE CENTRAL SCHOOL DISTRICT
CONTRACT FOR HEALTH AND WELFARE SERVICES**

This agreement made in triplicate this 17th day of January, 2012 , by and between **South Colonie Central School District** , Town of Colonie, County of Albany, New York, party of the first part, **Greenville Central School District** , Town(s) City of **Greenville** , County of **Greene** , New York, party of the second part.

WITNESSETH, That whereas party of the first part has been duly empowered by the provisions of section 912 of the Education Law to enter into a contract for the purpose of providing health and welfare services for children residing in the district designated as party of the second part and attending nonpublic schools in the **South Colonie Central School District** , town of Colonie, County of Albany, New York, said services to begin on September 8, 2011 and end June 22, 2012 .

Now, therefore, the said party of the second part hereby agrees to pay the party of the first part the cost per pupil of **\$638.52** for health and welfare services to be provided under section 912 to approximately 5 child/children residing in said school district Town(s) (City) of **Greenville** , County (Counties) of **Greene** , New York and attending nonpublic schools in **South Colonie Central School District** , Town of Colonie County of Albany, New York.

And the party of the first part hereby agrees with the party of the second part as follows:

1. That the health and welfare services provided under section 912 shall consist of the following:

Physician Services
School Nurse Services
School Psychological Services
School Speech Correctionist Services

Such services include services performed by a physician, school nurse, school psychologist, school speech correctionist, and may also include vision and hearing tests, the taking of medical histories and health records and the administration of emergency care programs for ill or injured pupils while attending school.


2. The party of the first part will also furnish the following equipment to be used in providing such services if requested by the authorities in charge of the non-puplic school:

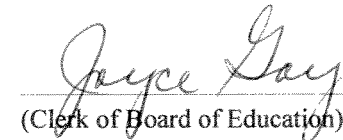
Supplies and equipment for use by physicians, school nurse-teacher psychologist, and speech correctionist (i.e., scales, vision and hearing testing devices, health record forms, first-aid supplies and all other readily transportable equipment and supplies pertaining to delivery of services.)

It is expressly agreed by and between the parties hereto that the services agreed to be supplied under this contract shall not include and teaching service.

It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be approved by the District Superintendent of Schools.

In Witness, Whereof, the parties have herunto set their hands the day and year above written.

	SOUTH COLONIE CENTRAL SCHOOL DISTRICT	102 LORALEE DRIVE ALBANY, NY 12205
(President of Board of Education)	(Party of the First Part)	(Post Office Address)

	SOUTH COLONIE CENTRAL SCHOOL DISTRICT	102 LORALEE DRIVE ALBANY, NY 12205
(Clerk of Board of Education)	(Party of the First Part)	(Post Office Address)

(President of Board of Education)	(Party of the Second Part)	(Post Office Address)
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(Clerk of Board of Education)	(Party of the Second Part)	(Post Office Address)
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SOUTH
Colonie
CENTRAL SCHOOLS

District Office

Anjelieeque Martinez
Business Office Manager
District Treasurer

Greenville School

OCT 27 2011

Business Office

October 24, 2011

Ms. Tammy Sutherland
Assistant Superintendent for Business
Greenville Central School District
Route 81 PO Box 129
Greenville, NY 12083

Dear Ms. Sutherland:

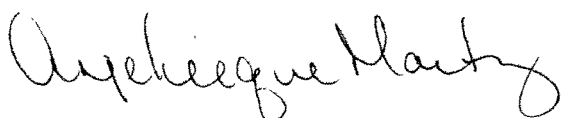
Enclosed is a list of students attending An-Nur Islamic School, Christian Brothers Academy, Hebrew Academy & Our Saviors Lutheran in the South Colonie Central School District for whom we must provide health services pursuant to Section 912 of the Education Law.

According to our records these students are legal residents of your school district. Kindly verify the accuracy of the data on the list and return it as soon as possible. This data will serve as the basis for a health services contract, which will be prepared and forwarded to you.

Any questions you may have should be directed to DeNeen Bogdanowicz at 869-3576 ext. 2460.

Thank you for your assistance in this matter.

Sincerely,
SOUTH COLONIE CENTRAL SCHOOLS



Anjelieeque Martinez
Business Office Manager/District Treasurer

Verified By: Lynette Terrell

Title: Registrar

Date: 10/27/11

/db
Enclosures

Greenville Central School District

Christian Brothers Academy

Name	Street	City	State	Zip	DOB	Grade
Russ, Joseph	36 Big Woods Road	Freehold	NY	12431	2/23/1999	07
Seeley, Matthew	127 Demeo Lane	Greenville	NY	12083	5/13/1997	09

Our Savior's Lutheran

Name	Street	City	State	Zip	DOB	Grade
Dwyer, Ian	18 Rt 401	Greenville	NY	12083	5/29/2001	04
Dwyer, Leah	18 Rt 401	Greenville	NY	12083	2/15/2000	06
Papol, Alexandria	3284 SR81	Surprise	NY	12176	5/26/1998	08

Home District Total:

5

*Approved
w/ Kayrette
1.20.12*

**SOUTH COLONIE CENTRAL SCHOOLS
DISTRICT OFFICES**

JUSTIFICATION FOR 2011 –2012 HEALTH SERVICES RATE

INSTRUCTIONAL STAFF

Speech Pathologists	9.40 F.T.E. positions + benefits*	\$1,037,871.02
Psychologists	10.00 F.T.E. positions + benefits*	1,199,876.26
Social Worker	5.00 F.T.E. positions + benefits*	<u>390,830.32</u>
		\$2,628,577.60

SUPPORT STAFF

Nurse	14.00 F.T.E. positions + benefits*	\$844,883.79
Clerical	3.20 F.T.E. positions + benefits*	<u>128,756.93</u>
		\$973,640.72

*Fringe Benefits: Retirement, F.I.C.A./Medicare, Workers' Compensation, Unemployment, Health, Drug, Dental and Life Insurances

CONTRACTED SOCIAL WORKERS: A2825.400	\$0.00
SUPPLIES AND EQUIPMENT: A2815.200 & A2815.450	\$15,500.00
OTHER EXPENSES: A2815.400 & A2815.500 (Includes Physicians' Services)	<u>\$184,000.00</u>
TOTAL	\$3,801,718.32

ENROLLMENT: Public 5,240
 Private 714
 5,954

$\$3,801,718.32 \div 5,954 = \638.52

Health Services Cost Per Pupil = \$638.52

SOUTH COLONIE CENTRAL SCHOOL DISTRICT

102 LORALEE DRIVE, ALBANY, N.Y. 12205-2298

OFFICE: (518) 869-3576 FAX: (518) 869-6481

Greenville School

JAN 20 2012

District Office



Greenville Central School District
Ms. Tammy Sutherland, Assistant Superintendent for Business
Route 81
PO Box 129
Greenville, NY 12083

Date 1/18/2012

INVOICE
No. 14351
ALWAYS REFER TO ABOVE NUMBER

INVOICE

QUANTITY	DESCRIPTION	PRICE	AMOUNT
	<p>For Health and Welfare Services for 2011-2012 school year</p> <p>Cost Justification and Student List Attached</p> <p>5 students @ \$638.52 = \$3,192.60</p> <p>See attached student list</p>		\$3,192.60
	<p><i>am</i></p> <p>CODE: A980.2280</p>		

PLEASE MAKE CHECK PAYABLE TO SOUTH COLONIE CENTRAL SCHOOL DISTRICT

INVOICE TOTAL

\$3,192.60

INVOICE



GREENVILLE
CENTRAL SCHOOL DISTRICT

Cheryl A. Dudley
Superintendent of Schools

Jacqueline O'Halloran
District Clerk

February 7, 2012

Regional School Services
NYS Education Department, 381 EBA
Albany, NY 12234

To Whom It May Concern:

The Comprehensive Educational Plans (CEP) for the identified schools within the Greenville Central School district, Scott M. Ellis Elementary School and the Greenville Middle School, have been completed and enclosed is the one (1) original hard copy with original signature in blue as required. The electronic copy has been sent via email to rss@mail.nysed.gov.

The Board of Education Meeting is scheduled for February 13, 2012 and another original hard copy with original signatures in blue will be mailed immediately following that meeting as well as the electronic copy will be sent via email. As you know, a Board president may only sign a document on behalf of the Board with proper authorization through action by the Board.

A copy of the Greenville Central School District Board of Education meeting schedule is also enclosed with the dates of Board of Education meetings for 2011-2012 as approved by the Board at the meeting of June 13, 2011. Thank you for your review of our Comprehensive Education Plans. Please contact me if you have any questions or require any additional information.

Cordially,

Cheryl A. Dudley
Superintendent of Schools

CAD:jo

Encs. CEP Scott M. Ellis Elementary School
CEP Middle School
Greenville Central School District Board of Education Meetings 2011-2012

Xc: Colleen Hall, Director of Curriculum and Communications
Peter Mahan, Elementary Principal
Rebecca Martin, Assistant Director of Pupil Personnel Services
Brian Reeve, Middle School Principal
Linda Wistar, Director of Pupil Personnel Services



GREENVILLE
CENTRAL SCHOOL DISTRICT

Cheryl A. Dudley
Superintendent of Schools

Jacqueline O'Halloran
District Clerk

December 7, 2011

Dear Greenville Central School District Parent/Guardian,

Scott M. Ellis and Greenville Middle School have been recently identified as a "school in need of improvement" for grades 3-8 based upon state assessment results in ELA for students with disabilities. Although our school has met the established federal and state benchmarks for Adequate Yearly Progress for the total student population in English Language Arts and Math, we did not meet the benchmarks for our students with disabilities subgroup in the area of English Language Arts on the New York State Assessments for grades 3-8. Under the No Child Left Behind Act, schools that do not show adequate yearly progress on state test scores for two years in a row in the same subject, grade or subgroup are considered a school in need of improvement. When a school in need of improvement makes adequate yearly progress for two years in a row, it is no longer considered in need of improvement.

It should be noted that in all other areas of assessment, students have met the New York State standards and Greenville Central School District remains a "district in good standing" according to the New York State Education Department.

Greenville uses state assessments as well as other data sources to identify and address areas of our educational program that need improvement. As a result, the district has already put in place measures to improve the progress all of our students make, including students with disabilities. Some of these measures include working closely with a BOCES special education school improvement specialist to implement ongoing improvement in core instructional areas and professional development for our teachers to allow staff to better address the different learning needs of all learners. The district also provides many services to support student learning such as academic intervention, after school extra help and special education services. Our teachers and administrators are working diligently to meet the challenges of preparing students for high school and beyond.

Students at Scott M. Ellis and Greenville Middle School who qualify under the federal free or reduced lunch program are eligible for tutoring through supplemental educational services (SES). If your child qualifies for free or reduced lunch and you would like to participate in tutoring through supplemental educational services, please contact Erin DuBois at 966-5070 x313 or Michelle Fisher at 966-5070 x453 to register.

For more information on state assessments or the No Child Left Behind accountability system for schools you can visit the NYSED website at:

<http://www.p12.nysed.gov/nclb/ses/ApprovedProviders/LocationList.html> or contact us directly.

Cordially,

Cheryl A. Dudley
Superintendent of Schools

Greenville Middle School

Parent/School Compact

Requirement of “No Child Left Behind” Legislation and Title I.

The Greenville Middle School community is committed to active, reflective, creative learning. We believe learning is maximized when it takes place in an environment enriched with support, encouragement and assistance.

We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem and respect for others.

We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions.

We believe parents/guardians and schools working as partners increase student achievement and develop positive attitudes about school.

In support of this mission, we will **Work Together as a Community**.

Community is defined as parents/guardians, teachers, students, administrators, support staff and Board of Education. Our goals are to foster open communication between all stakeholders, conquer new challenges together, and ensure creative use of all available resources.

To support the goal of working as partners to increase student achievement and to develop positive attitudes about learning, the staff and parents/guardians of the Greenville Middle School will work in partnership as outlined below.

Greenville Middle School Staff will:

- Actively involve parents/guardians in planning, reviewing and improving all educational programs (including Title I) through parent participation in the Middle School Shared Decision Making Team, PTA, CDEP Planning Team and feedback from parents on the Effective Schools Parent Survey.
- Communicate with parents/guardians on a regular basis regarding every student's academic performance. This communication will occur through: a Fall series of "Open Houses" (including Title I meeting for parents/guardians), Parent-Teacher Conferences (minimum of 2 per year), parent conferences arranged at mutually convenient times; written assessments of student progress every trimester and interim reports of progress as needed; written and telephone contact to parents/guardians as frequently as necessary.
- Foster and encourage opportunities for parents/guardians to volunteer and participate in their child's classroom.

- Work in conjunction with PT A leadership and support evening information programs for parents on topics which parents/guardians identify as needed (ex: components of our Early Literacy Program, NYS Standards, etc.)

Parents/Guardians will:

- Maintain high academic and behavioral expectations for children.
- Communicate daily with children and commend success.
- Reinforce appropriate attitudes toward school and help children develop a sense of their responsibility in their own learning and academic progress/improvement.
- Help my child maintain good attendance.
- Communicate with teachers about their children's educational needs and attend parent/teacher conferences.
- Become involved in planning, reviewing and improving all educational programs by participating in the Effective Schools Parent Survey and becoming involved in the Middle School Shared Decision Making Team and PTA.
- Read to and/or listen to their child read for a minimum of 15 minutes each day.
- Keep lines of communication with school staff open.
- Be supportive of teachers and school administrators and avoid criticism of school personnel in front of children.

Students will:

- Come to school regularly and on time.
- Follow school rules.
- Complete all assigned class work and homework.
- Talk with and listen to other students to resolve conflicts.
- Read at home every day.
- Give parents any notes from school staff and give teachers any notes from my parents.
- Respect other students, parents and school staff.

Greenville Middle School Parent/School Compact

Requirement of "No Child Left Behind" Legislation and Title I.

After reviewing the Greenville Middle School Parent/School Compact, we agree to work in partnership to increase student achievement and develop positive attitudes about learning.

This compact is a voluntary agreement between the school partners listed below:

_____ Parent/Guardian	_____ Student
_____ Teacher	_____ Date
_____ Teacher	_____ Date
_____ Teacher	_____ Date
_____ Teacher	_____ Date

_____ Please check here if you wish to receive a copy of this document.

Scott M. Ellis Elementary School

Parent/School Compact

Requirement of “No Child Left Behind” Legislation and Title I.

The Scott M. Ellis Elementary School community is committed to active, reflective, creative learning. We believe learning is maximized when it takes place in an environment enriched with support, encouragement and assistance.

We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem and respect for others.

We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions.

We believe parents/guardians and schools working as partners increase student achievement and develop positive attitudes about school.

In support of this mission, we will **Work Together as a Community.**

Community is defined as parents/guardians, teachers, students, administrators, support staff and Board of Education. Our goals are to foster open communication between all stakeholders, conquer new challenges together, and ensure creative use of all available resources.

To support the goal of working as partners to increase student achievement and to develop positive attitudes about learning, the staff and parents/guardians of the Scott M. Ellis Elementary School will work in partnership as outlined below.

Scott M. Ellis Elementary School Staff will:

- Actively involve parents/guardians in planning, reviewing and improving all educational programs (including Title I) through parent participation in the Elementary Shared Decision Making Team, PTA, CDEP Planning Team and feedback from parents on the Effective Schools Parent Survey.
- Communicate with parents/guardians on a regular basis regarding every student's academic performance. This communication will occur through: a Fall series of "Open Houses" (including Title I meeting for parents/guardians), Parent-Teacher Conferences (minimum of 2 per year), parent conferences arranged at mutually convenient times; written assessments of student progress every trimester and interim reports of progress as needed; written and telephone contact to parents/guardians as frequently as necessary.
- Foster and encourage opportunities for parents/guardians to volunteer and participate in their child's classroom.

- Work in conjunction with PT A leadership and support evening information programs for parents on topics which parents/guardians identify as needed (ex: components of our Early Literacy Program, NYS Standards, etc.)

Parents/Guardians will:

- Maintain high academic and behavioral expectations for children.
- Communicate daily with children and commend success.
- Reinforce appropriate attitudes toward school and help children develop a sense of their responsibility in their own learning and academic progress/improvement.
- Help my child maintain good attendance.
- Communicate with teachers about their children's educational needs and attend parent/teacher conferences.
- Become involved in planning, reviewing and improving all educational programs by participating in the Effective Schools Parent Survey and becoming involved in the Elementary Shared Decision Making Team and PTA.
- Read to and/or listen to their child read for a minimum of 15 minutes each day.
- Keep lines of communication with school staff open.
- Be supportive of teachers and school administrators and avoid criticism of school personnel in front of children.

Students will:

- Come to school regularly and on time.
- Follow school rules.
- Complete all assigned class work and homework.
- Talk with and listen to other students to resolve conflicts.
- Read at home every day.
- Give parents any notes from school staff and give teachers any notes from my parents.
- Respect other students, parents and school staff.

Scott M. Ellis Elementary School Parent/School Compact

Requirement of "No Child Left Behind" Legislation and Title I.

After reviewing the Scott M. Ellis Parent/School Compact, we agree to work in partnership to increase student achievement and develop positive attitudes about learning.

This compact is a voluntary agreement between the school partners listed below:

Parent/Guardian

Student

Teacher

Date

Return white copy to your child's teacher.
Keep yellow copy for your records.

NO CHILD LEFT BEHIND ACT OF 2001
Greenville Central School District
190701040000

A. TITLE 1 SCHOOLS IN IMPROVEMENT – BASIC

Page 1

A. Title I Schools in Improvement - Basic

1. Title I Schools:

Scott M. Ellis Elementary - ELA Grades 3-8 for Students with Disabilities
Greenville Middle School - ELA Grades 3-8 for Students with Disabilities

2. In order to improve student achievement for the area in which AYP was not made, changes have been implemented. One of the outcomes of the School Quality Review will be a Comprehensive Educational Plan. In the interim, a month by month plan has been developed with a focus on K-12 ELA and Math. This plan outlines the charge for both Special Education and The Quality Education Committee relative to Response to Intervention focusing on K-12 ELA and Math. Monthly activities include, but are not limited to: the identification of screening tools for grades 4-12, student screenings K-12, Grades 9-12 ELA Core Alignment meetings, program analysis of Wilson, the planning and facilitation of monthly RTI presentations for faculty, analysis of student screening results at the administrative level, screening review meetings with faculty, review of 2010-2011 NYSED assessment data, AIS meetings to review student test data, ELA Regional mapping K-8, Math Regional mapping 3-8, the use of Team/Department meetings to review student screening data, identify students at-risk and monitor classroom interventions, meetings will be held with CSE faculty to review student test data with individual student IEP goals, an analysis of LLI implementation and student growth will be completed, and there will be a focus on the Continuum of Services planning.

3. Actions taken to ensure the provision of technical assistance based on scientifically based research will include, but not be limited to: student screenings to identify areas in need of program improvement, the completion of the data analysis through the School Quality Review process, K-12 implementation of Response to Intervention, and faculty training in Instructional Strategies Approach through SUNY Albany.

4. The Title I Schools in Improvement will address the NCLB requirements in a variety of ways which include, but are not limited to the following: the continuation of regional mapping in the Common Core for both ELA and Math, training and implementation of the Instructional Strategies Approach, application for the 2011-2012 School Improvement 1003(a) grant to allow for the purchase of additional Fountas and Pinnell resources for continued focus on the Common Core implementation, K-12 implementation of Response to Intervention, student screening and analysis for continued K-12 progress monitoring and program improvement, faculty training in data analysis review, scanning and data analysis software will be purchased to allow faculty to review multiple sources of data, Supplemental Education Support information will be distributed to families as well as be posted on the District website, encourage parent involvement through PTA activity nights focused on at home instructional strategies relative to the Common Core, Pre-Kindergarten activity nights for parents, the development of a Pre-Kindergarten Summer Literacy Program, before and after school help focused on ELA, Math, Speech and Language Improvement and at the 6-12 level Science and Social Studies, and the continuation and review of the District Five Year Intern Induction program for teachers new to the profession and/or new to the District.

PARENTAL INVOLVEMENTI. Parent Involvement Supported and Encouraged

Excellence in education requires the active involvement of students' parents or guardians. To that end, the Greenville Central School District Board of Education establishes that the District shall attempt to foster positive relationships with parents and guardians that encourage the home and school to work together toward recognizing and achieving common educational goals for students.

II. District Actions

The District shall therefore:

- A. Consult with and encourage parents and guardians to share in school planning, in setting District objectives, and provide feedback concerning District programs;
- B. Help parents and guardians understand the educational process and their role in supporting and promoting it;
- C. Provide information that will enable parents and guardians to understand school district and school-based operations;
- D. Provide opportunities for parents and guardians to be informed of their child's development and the criteria for its measurement;
- E. Offer parents and guardians opportunities to work with their children at home in ways that will promote student achievement;
- F. Provide opportunities for parents and guardians to improve their parenting skills; and
- G. Encourage the formation of Parent-Teacher Organizations.

III. Areas for Parental Encouragement

The District shall encourage parents and guardians as follows:

- A. To emphasize and reinforce for their children the importance of education;
- B. To assume the responsibility for preparing their children to respect school rules of conduct and behavior;
- C. To recognize their partnership in the educational process by participating in parent-teacher conferences and similar activities;
- D. To provide support and convey expectations for their children to complete their school and homework assignments satisfactorily, and to work with their children's teachers in promoting the highest possible academic achievement; and
- E. To assume an active role in promoting community support for the schools.

IV. Title I and Other Mandated Parent Involvement

In addition to the above, the District shall comply with all parental involvement requirements established by federal statute or regulation, and which are a condition for the District's receiving federal funding which the District has applied for under a specific program imposing said requirements.

References

20 U.S.C. 2718

Adopted 6/14/99

CEP TEMPLATE FOR UPSTATE/LONG ISLAND AND CHARTER SCHOOLS 2011-12

**COMPLETE THOSE SECTIONS OF THIS PLAN
REQUIRED FOR YOUR HIGHEST LEVEL OF
IDENTIFICATION, AS DESCRIBED
IN THE GUIDANCE MANUAL.**

**USE THIS CHECKLIST TO ENSURE THAT ALL REQUIRED COMPONENTS FOR THE
CEP ARE SUBMITTED**

WE HAVE COMPLETED AND ARE SUBMITTING

- Pages 1- 2 **Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)**
- Pages 3 – 4 **PART 1: School Profile and other data/information used in analyzing school improvement issues (ALL SCHOOLS)**
- Pages 5 – 14 **PART 2: Causal Analysis - Submit only those pages required for the school's identification level**
- Pages 15 - 20 **PART 3: Action Plan – Submit only those pages required for the school's identification level**
- Page 21 - 22 **Part 4: District Corrective Action Plan – The district submits this part only for a school in Corrective Action**
- Pages 23 - 28 **Part 5: District Restructuring Plan – The district submits this part only for a school in Restructuring**
- Pages 29 - 35 **Part 6: USDOE and NYSED Required Forms –All schools must complete and submit the forms in this section that pertain to their status. Non-Title I do not have to complete the federally required forms, and charter schools do not have to complete the AIS forms.**
- Pages 36 - 37 **Part 7: CEP Revision Form – Use these pages only to submit second year revisions**



New York State Education Department

COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools and All Charter Schools 2011-2012

SCHOOL NAME	Scott M. Ellis Elementary	DISTRICT NAME	Greenville Central SD
CONTACT NAME	Colleen Hall	CONTACT NAME	Colleen Hall
PHONE	518-966-5070 Ext. 519	PHONE	518-966-5070 Ext. 519
E-MAIL	Hallc@greenville.k12.ny.us	E-MAIL	Hallc@greenville.k12.ny.us

APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			_ / _ / _
PRESIDENT, B.O.E.			
DATE APPROVED BY B.O.E.	DATE REC'D BY NYSED - OSI	SED REVIEWER	DATE
_ / _ / _	_ / _ / _		_ / _ / _

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL'S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.
- ALL IDENTIFIED SCHOOLS MUST COMPLETE AND SUBMIT TWO COPIES (ONE HARD COPY AND ONE ELECTRONIC) OF THEIR CEP TO SED. FOR YEAR TWO, SCHOOLS MUST REVISE THEIR CEP AND SUBMIT THE UPDATE TEMPLATE (PART 7).
 1. SUBMIT WRITTEN COPY WITH ORIGINAL SIGNATURE IN BLUE INK TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 381 EBA, ALBANY NY 12234.
 2. SUBMIT ELECTRONIC COPY TO RSS@MAIL.NYSED.GOV.
- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.
- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

Each school should have a single School Leadership Team (SLT) and a single improvement plan. For example, if the school must also complete a VESID Quality Improvement Plan (QIP), the action steps in that plan must be incorporated into this plan. Plan development must include all constituencies in the school community, consistent with Part 100.11 of the Commissioner's Regulations. Parents must be a part of developing this plan, including parents who are NOT employed by the district or school. Other participants who are regularly involved in your school improvement initiatives, such as community organizations, institutes of higher education and the NYSED Regional School Services (RSS) Liaison as consultants through part or all of the planning process.

Name	Position / Constituency Represented	Signature**
Colleen Hall	Director of Curriculum and Communications	<i>Colleen M Hall</i>
Peter Mahan	Elementary Principal	<i>Peter Mahan</i>
Karen Manning	Special Education Teacher	<i>Karen Manning</i>
Rebecca Martin	Assistant Director of Special Education Services	<i>Rebecca E. Martin</i>
James McElwey	Fourth Grade Teacher	<i>James McElwey</i>
Robin Parvis	Sixth Grade Teacher	<i>Robin Parvis</i>
Maureen Pulice	Special Education Teacher	<i>Maureen Pulice</i>
Brian Reeve	Middle School Principal	<i>Brian W. Reeve</i>
Linda Wistar	Director of Special Education Services	<i>Linda Wistar</i>
Marcia Atwood	Special Education School Improvement Services	
Christine Evola	Parent Member	<i>Christine Ann Evola</i>

**** Signature of constituent only indicates participation in the development of the Comprehensive Educational Plan, not approval. Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

PART I: SCHOOL PROFILE: COLLECT YOUR DATA

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other local assessments, and demographic data for use in analyzing school improvement needs. These data may include internal use of scores not yet released by NYSED. In addition, schools should access data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that will be useful in improvement planning. Please feel free to modify this section to make it meaningful for your specific school.

MAJOR BUILDING INITIATIVES				EXTRACURRICULAR ACTIVITIES			
Raise reading/writing achievement, increase student achievement in Math, and nurture a culture of respect.				After school AIS instruction and intramurals.			
MAJOR COMMUNITY /IHE PARTNERS				PARENT/SCHOOL SUPPORTS			
Questar III and parent volunteers				PTA, Parent Support Group, Resource List			
Enrollment (BEDS Day)	08-09	09-10	10-11	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)			
Kindergarten	82	84	96		08-09	09-10	10-11
Grade 1	105	82	81	Total Number/Percent of Total Enrollment			
Grade 2	68	105	83	Most Prevalent Places of Birth for Recent Immigrants			
Grade 3	108	68	102				
Grade 4	90	107	71		Country 1		
Grade 5	103	89	107	Country 2			
Grade 6	86	102	93	Country 3			
				Attendance Information			
Grade 7	107	87	108				
Grade 8	100	105	91		08-09	09-10	10-11
Grade 9	109	115	107	Average daily student attendance rate	95%	95.3%	94.5%
Grade 10	112	104	112	Average daily teacher attendance rate	94.15%	93.08%	93.86%
Grade 11	106	97	95	Suspensions			
Grade 12	116	100	90	- 1 day out of school	0	3	3
Ungraded	20	8	12	- 2-4 days out of school	0	0	0
Graduation Rate	08-09	09-10	10-11	- 5+ days out of school	0	0	0
	84%	83%	91%	- In school suspension rate	2	13	.010989011
Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.)				Poverty Rate (Free and Reduced Lunch)			
	08-09	09-10	10-11	FRPL Reported to NYSED	29%	37%	32%
Total number of students with IEPs	80	76	81	English Language Learners			
Total number with resource room	21	15	20	Total number of students receiving ELL services	08-09	09-10	10-11
Total number inclusion	31	35	25	Total number of students receiving ELL services	2	1	2
Total 15:1	n/a	n/a	n/a	Total number of ELLs graduated from ELL services	0	0	0
Total 12:1:1	16	10	14	Number of ELLs also receiving Special Education services	0	0	0
Total 8:1:1	n/a	4	3	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 6:1:1	n/a	n/a	4	NCLB Accountability Level	08-09	09-10	10-11
Total related Services	56	62	49	SURR Status	Good Standing	Good Standing	Improvement
				SPP Status (VESID)			

PART I: SCHOOL PROFILE – Continued

Number of: Staff	08-09	09-10	10-11		08-09	09-10	10-11		
Teachers with full certification in area taught	58	59	54	Percent fully licensed and permanently assigned to this school	53	54	47		
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	48	52	53		
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	57	52	48		
Administrators	2	2	2	Percent Masters Degree or higher	54	57	53		
Teaching Assistants (General Education)	0	0	0	Percent participating fully in Professional development	100	100	100		
Teaching Assistants (Special Education)	5	5	7						
Teaching Aides	17	15	17						
Funding Sources Available for This School Building to Support School Improvement (2010-11)				Title I A	School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)
Professional Development/Mentoring for Administrators on Effective Instruction						X			RTTT
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction									Title II, MTIP,
Professional Development and training regarding support for students with disabilities					X	X			
Curriculum Development/Pacing					X	X			Title II
Use of Time (Lengthen School Day/Year)					X	X			
Restructuring of School Day/ Block Scheduling, etc.									
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/RtI)				X					Title II
Development and Implementation of High Quality Instructional Units in Mathematics						X			Title II, RTTT
Development and Implementation of High Quality Instructional Units in ELA					X	X			Title II, RTTT
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas					X				Title II, RTTT
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning						X			Title II, RTTT
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)						X			RTTT
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)					X	X			
Service Learning Initiatives									
Attendance Improvement						X			
Dropout Prevention						X			
Instructional Technology						X			
Other Priorities (Specify)									

This demographic data is only a small part of the data that should be analyzed. Please add the school's other important information into the CEP here. Include the latest state assessment data, school schedules, retention rates, and any other recent reports and evaluations and data that will help your team improve student instruction.

PART 2: ANALYZE!! (CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT)

There are TWO SECTIONS in Part 2 ANALYZE!! The directions for these parts are included here rather than in the Guidance document to make it easier to refer to them.

Directions for Section A:

Section A will guide you through an analysis of the quantitative and qualitative data collected in Part 1 and the *possible causes* of the school's achievement gap and potential best practices that will support school improvement. The leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies. Refer to the Guidance Manual to determine which sections of the CEP must be completed. The Appendices in the Guidance Manual also provide additional resources.

- Complete at least the section(s) for which the school was targeted (e.g. math and/or ELA), **and** the Literacy Across the Curriculum section.
- Only high schools are accountable for the "graduation rate" section.
- Also identify critical schoolwide issues that are not strictly ELA, Math or Graduation Rate, (e.g. school safety or attendance) that impact student achievement. Use the "Other" section to analyze those factors.

District and school administrators should assist the school in determining what data the Leadership Team will analyze. This should be done by considering all the factors already described in Part 1 of this document including:

- An evaluation of school processes and procedures,
- Parent and student surveys,
- School Quality Review (SQR) Reports, External School Curriculum Audits (ESCA) and Joint Intervention Team (JIT) Reports if appropriate,
- Any other information that is critical in the school such as:
 - *Student performance in feeder schools.*
 - *Specific areas of strength and weakness (including major findings of item skills analyses)*
 - *Analysis of effectiveness of intervention programs.*

BASIC SCHOOLS IDENTIFIED FOR ELA AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (1): FIRST INSTRUCTION IN ENGLISH LANGUAGE ARTS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

Conduct a comprehensive review and causal analysis using

- ELA student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the ELA curriculum and instruction for English Language Arts. Be sure to consider ESL and Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

ELA Core Instruction Findings:

Year	Performance Index	Effective AMO	Safe Harbor	AYP Status
2006-2007	108	112	105	OK
2007-2008	113	123	117	X
2008-2009	134	134		OK
2009-2010	131	145	141	X
2010-2011	74	112	96	X

In reviewing our performance data for SWD, we found that their Performance Index over time grew and in the past three years remained constant. In further review of the 2010-2011 data, we found that if the cut-scores for level 3 had remained the same, our Performance Index for SWD would have been 131.

Grade	Level 1	Level 2	Level 3	Level 4
Grade 3- 19 SWD	15	4		
Grade 4- 6 SWD	3	3		
Grade 5- 22 SWD	10	10	2	
Grade 6- 12 SWD	6	5	1	
Grade 7- 24 SWD	4	19	1	
Grade 8- 21 SWD	4	17		

In reviewing our performance by level, we see a significant number of students at the 3rd and 5th grade levels who scored at level 1. These students need to be reviewed closely to provide explicit literacy instruction to move them forward. The Fountas and Pinnell Benchmark Assessment was given to all students in grades 1-6 in September and October and their performance was reviewed with AIS reading instructors. Their performance is being monitored regularly and classroom teachers are collaborating with AIS and Special Education teachers to maintain a focus on student literacy performance.

Following the School Quality Review Process (SQR) we identified the areas below as in need of further review:

- 1.4 Monitoring Student Progress
 - 2.1 Coherent instructional/programmatic roadmap
 - 2.2 Evidence-based strategies
 - 2.3 Standards-alignment

- 2.8 Grading Policy
- 2.9 Schoolwide Collaborative Teams
- 3.6 Instructional Leadership is important to the school's administrators
- 3.7 Plan-assess-adjust cycle
- 5.3 Communities of quality collaborative practice

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

Conduct a comprehensive review and causal analysis of Literacy across the Content Areas, including

- ELA and content area student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; student achievement data (schoolwide and disaggregated by grade and major student subgroups) in all other major State assessments.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Literacy Across the Content Areas Findings:

During the 2010-2011 school year we implemented a K-12 Literacy Research Group which discussed best-practices for literacy instruction and in grades 6-12 provided professional development for their respective faculty in the area of Literacy in the Content Areas. This group has continued into the 2011-2012 school year and continues to meet monthly. The group is currently reading and discussing Comprehension Going Forward, published by Heinemann.

Additional areas under review for this area include:

- 1.4 Monitoring Student Progress- a structure needs to be developed to provide teams of teachers the time and protocols to review student work and use that gained understanding to inform instruction.
- 2.1 Coherent instructional/programmatic roadmap- The Rtl process needs to be developed throughout the district K-12. Differentiated Instruction also needs to be reviewed to provide more opportunities for professional development for our staff.
- 2.3 Standards-alignment- Once regional curriculum maps are completed through QIII, GCS faculty need to take the maps and create Greenville consensus maps.
- 2.8 Grading Policy- Resource room instruction should be aligned with goals from student IEPs and a shift needs to be made from homework support within the program to explicit skills instruction.
- 2.9 Schoolwide Collaborative Teams- Collaborative opportunities need to include teaching assistants.
- 3.1 Clear shared values, mission and vision- specifically that every teacher is a literacy teacher.
- 3.6 Instructional leadership is important to the school's administrators- more opportunities for collaboration need to be provided, especially between general classroom teachers and special education teachers.
- 3.7 Plan-assess-adjust cycle- The Rtl structure will support this work once it is implemented K-12. We also need to look at identifying Power Standards and implementing them within the curriculum.
- 5.3 Communities of quality collaborative practice- The regular analysis of student data has not taken place in our district. Faculty need training, structures and protocols for this process need to be established.

PART 2: SCHOOL PROFILE – Continued

After analyzing the data, use the following questions to guide reflection on what has been learned:

- 1. Has the school seen any major changes over the past three years in the information that was analyzed? If so, please provide specific details here on these changes and how they are being addressed.**

Over the past two years, the change in cut scores to the NYS assessments has dramatically impacted our student performance across all grade-levels and subgroups. The length of the assessments also has an impact on our SWD as they often struggle with lengthy tasks given the nature of their disabilities. Moving the assessment dates back impacts a teacher's ability to adequately prepare his/her students without rushing the curriculum. If we want depth of understanding our teachers need more time to better-pace their work with students. As indicated earlier in this report, our Performance Index for SWD has held at the same level (approximately 131) over the past 3 years. This indicates that our students are not performing at lower levels. We do want to continue to see our Performance Index increase and our students perform better each year.

Over the past few years, Greenville has continued to bring students back to the district for their primary instruction whenever possible. These numbers have increased over the past three years for a number of reasons. While bringing back entire classes of students, we have not hired new Special Education teachers, but have hired School Psychologists and teaching assistants to help support the classroom teachers. Special Education teachers have been moved from other areas which results in increased numbers of students in classrooms. Additionally, given the economy we have continued to cut staff throughout the district, resulting in larger class sizes. Another reduction in force which impacted the Elementary School specifically involved the librarian being moved from the Elementary School to the Middle/High School. Prior to the 2010-2011 school year both schools maintained their own full-time school librarians and for the past two years, this has been a shared position with the librarian starting her day at the Elementary School for about an hour each day, then moving to the Middle/High Schools for the remainder of her work day.

- 2. If there are any specific categories that especially impact student performance, mark them with an asterisk and provide a more detailed explanation of the impact here.**

The indicators listed below were prioritized by the SQR team:

- 1.4 Monitoring Student Progress- We have started to collect screening data on students in grades K-12 for ELA and math, however we need to provide professional development and create a consistent structure and protocol for faculty to review the data in a meaningful way to actually adjust instruction based on the data.
- 2.2 Evidence-based strategies- Currently we do not have a consistent method or tool for measuring student performance in writing. Additionally, the formation of a cycle of professional development for a balanced literacy program will be critical to maintaining a consistent, aligned literacy curriculum.
- 2.8 Grading Policy- Currently our resource room program has a primary focus on supporting homework. If this time could be used to focus on goals found within the IEPs to improve literacy skills, we believe we will see improved performance in literacy for our students with disabilities.
- 3.7 Plan-assess-adjust cycle- Professional development in Data Driven Instruction is an area in need of focus for our district. In addition to understanding how to use data to improve instruction, we need to identify time for structured conversations with data teams to support this work. Moving

forward with K-12 screenings in ELA and Math three times each year will also be critical to creating a better understanding of individual student performance over time as well as monitoring trends in overall cohorts to better plan for students' needs as they move throughout the district.

Collaborative Planning- If faculty are not given appropriate time to collaborate, it has a significant impact on the effective use of time with students. Our students with disabilities are frequently working with several teachers throughout the day and the more consistent their instruction from each individual, the greater the understanding will be for our students. We struggle with finding this time on a regular basis.

A Review of The Continuum of Services- In reviewing student placements and our current programming, we find that certain programs are exclusively used while others are not used at all. For the Elementary level, we need to provide professional development in this area to gain a better understanding of how to plan for programming within the IEPs. Ideally, the approach should reflect a focus on student needs based on his/her disability followed by a review of the programming offered. If a student is in need of a specific program, we should look for trends and shift our offerings to meet those needs.

3. Describe any major events/issues in the community that have significantly impacted how this school has been able to educate students in the past three years.

The economy has had a great impact on our school. We continue to make cuts to the budget which results in larger class sizes. Our neediest students are often clustered together based on IEP's that were ultimately designed with our current programming in mind. We have also brought many of our students with disabilities back to the district, which has an overall impact on the special education staff, faculty within a building and administration. We believe this approach is important for our students as in the past many of them would travel hours each day for their program. It is better for our students to be part of our community, however we continue to learn and grow with these changes and will ultimately have better programs as we learn over time.

	<p>2.2 c. Develop structure and protocols for collaboration between general education teachers, special education teachers, and speech/language therapists</p> <p>2.2 d. Identify a special education team to identify literacy interventions for at-risk students. (Special Education Teacher with SESIS) K-8</p>
<ul style="list-style-type: none"> Literacy Skills Across the Curriculum <p>3.7 Plan-assess-adjust cycle (for all curricular areas) (K-8)</p>	<ul style="list-style-type: none"> Literacy Skills Across the Curriculum <p>3.7 a. Develop a summer literacy institute (District Administration with SESIS)</p> <p>3.7 b. Identification of power standards and application across the curriculum (District Administration, SESIS, CASDA)</p>

ALL SCHOOLS SUBMIT THIS PAGE

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> Mathematics NOT APPLICABLE 	<ul style="list-style-type: none"> Mathematics
<ul style="list-style-type: none"> Graduation Rate NOT APPLICABLE 	<ul style="list-style-type: none"> Graduation Rate
<ul style="list-style-type: none"> Social Studies and Science NOT APPLICABLE 	<ul style="list-style-type: none"> Social Studies and Science
<ul style="list-style-type: none"> Other (Specify) Access to the Curriculum for Students with Disabilities <p>2.2 Evidence-Based Strategies</p> <p>2.8 Grading Policy (Middle School, year 1; K-12 in year 2)</p>	<ul style="list-style-type: none"> Other (Specify) Access to the Curriculum for Students with Disabilities <p>2.2 e. Professional development for Differentiated Instruction and Data Driven Instruction (District, SESIS) (K-12)</p> <p>2.8 a. Create long-term research group on best practices for homework (MS BLT, SESIS)</p>

Continuum of Services for Students with Disabilities

Scheduling review (Principals/SEIS)

Establish protocols for annual service/program planning for students with disabilities (PPS Directors/Principals/Special Education Teachers, SEIS)

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :	1.4 a. Create and implement standardized writing rubrics for grades K-8.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Student writing will improve and consistent expectations for writing will result from the use of writing rubrics for grades K-8.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from: <ul style="list-style-type: none"> • Grade 4: from 0% to 15% • Grade 5: from 0% to 15% 				
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

A K-12 group will review existing writing rubrics to identify the critical features of a K-8 writing rubric system.	Lucy Caulkins' rubrics, The Continuum of Literacy Learning, The ELA Common Core Standards, West Virginia's Writing Rubrics, Six Plus One Rubrics, and existing classroom rubrics will all be reviewed. Faculty will be encouraged to submit writing rubrics that are strong for further review.	January 2012 through August 2012	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, ES Principal and ES faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator.
K-8 writing rubrics will be created and professional development will be provided in reviewing the rubrics. The rubrics will be piloted as part of the training process.	Lucy Caulkins' rubrics, The Continuum of Literacy Learning, The ELA Common Core Standards, West Virginia's Writing Rubrics, Six Plus One Rubrics, and existing classroom rubrics will all be reviewed. Faculty will be encouraged to submit writing rubrics that are strong for further review.	March 2012 through October 2012	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, ES Principal and ES faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator. Summer workshop will be scheduled for the creation of the rubrics. Director of Curriculum, ES Principal, and Humanities Coordinator will support this work.
The K-8 writing rubrics will be used at least once each year as an element of the over-all screening process.	Tables will need to be designed to collect the data in a consistent manner. Grades K-2 will utilize a checklist approach, while grades 3-5 will involve an actual rubric with scores for each key area.	January/February 2013	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, ES Principal and ES faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator. Summer workshop will be scheduled for the creation of the rubrics. Director of Curriculum, ES Principal, and Humanities Coordinator will support this work.
Faculty will be expected to utilize the writing rubrics throughout the year to measure student growth.	The writing rubric will become part of the overall grading process and may need to become an element of the school report card. A recommendation will be made to the building principal once the process is completed.	2012-2013 school year	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, ES Principal, ES faculty.	Administration and Humanities Coordinator.

ADD ROWS AS NEEDED

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts (*First instruction in reading, writing, and literacy strategies*)

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	1.4 b. Create a culture, process and protocols for the implementation of Collaborative Inquiry			
Objectives (<i>Please write objectives as responses to the italicized guiding questions.</i>)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Both instruction and student achievement will improve dramatically if our K-12 community understands and utilizes the data driven instruction model on a consistent basis. The focus will be on student learning and understandings and instruction will be modified based on this data.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 4: from 0% to 15% • Grade 5: from 0% to 15% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

<p>Implement a comprehensive K-12 Response to Intervention Program for ELA, math and behavior.</p>	<p><u>RTI In the Classroom</u>, <u>Never Work Harder Than Your Students</u>, <u>What Really Matters in Response to Intervention</u>, and <u>Whatever It Takes</u> are all texts that are available for faculty use. Data Analysis software will be purchased using Title I Improvement money to assist in the management of screening data and integration of state assessment data.</p>	<p>A five-year timeline will be created during the 2011-2012 school year. A K-5 RTI plan will be in place for literacy by July 1, 2012. Additional components will also be implemented in the 2012-2013 school year and remaining elements will be mapped within the timeline.</p>	<p>The Director of Curriculum, K-12 RtI Research Group, ES Building Principal, ES IST team, ES faculty.</p>	<p>The K-12 RtI Research group will meet monthly to monitor the progress of the implementation. The RtI Program is under the supervision of the Quality Education Committee which receives a monthly update of the work completed and will receive an annual evaluation from the RtI Research Group. The Director of Curriculum is responsible for all areas of implementation.</p>
<p>Shared decision making teams will review and build an understanding of our culture and the need for Collaborative Inquiry. (Inquiry Team, Quality Education Committee and Building Level Teams).</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops.</p>	<p>January 2012 through August 2012</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and shared decision making teams.</p>	<p>Minutes from workshops will be maintained. Cabinet will review the timeline and process prior to implementation to maintain the fidelity of the workshops.</p>
<p>Professional development will be provided to the K-12 faculty in Collaborative Inquiry. Structures will be created and protocols will be identified to use with the data team review process.</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops. Protocols will be identified from the internet, <u>Protocols for Professional Learning</u>, by Easton and <u>The Power of Protocols</u>, by McDonald, Mohr, Dichter and McDonald.</p>	<p>2012-2013 school year</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and ES faculty.</p>	<p>A timeline will be created and maintained by the Director of Curriculum and administration.</p>

<p>Data teams will be trained and the formalized process will be piloted at multiple points in the year as part of the Response to Intervention Process.</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops. Protocols will be identified from the internet, <u>Protocols for Professional Learning</u>, by Easton and <u>The Power of Protocols</u>, by McDonald, Mohr, Dichter, and McDonald.</p>	<p>2012-2013 for training and continuous review process annually</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and ES faculty.</p>	<p>A schedule and assignment list will be created and maintained annually for K-12 data teams. As part of the process, at-risk students will be reviewed and a master list of intervention plans will be maintained electronically.</p>
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ADD ROWS AS NEEDED

PART 3: Action Plan

**See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts** *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	2.2 a. Research best practices for writing instruction aligned with the Common Core Standards.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Writing instruction and student writing skills will improve each year.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 4: from 0% to 15% • Grade 5: from 0% to 15% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Review research on best practices for writing instruction that are aligned with the Common Core Standards.	The ELA Common Core Standards, Lucy Caulkins' Units of Study, Better Answers, <u>The Continuum of Literacy</u> , <u>Better Answers</u> , and <u>6 Plus 1 Traits of Writing</u> .	2011-2013	K-12 Literacy Research Group, ES faculty	The K-12 Literacy Research Group meets monthly and will maintain their work at each session.
Create a recommendation document to be shared with the Quality Education Committee identifying research-based programs that can be utilized K-12.	The ELA Common Core Standards, Lucy Caulkins' Units of Study, Better Answers, <u>The Continuum of Literacy</u> , <u>Better Answers</u> , and <u>6 Plus 1 Traits of Writing</u> .	2011-2013	K-12 Literacy Research Group, ES faculty	The K-12 Literacy Research Group meets monthly and will maintain their work at each session.

ADD ROWS AS NEEDED

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	2.2 b. Review best practices for direct (explicit), systematic literacy instruction for special education teachers, teaching assistants and general education teachers and provide professional development.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: This research and professional development will provide a common language and consistent literacy skill instruction for our students.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 4: from 0% to 15% • Grade 5: from 0% to 15% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Research and identify best practices for explicit literacy instruction for both students with disabilities and general education students.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources.	2011-2013	SEIS, ES faculty, K-12 Literacy Research Group.	Resource materials will be created and a cycle of professional development for literacy will include this work.
Create a special education team to identify literacy interventions for at-risk students.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources.	2011-2013	SEIS, Special Education Teacher, Humanities Coordinator	Resource materials will be created and a cycle of professional development for literacy will include this work.
Develop structures and protocols for collaboration between general education teachers, special education teachers and speech and language therapists to review student data and inform instruction.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources. This also falls under 1.4.b with Data Driven Instruction.	2011-2013	SEIS, and Director of Curriculum.	A schedule and assignment list will be created and maintained annually for K-12 data teams. As part of the process, at-risk students will be reviewed and a master list of intervention plans will be maintained electronically.
Provide training and collaboration time for K-2, 3-5 and 6-8 special education faculty to identify consistent language for student goals based on the language from <u>The Continuum of Literacy Learning</u> .	<u>The Continuum of Literacy Learning</u> , and support from the SEIS provider.	March/April 2012	SEIS, Humanities Coordinator, Director of Curriculum and ES Principal.	2012-2013 goals for students with disabilities contain consistent language which is aligned with The Common Core standards and <u>The Continuum of Literacy Learning</u> .
Create and provide a summer literacy institute for faculty.	Title 1 Improvement Grants	Summer 2012	Director of Curriculum, Administration and Humanities Coordinator.	Monthly curriculum meetings with the Director of Curriculum will ensure the timeline is being maintained. Questar III will also provide coordination support. PD sign-in sheets and evaluations will be maintained.
Provide ongoing training and support in the Interactive Strategies Approach through work with Donna Scanlon at SUNY Albany.	Title 1 Improvement Grants and District Professional Development money.	1-12 through 1-13	Director of Curriculum, Humanities Coordinator, and ES faculty.	Professional Development sign-in sheets and completed evaluations.

ADD ROWS AS NEEDED

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS MUST SUBMIT THIS PAGE

PART 3: Action Plan (continued)

Literacy Skills Across the Content Areas *(Reading, writing, and literacy strategies across the curriculum)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :	Goal 3.7.b Utilizing the Questar III Regional Curriculum Maps, identify Power Standards for K-12 ELA and Math as well as the Common Core Standards for Literacy in History, Social Studies, Science and the Technical Areas.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: See goal 3.7.b Apply aligned Power Standards within our K-12 curriculum maps as well as our daily instruction.			
	<i>How will student learning be improved/enhanced through this strategy?</i> OBJECTIVE: See goal 3.7.b for Power Standards			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Structure Superintendent's Conference Days to focus on identifying Power Standards and aligning curriculum K-12	Professional Development budget and time during Superintendent's Conference Days.	April 2012 and Conference days in 2012-2013	CASDA trainers, Director of Curriculum, Administrators, K-12 faculty	The maps will be located on Rubicon Atlas and ES Principal and Humanities Coordinator will observe the aligned curriculum within classrooms.
The Summer Literacy Institute will also provide professional development in this area with a focus on implementing The Common Core Standards.	Title 1 Improvement grant money.	Summer 2012	Director of Curriculum, Humanities Coordinator, Administrators and Questar III.	Monthly curriculum meetings with the Director of Curriculum will ensure the timeline is being maintained. Questar III will also provide coordination support. PD sign-in sheets and evaluations will be maintained.

PART 3: Action Plan (continued)

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :	2.2 e. Professional development for Differentiated Instruction in all content areas			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Faculty will have the ability to truly differentiate their instruction to meet the varying needs of individual students within the classroom.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
OBJECTIVE: Students will receive instruction that addresses their areas of need. Overall academic improvement should result and be measured through screenings throughout the year.				
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Include Differentiated Instruction as a common thread in every workshop provided through the Summer Literacy Academy.	Title 1 Improvement Money	August 2012	Director of Curriculum, Humanities Coordinator, ES Principal and ES faculty.	PD sign-in sheets and completed evaluations.
Provide multiple in-service opportunities for faculty in the topic of Differentiated Instruction.	We currently own several texts written by C. Tomlinson on the topic of Differentiated Instruction as well as a professional development Toolkit on DI from ASCD.	Summer 2012 through Summer 2013	Director of Curriculum, ES Principal and ES faculty.	PD sign-in sheets and completed evaluations.

ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. **For schools in corrective action or restructuring, the action plan must be consistent with the district plan.**

Strategy :	2.8 a. Create a long-term research group on best practices for homework			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: With best practices in homework provided in the general classroom, the Resource Room model can move to direct, explicit skills instruction based on individual student need.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: With an additional 40 minutes of direct, explicit skills instruction each day, students should experience increased academic achievement.			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
In collaboration with K-12 faculty, an initial planning meeting will identify areas of focus for the next several years. This timeline will include researching best practices for homework, brain research on homework practices, identifying and addressing differentiated homework practices in the classroom, and professional development on explicit skills instruction within the resource room.	SEGIS	Spring 2012	Middle School Principal, SEGIS, and K-12 faculty.	A comprehensive plan will be developed with a clear timeline, identified resources, identified individuals to lead each section and measurable outcomes.

All areas of the comprehensive plan will be reviewed and implemented over time.	SEGIS	2012-2013 school year.	Middle School Principal, SEGIS, and K-12 faculty	A K-12 Homework Plan will be developed and implemented. Principals will observe explicit skills instruction in all Resource Rooms.
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ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :	Establish protocols for annual service/program planning for students with disabilities. (PPS Directors/Principals/Special Education Teachers, SESIS)			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Building teams will collaboratively plan for students with disabilities so as to most effectively use existing resources to meet the individual needs of students			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Programming for students with disabilities will be better aligned to individual student needs resulting in greater gains in student achievement over time.			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Annual Pre-CSE Meetings will take place each year to review individual student needs and anticipated programming needs for the following year. Protocols will be identified and utilized as part of this process to create consistent conversations and planning from year to year.	SEGIS	2011-2012 school year through summer 2012.	SEGIS, PPS Director, ES Principal, and ES faculty.	A written protocol, and schedule are in place by October of each year. Summary notes are maintained each year.

<p>Building principals and PPS Directors will review personnel needs and scheduling plans prior to Annual Reviews given the information collected at the Annual Pre-CSE Meetings. Protocols for these meetings will be identified and utilized to ensure consistency from year to year.</p>	<p>SEGIS, Principals and PPS Directors</p>	<p>2011-2012 school year through summer 2012.</p>	<p>SEGIS, PPS Director, and ES Principal.</p>	<p>A written protocol, and schedule of meetings is in place by November of each year. Summary notes are maintained each year.</p>
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ALL SCHOOLS EXCEPT CHARTERS MUST SUBMIT THIS PAGE

PART 6: USDE/NYSED REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Directions: On the chart below indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed for each applicable grade. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 possible components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as poor attendance and inappropriate classroom behavior.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services:
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	13		N/A	N/A	2
1	24		N/A	N/A	5
2	24	6	N/A	N/A	
3	15	15	N/A	N/A	
4	21	18			
5	10	6	2		1
6					
7					
8					
9					
10					
11					
12					

ALL SCHOOLS EXCEPT CHARTERS MUST SUBMIT THIS PAGE

Part B: AIS PROGRAM DESCRIPTIONS

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record-keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.</p>
<p>ELA:</p>	<p>Kindergarten: Phonemic Awareness Program, Teacher/student ratio: 1:3 maximum for 8 weeks- 2 days per week for 30 minutes each session. The Kindergarten Dibels Benchmark Assessments was used to identify students who scored at or below the 13th percentile. Students will be retested in January using the same screening to determine the continuation of the service.</p> <p>Kindergarten through Grade 3: Leveled Literacy Intervention, Teacher/student ratio: 1:3 maximum for 18 weeks, 5 days per week for 30 minutes each session. All Kindergarten and first grade students are screened in the fall using the Dibels Benchmark Assessments. First graders are also given the First Grade Battery (Letter Names, Letter Sounds, Dolch, Phonemic Awareness and Segmenting). Students falling below the 21st percentile in the DIBELS and below 87 in the composite score for the first grade will receive the LLI. Students in grades 2 and 3 who are not performing at grade-level expectations according to the Fountas and Pinnell Benchmark (2 or more levels below) will receive AIS through the LLI. Students may exit AIS once they reach approaching or at grade-level through the Fountas and Pinnell Assessment.</p> <p>Grades 4 and 5: Student/Teacher Ratio: 1:4 maximum, 3-4 times per week for 30 minutes each session. The fourth and fifth grade AIS program is structured to provide support in the areas of reading comprehension, decoding and writing. Students read fiction and non-fiction material designed to increase their thinking skills, vocabulary skills, and overall comprehension to effectively respond to reading. Students who have scored below 654 on the third grade State Assessments and below 656 on the fifth grade State Assessments are placed in AIS. Students are exited from AIS as they reach approaching or meeting expectations through the Fountas and Pinnell reading levels.</p>
<p>Mathematics:</p>	<p>Third Grade: Student/Teacher ratio: 1:4 meeting 2-3 times per week for 30 minutes sessions. Instruction is given in basic mathematic skills and follows closely with the school's curriculum. Students also practice problem solving skills and strategies along with written responses for problem solving. Entrance is based on the Math Options test given in grade 2. Students scoring less than half of the total score will receive AIS. Students receiving above 675 on the NYS Math Assessment will be exited.</p> <p>Fourth Grade: Student/Teacher ratio: 1:5 meeting 2-3 times per week for 30 minute sessions. Fourth grade AIS includes development of basic math skills in operations, basic number sense, critical thinking, problem solving skills and strategies. Students practice writing explanations that describe their work. Entrance is based on the NYS Grade 3 Math Assessment with students scoring 675 or below receiving AIS. Students receiving above 659 on the NYS Grade 4 Math Assessment will be exited.</p> <p>Fifth Grade: Student/Teacher ratio: 1:6 meeting 2 times per week for 30 minute sessions. Fifth grade AIS includes development of basic math skills in operations, basic number sense, critical thinking, problem solving skills and strategies. Students practice writing explanations that describe their work. Entrance is based on the NYS Grade 4 Math Assessment with students scoring 658 or below receiving AIS. Students receiving above a 659 on the NYS Grade 5 Math Assessment will be exited.</p>

Science:	
Social Studies:	
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	
At-risk Services for Attendance-and/or Drop Out-related Issues	

FORM 2: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS AND TARGETED ASSISTANCE SCHOOLS

All Title I Schoolwide Program (SWP) schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school implement a comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State academic content and student academic achievement standards?

Our School Quality Review Team went through an extensive review of student performance data as a process to identify areas of future focus for the Comprehensive Educational Plan. Through the Action Plan on page 20 we will create a culture, process and protocols for the implementation of Data Driven Instruction. All faculty will be expected to review student performance data and create improvement plans for our at-risk students as part of this process.

2. How will the school implement schoolwide reform strategies that:

a) Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.

See pages 18 through 25 for areas of focus for the next several years.

Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**

We provide AIS instruction to all students who are not performing at grade-level as demonstrated through three screenings each year. Additionally we provide after school help for specific students in need of additional support.

- **Help provide an enriched and accelerated curriculum.**

All students have access to our K-5 Gifted and Talented Program and we have consistently had students with disabilities participating in this program. We also offer a compacted 4/5 math program to accelerate students in mathematics.

- **Meet the educational needs of historically underserved populations.**

SES services will be provided to all students meeting the criteria, extra help is provided through AIS and our after school program. Additionally we provide support for families through our PPS Resource List.

- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and those that are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**

The K-12 RtI program will provide a consistent approach to identifying students who are at-risk as early as possible. Records will be maintained electronically and reviewed on a regular basis by both faculty and administration. The Data Driven Instructional approach as described on page 20 will support this work. We currently offer a mentoring program to our students, AIS services, after school help, Guidance support services, and Responsive Classroom.

- **Are consistent with and are designed to implement State and local improvement, if any?**

The implementation of The Continuum of Literacy Learning by Fountas and Pinnell, the use of the Fountas and Pinnell Benchmark Assessment system, the implementation of the Singapore Math Program, adopting The Common Core State Standards, and Regional Curriculum Mapping of the Common Core.

3. How will the school implement Instruction by highly qualified staff?

As per BEDS information, all staff are highly qualified.

4. How will the school implement high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards?

By the GFA contract all teachers are required to attend 21 hours of professional development each year. GCS faculty have participated in Questar III Regional curriculum mapping initiatives, we are utilizing our Race to the Top funds through BOCES which provides 10 ½ days of staff development each year, our administrators are also receiving APPR training through Questar III. We currently offer a 5 year Mentor Program with a full-time Mentor teacher. We currently support our work through various K-12 district-level committees including the Professional Practices Committee, Quality Education Committee, and the Inquiry Team.

5. How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?

The district currently utilizes OLAS, the Online Application System for Educators to post positions and we have implemented the use of hiring rubrics when selecting highly qualified teachers.

6. How will the school implement strategies to increase parental involvement through means such as family literacy services?

We are developing a Pre-Kindergarten family night to introduce our families to literacy expectations at school as well as modeling literacy activities that parents can replicate at home. It is our hope to provide each family in attendance with books to keep as well as manipulatives. Additionally, we provide parent training during our PTA meetings.

7. How will the school implement plans for assisting preschool children in the transition from early childhood programs?

In addition to the responses under the above number 6, we are also planning a pre-school provider night to share pre-kindergarten standards within The Common Core State Standards.

8. How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?

We currently have faculty participate on a number of both building-level and district-level committees including the Building Level Teams, Quality Education Committee, Professional Practices Committee, the Response to Intervention Research Group, the K-12 Literacy Research Group.

9. How will the school implement activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance? The additional assistance must include measures to ensure that students' difficulties are identified promptly and to provide sufficient information on which to base effective assistance?

The implementation of the K-12 RtI Program, AIS, and Data Driven Instruction Program. Additionally classroom teachers will regularly assess students through running records.

10. How will the school implement coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training?

Scott M. Ellis Elementary School is diligent to use federal, state and local services to support and enhance district programs. In support of a strong K-5 literacy program, the district has selected the Fountas and Pinnell Leveled Literacy Intervention as a scientifically based intervention program that is aligned with classroom instruction and leads to accelerated growth in reading skills. For students who continue to need further reading intervention, or school maintains a number of Wilson trained teachers to provide instruction, and a Wilson coach to support them as needed. The school uses research-based Responsive Classroom strategies to enhance reading and math achievement, and to improve children's social skills. Teachers in grades K-5 work with

professional staff from the REACH Center to educate and protect children from sexual abuse. Intermediate grade teachers provide classroom instruction that focuses on developing healthy habits and good decision making, and also partners with the Additions Care Center of Albany to provide research-based drug and alcohol education. In addition the district offers a robust continuing education program for local adults who seek to participate in life-long educational experiences.

All Targeted Assistance schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school use program resources to help participating students meet the State standards?

Supplemental Educational Services will be provided to all eligible students utilizing Title I money. We continue to participate in Questar III Regional Curriculum Mapping to provide an aligned curriculum for all students, and will then complete goal 3.7, Identification of power standards and application across the curriculum for The Common Core Standards. All other goals under Part 3 address this question, including providing early interventions, the use of data and protocols to identify students in need of interventions, improving writing instruction and consistent evaluation of that writing instruction and explicit literacy instruction that is research-based for our special education students.

2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?

Through the use of information found within Part 3, each activity has an identified strategy to monitor the implementation. Additionally the School Quality Review Team will meet regularly to monitor the progress of the CEP and our District Cabinet Team will monitor the progress of the CEP each month.

3. How will the school use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Scott M. Ellis provides AIS instruction to all students who are not performing at grade-level as demonstrated through three screenings each year. Additionally we provide after school help for specific students in need of additional support.

b. Help provide an accelerated, high quality curriculum, including applied learning; and

All students have access to our K-5 Gifted and Talented Program and we have consistently had students with disabilities participating in this program. We also offer a compacted 4/5 math program to accelerate students in mathematics.

c. Minimize removing children from the regular classroom during regular school hours;

Selected students at Scott M. Ellis are provided after school help whenever possible, additionally through the Response to Intervention Program we are making every effort to provide interventions at the Tier 1 level prior to pulling students from class for an intervention. Our efforts to provide an aligned curriculum based on The Common Core and training in the Interactive Strategies for our classroom teachers will provide our faculty with the tools necessary to provide solid, foundational instruction that will improve student performance for all.

4. Coordinate with and support the regular educational program;

Our efforts throughout the School Quality Review Process have been to make larger connections to our entire student population regarding all our goals and initiatives. We have specific areas regarding Students with Disabilities and Title 1 students, however every effort has been made to create strategies within the CEP that will improve instruction for all students.

5. Provide instruction by highly qualified teachers;

As per BEDS information, all staff are highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;

By the GFA contract all teachers are required to attend 21 hours of professional development each year. GCS faculty have participated in Questar III Regional curriculum mapping initiatives, we are utilizing our Race to the Top funds through BOCES which provides 10 ½ days of staff development each year, our administrators are also receiving APPR training through Questar III. We currently offer a 5 year Mentor Program with a full-time Mentor teacher. We currently support our work through various K-12 district-level committees including the Professional Practices Committee, Quality Education Committee, and the Inquiry Team.

7. Provide strategies to increase parental involvement; and

We are developing a Pre-Kindergarten family night to introduce our families to literacy expectations at school as well as modeling literacy activities that parents can replicate at home. It is our hope to provide each family in attendance with books to keep as well as manipulatives. Additionally, we provide parent training during our PTA meetings.

8. Coordinate and integrate Federal, State and local services and programs.

In addition to all the information in Question #10 on page 50, Scott M. Ellis Elementary School works to maximize learning prior to the entrance of Kindergarten. UPK allocations are used to provide a developmentally appropriate pre-kindergarten experience for children, and GCSD personnel create

opportunities to collaborate with UPK and local pre-kindergarten providers on a regular basis. Planning is focused on supporting UPK and local pre-kindergarten providers in their ability to offer a curriculum that is aligned with the Common Core Learning Standards. GCSD is currently developing an intervention program for students who are considered at-risk of learning and behavioral difficulties.

FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION:

Each school that receives Title I, Part A funds must develop a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). This policy must be developed jointly with parents of Title I students and distributed to all parents. The policy must establish the school's expectations for parental involvement and describe how the school will implement specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part B: School-Parent Compact

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT COMPACT, PER THE FOLLOWING REGULATION.

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well as those that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

FORM 4: PROFESSIONAL DEVELOPMENT SET-ASIDE FOR ALL NCLB/SED SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT

For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information:

2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$_____ ; 10% of Title I allocation = \$_____.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

As a Basic, Year 1 Improvement school we are not required to allocate 10% of our Title 1 money for professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Greenville Central School District provides a five-year mentor teacher program as well as a full-time mentor teacher to support our newest faculty within the classroom as well as through a series of workshops and professional development activities throughout each year.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter was sent home to families and is currently located on our website. The link titled "Supplemental Educational Services" also provides information to families regarding SES services for those who are eligible.

CEP TEMPLATE FOR UPSTATE/LONG ISLAND AND CHARTER SCHOOLS 2011-12

COMPLETE THOSE SECTIONS OF THIS PLAN
REQUIRED FOR YOUR HIGHEST LEVEL OF
IDENTIFICATION, AS DESCRIBED
IN THE GUIDANCE MANUAL.

USE THIS CHECKLIST TO ENSURE THAT ALL REQUIRED COMPONENTS FOR THE
CEP ARE SUBMITTED

WE HAVE COMPLETED AND ARE SUBMITTING

- Pages 1- 2 Cover page and CEP Planning Team Membership Table (ALL SCHOOLS)
- Pages 3 – 4 PART 1: School Profile and other data/information used in analyzing school improvement issues (ALL SCHOOLS)
- Pages 5 – 14 PART 2: Causal Analysis - Submit only those pages required for the school's identification level
- Pages 15 - 20 PART 3: Action Plan – Submit only those pages required for the school's identification level
- Page 21 - 22 Part 4: District Corrective Action Plan – The district submits this part only for a school in Corrective Action
- Pages 23 - 28 Part 5: District Restructuring Plan – The district submits this part only for a school in Restructuring
- Pages 29 - 35 Part 6: USDOE and NYSED Required Forms –All schools must complete and submit the forms in this section that pertain to their status. Non-Title I do not have to complete the federally required forms, and charter schools do not have to complete the AIS forms.
- Pages 36 - 37 Part 7: CEP Revision Form – Use these pages only to submit second year revisions



New York State Education Department

COMPREHENSIVE EDUCATIONAL PLAN (CEP) For Upstate/Long Island Schools and All Charter Schools 2011-2012

SCHOOL NAME	Greenville Middle School	DISTRICT NAME	Greenville Central SD
CONTACT NAME	Colleen Hall	CONTACT NAME	Colleen Hall
PHONE	518-966-5070 Ext. 519	PHONE	518-966-5070 Ext. 519
E-MAIL	Hallc@greenville.k12.ny.us	E-MAIL	Hallc@greenville.k12.ny.us

APPROVAL OF THIS PLAN BY THE SCHOOL SUPERINTENDENT AND BOARD OF EDUCATION IS MANDATORY. THE SIGNATURES BELOW CONFIRM APPROVAL.


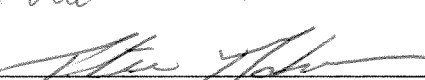

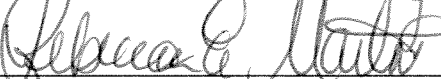
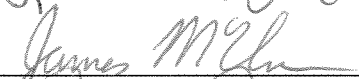
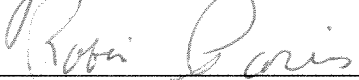
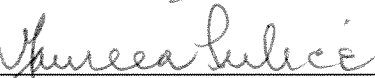
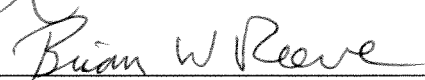
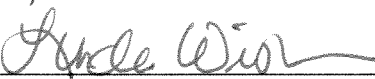

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			_ / _ / _
PRESIDENT, B.O.E.			
DATE APPROVED BY B.O.E.	DATE REC'D BY NYSED - OSI	SED REVIEWER	DATE
_ / _ / _	_ / _ / _		_ / _ / _

PLEASE NOTE:

- BEGINNING WITH THE 2010 -11 PLAN, ALL NYSED IDENTIFIED SCHOOLS/DISTRICTS MUST USE THIS TEMPLATE TO PREPARE THEIR CEP. CHECK REQUIREMENTS FOR THE SCHOOL'S PHASE AND CATEGORY TO VERIFY WHICH COMPONENTS OF THIS PLAN ARE REQUIRED.
- ALL IDENTIFIED SCHOOLS MUST COMPLETE AND SUBMIT TWO COPIES (ONE HARD COPY AND ONE ELECTRONIC) OF THEIR CEP TO SED. FOR YEAR TWO, SCHOOLS MUST REVISE THEIR CEP AND SUBMIT THE UPDATE TEMPLATE (PART 7).
 1. SUBMIT WRITTEN COPY WITH ORIGINAL SIGNATURE IN BLUE INK TO: REGIONAL SCHOOL SERVICES, NYS EDUCATION DEPARTMENT, 381 EBA, ALBANY NY 12234.
 2. SUBMIT ELECTRONIC COPY TO RSS@MAIL.NYSED.GOV.
- SCHOOL IMPROVEMENT PLANS ARE PUBLIC DOCUMENTS AND WILL BE SHARED WITH OTHER SED OFFICES, AND REGIONAL NETWORKS AND PARTNERS.
- THE PLAN MUST BE IMPLEMENTED BY THE BEGINNING OF THE SCHOOL YEAR DURING WHICH IT IS SUBMITTED OR, FOR NEWLY IDENTIFIED SCHOOLS, WITHIN 90 DAYS OF IDENTIFICATION

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE:

Each school should have a single School Leadership Team (SLT) and a single improvement plan. For example, if the school must also complete a VESID Quality Improvement Plan (QIP), the action steps in that plan must be incorporated into this plan. Plan development must include all constituencies in the school community, consistent with Part 100.11 of the Commissioner's Regulations. Parents must be a part of developing this plan, including parents who are NOT employed by the district or school. Other participants who are regularly involved in your school improvement initiatives, such as community organizations, institutes of higher education and the NYSED Regional School Services (RSS) Liaison as consultants through part or all of the planning process.

Name	Position / Constituency Represented	Signature**
Colleen Hall	Director of Curriculum and Communications	
Peter Mahan	Elementary Principal	
Karen Manning	Special Education Teacher	
Rebecca Martin	Assistant Director of Special Education Services	
James McElwey	Fourth Grade Teacher	
Robin Parvis	Sixth Grade Teacher	
Maureen Pulice	Special Education Teacher	
Brian Reeve	Middle School Principal	
Linda Wistar	Director of Special Education Services	
Marcia Atwood	Special Education School Improvement Services	
Christine Evola	Parent Member	

**** Signature of constituent only indicates participation in the development of the Comprehensive Educational Plan, not approval. Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

PART I: SCHOOL PROFILE: COLLECT YOUR DATA

Districts should provide schools with the most up-to-date disaggregated assessment data available, including state assessment data, other local assessments, and demographic data for use in analyzing school improvement needs. These data may include internal use of scores not yet released by NYSED. In addition, schools should access data on attendance (teacher and student), tardiness, behavior issues, feedback from walk-throughs and other reviews and information that will be useful in improvement planning. Please feel free to modify this section to make it meaningful for your specific school.

MAJOR BUILDING INITIATIVES				EXTRACURRICULAR ACTIVITIES			
Positive School Climate, Literacy, Literacy in the Content Areas, and Implementation of the Common Core State Standards.				See clubs/activities list, after school help, after school homework center, and modified sports.			
MAJOR COMMUNITY /IHE PARTNERS				PARENT/SCHOOL SUPPORTS			
				PTA, Parent Support Group, PPS Resource List			
Enrollment (BEDS Day)	08-09	09-10	10-11	Recent Immigrants (Students enrolled during each academic year who had immigrated to the U.S. within the past three years.)			
Kindergarten	82	84	96		08-09	09-10	10-11
Grade 1	105	82	81	Total Number/Percent of Total Enrollment	1	1	1
Grade 2	68	105	83	Most Prevalent Places of Birth for Recent Immigrants			
Grade 3	108	68	102				
Grade 4	90	107	71		Country 1	Pakistan	Pakistan
Grade 5	103	89	107	Country 2			
Grade 6	86	102	93	Country 3			
Grade 7	107	87	108	Attendance Information			
Grade 8	100	105	91		08-09	09-10	10-11
Grade 9	109	115	107	Average daily student attendance rate	95.6%	95.8%	95.9%
Grade 10	112	104	112	Average daily teacher attendance rate	94.15%	93.08%	93.86%
Grade 11	106	97	95	Suspensions			
Grade 12	116	100	90	- 1 day out of school	7	0	15
Ungraded	20	8	12	- 2-4 days out of school	6	1	9
Graduation Rate	08-09	09-10	10-11	- 5+ days out of school	2	5	5
	84%	83%	91%	- In school suspension rate			.155172414
Special Education Enrollment (Students are also included in the total number of enrolled students, so this is a double count.)				Poverty Rate (Free and Reduced Lunch)			
	08-09	09-10	10-11	30.5%	27%	27%	
				FRPL Reported to NYSED			
Total number of students with IEPs	08-09	09-10	10-11	English Language Learners			
Total number of students with IEPs	50	56	57		08-09	09-10	10-11
Total number with resource room	29	34	36	Total number of students receiving ELL services	1	1	1
Total number inclusion	30	32	30	Total number of ELLs graduated from ELL services	0	0	0
Total 15:1	n/a	n/a	n/a	Number of ELLs also receiving Special Education services	0	0	0
Total 12:1:1	6	7	8	Number of ELLs that are also SIFE (interrupted education)	0	0	0
Total 8:1:1	n/a	4	4		08-09	09-10	10-11
Total 6:1:1	n/a	n/a	n/a	NCLB Accountability Level	Good Standing	Good Standing	Improvement
Total related Services	22	23	27	SURR Status			
				SPP Status (VESID)			

PART I: SCHOOL PROFILE – Continued

Number of: Staff	08-09	09-10	10-11		08-09	09-10	10-11		
Teachers with full certification in area taught	42	42	42	Percent fully licensed and permanently assigned to this school	24	24	19		
Teachers teaching outside of certification area (20% rule)	0	0	0	Percent more than two years teaching in this school	39	39	38		
Uncertified Teachers	0	0	0	Percent more than five years teaching anywhere	40	39	38		
Administrators	1	1	1	Percent Masters Degree or higher	37	38	41		
Teaching Assistants (General Education)	0	0	0	Percent participating fully in Professional development	100%	100%	100%		
Teaching Assistants (Special Education)	2	3	3						
Teaching Aides	3	4	5						
Funding Sources Available for This School Building to Support School Improvement (2010-11)				Title I A	School Improvement Grant	Local Funds	C4E Funding	IDEA	Other (Specify)
Professional Development/Mentoring for Administrators on Effective Instruction						X			RTTT
Professional Development/mentoring for Teachers and Teaching Assistants on Effective Instruction									Title II, MTIP
Professional Development and training regarding support for students with disabilities					X	X			
Curriculum Development/Pacing					X	X			Title II
Use of Time (Lengthen School Day/Year)					X	X			
Restructuring of School Day/ Block Scheduling, etc.									
Planning and Implementation of Effective Interventions for At-Risk Students (AIS/Rtl)				X					Title II
Development and Implementation of High Quality Instructional Units in Mathematics						X			Title II, RTTT
Development and Implementation of High Quality Instructional Units in ELA					X	X			Title II, RTTT
Development and Implementation of High Quality Instructional Units in Literacy Across the Content Areas					X				Title II, RTTT
Staff Planning time Focused on Analysis of Student Work and Other Data and Using Those Data to Impact Student learning						X			Title II, RTTT
Administrative Focus on Monitoring of Effective Instruction (Professional Evaluations)						X			RTTT
Parent Involvement (Including CEP Planning, School-Parent Compact, etc.)					X	X			
Service Learning Initiatives									
Attendance Improvement						X			
Dropout Prevention						X			
Instructional Technology						X			
Other Priorities (Specify)									

This demographic data is only a small part of the data that should be analyzed. Please add the school's other important information into the CEP here. Include the latest state assessment data, school schedules, retention rates, and any other recent reports and evaluations and data that will help your team improve student instruction.

PART 2: ANALYZE!! (CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT)

There are TWO SECTIONS in Part 2 ANALYZE!! The directions for these parts are included here rather than in the Guidance document to make it easier to refer to them.

Directions for Section A:

Section A will guide you through an analysis of the quantitative and qualitative data collected in Part 1 and the *possible causes* of the school's achievement gap and potential best practices that will support school improvement. The leadership team should plan to meet several times over an extended period of time to analyze data and information and to research and evaluate promising improvement strategies. Refer to the Guidance Manual to determine which sections of the CEP must be completed. The Appendices in the Guidance Manual also provide additional resources.

- Complete at least the section(s) for which the school was targeted (e.g. math and/or ELA), **and** the Literacy Across the Curriculum section.
- Only high schools are accountable for the “graduation rate” section.
- Also identify critical schoolwide issues that are not strictly ELA, Math or Graduation Rate, (e.g. school safety or attendance) that impact student achievement. Use the “Other” section to analyze those factors.

District and school administrators should assist the school in determining what data the Leadership Team will analyze. This should be done by considering all the factors already described in Part 1 of this document including:

- An evaluation of school processes and procedures,
- Parent and student surveys,
- School Quality Review (SQR) Reports, External School Curriculum Audits (ESCA) and Joint Intervention Team (JIT) Reports if appropriate,
- Any other information that is critical in the school such as:
 - *Student performance in feeder schools.*
 - *Specific areas of strength and weakness (including major findings of item skills analyses)*
 - *Analysis of effectiveness of intervention programs.*

BASIC SCHOOLS IDENTIFIED FOR ELA AND ALL FOCUSED AND COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (1): FIRST INSTRUCTION IN ENGLISH LANGUAGE ARTS

Analysis of Current Status of Student Achievement and Program Effectiveness

Directions:

Conduct a comprehensive review and causal analysis using

- ELA student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- An analysis of the effectiveness of the school's delivery of the ELA curriculum and instruction for English Language Arts. Be sure to consider ESL and Special Education Instruction, the provision of Academic Intervention Services and Response to Intervention supports, the use of technology, library media services, and professional development.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

ELA Core Instruction Findings:

Year	Performance Index	Effective AMO	Safe Harbor	AYP Status
2006-2007	108	112	105	OK
2007-2008	113	123	117	X
2008-2009	134	134		OK
2009-2010	131	145	141	X
2010-2011	74	112	96	X

In reviewing our performance data for SWD, we found that their Performance Index over time grew and in the past three years remained constant. In further review of the 2010-2011 data, we found that if the cut-scores for level 3 had remained the same, our Performance Index for SWD would have been 131.

Grade	Level 1	Level 2	Level 3	Level 4
Grade 3- 19 SWD	15	4		
Grade 4- 6 SWD	3	3		
Grade 5- 22 SWD	10	10	2	
Grade 6- 12 SWD	6	5	1	
Grade 7- 24 SWD	4	19	1	
Grade 8- 21 SWD	4	17		

In reviewing our performance by level, we see a significant number of students at the 3rd and 5th grade levels who scored at level 1. The students from the 5th grade cohort are now in 6th grade and need to be reviewed closely to provide explicit literacy instruction to move them forward. The Fountas and Pinnell Benchmark Assessment was given to all students in grade 6 in September and October and their performance was reviewed with the classroom teachers. A concerted effort is being made to provide direct reading instruction in grade 6 through a guided reading approach. Student performance is being monitored regularly and classroom teachers are collaborating with AIS and Special Education teachers to maintain a focus on student literacy performance.

Following the School Quality Review Process (SQR) we identified the areas below as in need of further review:

- 1.4 Monitoring Student Progress
- 2.1 Coherent instructional/programmatic roadmap

- 2.2 Evidence-based strategies
- 2.3 Standards-alignment
- 2.8 Grading Policy
- 2.9 Schoolwide Collaborative Teams
- 3.6 Instructional Leadership is important to the school's administrators
- 3.7 Plan-assess-adjust cycle
- 5.3 Communities of quality collaborative practice

PART 2: CAUSAL ANALYSIS AND PLANNING FOR IMPROVEMENT (continued)

SECTION A (2): LITERACY ACROSS THE CONTENT AREAS

Directions:

Conduct a comprehensive review and causal analysis of Literacy across the Content Areas, including

- ELA and content area student achievement data (schoolwide and disaggregated by grade and major student subgroups);
- Data analysis based upon the review of data in Part I of this document, the FACTORS worksheet in Appendix 1 and/or other findings from the causal analysis;
- Evidence of effective literacy strategies taught and assessed across all content area classes in the school; student achievement data (schoolwide and disaggregated by grade and major student subgroups) in all other major State assessments.

Summary of Causal Analysis Findings – In the space below, *summarize* in **bullets** the major findings of the analysis of student achievement data and effectiveness of current educational practices.

Literacy Across the Content Areas Findings:

During the 2010-2011 school year we implemented a K-12 Literacy Research Group which discussed best-practices for literacy instruction and in grades 6-12 provided professional development for their respective faculty in the area of Literacy in the Content Areas. This group has continued into the 2011-2012 school year and continues to meet monthly. The group is currently reading and discussing Comprehension Going Forward, published by Heinemann.

Additional areas under review for this area include:

- 1.4 Monitoring Student Progress- a structure needs to be developed to provide teams of teachers the time and protocols to review student work and use that gained understanding to inform instruction.
- 2.1 Coherent instructional/programmatic roadmap- The Rtl process needs to be developed throughout the district K-12. Differentiated Instruction also needs to be reviewed to provide more opportunities for professional development for our staff.
- 2.3 Standards-alignment- Once regional curriculum maps are completed through QIII, GCS faculty need to take the maps and create Greenville consensus maps.
- 2.8 Grading Policy- Resource room instruction should be aligned with goals from student IEPs and a shift needs to be made from homework support within the program to explicit skills instruction.
- 2.9 Schoolwide Collaborative Teams- Collaborative opportunities need to include teaching assistants.
- 3.1 Clear shared values, mission and vision- specifically that every teacher is a literacy teacher.
- 3.6 Instructional leadership is important to the school's administrators- more opportunities for collaboration need to be provided, especially between general classroom teachers and special education teachers.
- 3.7 Plan-assess-adjust cycle- The Rtl structure will support this work once it is implemented K-12. We also need to look at identifying Power Standards and implementing them within the curriculum.
- 5.3 Communities of quality collaborative practice- The regular analysis of student has not taken place in our district. Faculty need training, structures and protocols for this process need to be established.

PART 2: SCHOOL PROFILE – Continued

After analyzing the data, use the following questions to guide reflection on what has been learned:

- 1. Has the school seen any major changes over the past three years in the information that was analyzed? If so, please provide specific details here on these changes and how they are being addressed.**

Over the past two years, the change in cut scores to the NYS assessments has dramatically impacted our student performance across all grade-levels and subgroups. The length of the assessments also has an impact on our SWD as they often struggle with lengthy tasks given the nature of their disabilities. Moving the assessment dates back impacts a teacher's ability to adequately prepare his/her students without rushing the curriculum. If we want depth of understanding our teachers need more time to better-pace their work with students. As indicated earlier in this report, our Performance Index for SWD has held at the same level (approximately 131) over the past 3 years. This indicates that our students are not performing at lower levels. We want to continue to see our Performance Index increase and our students perform better each year.

Over the past few years, Greenville has continued to bring students back to the district for their primary instruction whenever possible. These numbers have increased over the past three years for a number of reasons. While bringing back entire classes of students, we have not hired new Special Education teachers, but have hired School Psychologists and teaching assistants to help support the classroom teachers. Special Education teachers have been moved from other areas which results in increased numbers of students in classrooms. Additionally, given the economy we have continued to cut staff throughout the district, resulting in larger class sizes. Another reduction in force which impacted the Elementary School specifically involved the librarian being moved from the Elementary School to the Middle/High School. Prior to the 2010-2011 school year both schools maintained their own full-time school librarians and for the past two years, this has been a shared position with the librarian starting her day at the Elementary School for about an hour each day, then moving to the Middle/High Schools for the remainder of her work day.

- 2. If there are any specific categories that especially impact student performance, mark them with an asterisk and provide a more detailed explanation of the impact here.**

The indicators listed below were prioritized by the SQR team:

- 1.4 Monitoring Student Progress- We have started to collect screening data on students in grades K-12 for ELA and math, however we need to provide professional development and create a consistent structure and protocol for faculty to review the data in a meaningful way to actually adjust instruction based on the data.
- 2.2 Evidence-based strategies- Currently we do not have a consistent method or tool for measuring student performance in writing. Additionally, the formation of a cycle of professional development for a balanced literacy program will be critical to maintaining a consistent, aligned literacy curriculum.
- 2.8 Grading Policy- Currently our resource room program has a primary focus on supporting homework. If this time could be used to focus on goals found within the IEPs to improve literacy skills, we believe we will see improved performance in literacy for our students with disabilities.
- 3.7 Plan-assess-adjust cycle- Professional development in Data Driven Instruction is an area in need of focus for our district. In addition to understanding how to use data to improve instruction, we need to identify time for structured conversations with data teams to support this work. Moving

forward with K-12 screenings in ELA and Math three times each year will also be critical to creating a better understanding of individual student performance over time as well as monitoring trends in overall cohorts to better plan for students' needs as they move throughout the district.

Collaborative Planning- If faculty are not given appropriate time to collaborate, it has a significant impact on the effective use of time with students. Our students with disabilities are frequently working with several teachers throughout the day and the more consistent their instruction from each individual, the greater the understanding will be for our students. We struggle with finding this time on a regular basis.

A Review of The Continuum of Services- In reviewing student placements and our current programming, we find that certain programs are exclusively used while others are not used at all. For the Elementary level, we need to provide professional development in this area to gain a better understanding of how to plan for programming within the IEPs. Ideally, the approach should reflect a focus on student needs based on his/her disability followed by a review of the programming offered. If a student is in need of a specific program, we should look for trends and shift our offerings to meet those needs.

3. Describe any major events/issues in the community that have significantly impacted how this school has been able to educate students in the past three years.

The economy has had a great impact on our school. We continue to make cuts to the budget which results in larger class sizes. Our neediest students are often clustered together based on IEP's that were ultimately designed with our current programming in mind. We have also brought many of our students with disabilities back to the district, which has an overall impact on the special education staff, faculty within a building and administration. We believe this approach is important for our students as in the past many of them would travel hours each day for their program. It is better for our students to be part of our community, however we continue to learn and grow with these changes and will ultimately have better programs as we learn over time.

	<p>2.2 c. Develop structure and protocols for collaboration between general education teachers, special education teachers, and speech/language therapists</p> <p>2.2 d. Identify a special education team to identify literacy interventions for at-risk students. (Special Education Teacher with SESIS) K-8</p>
<ul style="list-style-type: none"> Literacy Skills Across the Curriculum <p>3.7 Plan-assess-adjust cycle (for all curricular areas) (K-8)</p>	<ul style="list-style-type: none"> Literacy Skills Across the Curriculum <p>3.7 a. Develop a summer literacy institute (District Administration with SESIS)</p> <p>3.7 b. Identification of power standards and application across the curriculum (District Administration, SESIS, CASDA)</p>

KEY PRIORITIES	STRATEGIES
<ul style="list-style-type: none"> Mathematics NOT APPLICABLE 	<ul style="list-style-type: none"> Mathematics
<ul style="list-style-type: none"> Graduation Rate NOT APPLICABLE 	<ul style="list-style-type: none"> Graduation Rate
<ul style="list-style-type: none"> Social Studies and Science NOT APPLICABLE 	<ul style="list-style-type: none"> Social Studies and Science
<ul style="list-style-type: none"> Other (Specify) Access to the Curriculum for Students with Disabilities <p>2.2 Evidence-Based Strategies</p> <p>2.8 Grading Policy (Middle School, year 1; K-12 in year 2)</p>	<ul style="list-style-type: none"> Other (Specify) Access to the Curriculum for Students with Disabilities <p>2.2 e. Professional development for Differentiated Instruction and Data Driven Instruction (District, SESIS) (K-12)</p> <p>2.8 a. Create long-term research group on best practices for homework (MS BLT, SESIS)</p>

Continuum of Services for Students with Disabilities

Scheduling review (Principals/SEIS)

Establish protocols for annual service/program planning for students with disabilities (PPS Directors/Principals/Special Education Teachers, SEIS)

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	1.4 a. Create and implement standardized writing rubrics for grades K-8.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Student writing will improve and consistent expectations for writing will result from the use of writing rubrics for grades K-8.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from: <ul style="list-style-type: none"> • Grade 6: from 9% to 20% • Grade 7: from 12% to 25% • Grade 8: from 4% to 20% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

A K-12 group will review existing writing rubrics to identify the critical features of a K-8 writing rubric system.	Lucy Caulkins' rubrics, The Continuum of Literacy Learning, The ELA Common Core Standards, West Virginia's Writing Rubrics, Six Plus One Rubrics, and existing classroom rubrics will all be reviewed. Faculty will be encouraged to submit writing rubrics that are strong for further review.	January 2012 through August 2012	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, MS Principal and MS faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator.
K-8 writing rubrics will be created and professional development will be provided in reviewing the rubrics. The rubrics will be piloted as part of the training process.	Lucy Caulkins' rubrics, The Continuum of Literacy Learning, The ELA Common Core Standards, West Virginia's Writing Rubrics, Six Plus One Rubrics, and existing classroom rubrics will all be reviewed. Faculty will be encouraged to submit writing rubrics that are strong for further review.	March 2012 through October 2012	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, MS Principal and MS faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator. Summer workshop will be scheduled for the creation of the rubrics. Director of Curriculum, MS Principal, and Humanities Coordinator will support this work.
The K-8 writing rubrics will be used at least once each year as an element of the over-all screening process.	Tables will need to be designed to collect the data in a consistent manner. Grades K-2 will utilize a checklist approach, while grades 3-5 will involve an actual rubric with scores for each key area.	January/February 2013	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, MS Principal and MS faculty.	Monthly Curriculum meetings with Director of Curriculum will take place with administration and Humanities Coordinator. Summer workshop will be scheduled for the creation of the rubrics. Director of Curriculum, MS Principal, and Humanities Coordinator will support this work.
Faculty will be expected to utilize the writing rubrics throughout the year to measure student growth.	The writing rubric will become part of the overall grading process and may need to become an element of the school report card. A recommendation will be made to the building principal once the process is completed.	2012-2013 school year	K-12 Literacy Research Group, Humanities Coordinator, Director of Curriculum, MS Principal, MS faculty.	Administration and Humanities Coordinator.

ADD ROWS AS NEEDED

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS SUBMIT THIS PAGE

PART 3: Action Plan

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English Language Arts *(First instruction in reading, writing, and literacy strategies)*

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Strategy :	1.4 b. Create a culture, process and protocols for the implementation of Collaborative Inquiry			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Both instruction and student achievement will improve dramatically if our K-12 community understands and utilizes the data driven instruction model on a consistent basis. The focus will be on student learning and understandings and instruction will be modified based on this data.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students with disabilities scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 6: from 9% to 20% • Grade 7: from 25% to 25% • Grade 8: from 4% to 20% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

<p>Implement a comprehensive K-12 Response to Intervention Program for ELA, math and behavior.</p>	<p><u>RTI In the Classroom</u>, <u>Never Work Harder Than Your Students</u>, <u>What Really Matters in Response to Intervention</u>, and <u>Whatever It Takes</u> are all texts that are available for faculty use. Data Analysis software will be purchased using Title I Improvement money to assist in the management of screening data and integration of state assessment data.</p>	<p>A five-year timeline will be created during the 2011-2012 school year. A K-5 RTI plan will be in place for literacy by July 1, 2012. Additional components will also be implemented in the 2012-2013 school year and remaining elements will be mapped within the timeline.</p>	<p>The Director of Curriculum, K-12 RtI Research Group, MS Building Principal, MS IST team, MS faculty.</p>	<p>The K-12 RtI Research group will meet monthly to monitor the progress of the implementation. The RtI Program is under the supervision of the Quality Education Committee which receives a monthly update of the work completed and will receive an annual evaluation from the RtI Research Group. The Director of Curriculum is responsible for all areas of implementation.</p>
<p>Shared decision making teams will review and build an understanding of our culture and the need for Collaborative Inquiry. (Inquiry Team, Quality Education Committee and Building Level Teams).</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops.</p>	<p>January 2012 through August 2012</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and shared decision making teams.</p>	<p>Minutes from workshops will be maintained. Cabinet will review the timeline and process prior to implementation to maintain the fidelity of the workshops.</p>
<p>Professional development will be provided to the K-12 faculty in Collaborative Inquiry. Structures will be created and protocols will be identified to use with the data team review process.</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops. Protocols will be identified from the internet, <u>Protocols for Professional Learning</u>, by Easton and <u>The Power of Protocols</u>, by McDonald, Mohr, Dichter, and McDonald.</p>	<p>2012-2013 school year</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and MS faculty.</p>	<p>A timeline will be created and maintained by the Director of Curriculum and Administration.</p>

<p>Data teams will be trained and the formalized process will be piloted at multiple points in the year as part of the Response to Intervention Process.</p>	<p><u>Data Wise</u>, by Boudett, City and Murnane; <u>Driven by Data</u>, by Bambrick-Santoyo; and <u>The Data Coach's Guide</u>, by Love, Stiles, Mundry and DiRanna will be utilized in these workshops. Protocols will be identified from the internet, <u>Protocols for Professional Learning</u>, by Easton and <u>The Power of Protocols</u>, by McDonald, Mohr, Dichter, and McDonald.</p>	<p>2012-2013 for training and continuous review process annually</p>	<p>QIII Data Analyst, Building Administrators, Director of Curriculum, Humanities Coordinator and MS faculty.</p>	<p>A schedule and assignment list will be created and maintained annually for K-12 data teams. As part of the process, at-risk students will be reviewed and a master list of intervention plans will be maintained electronically.</p>
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ADD ROWS AS NEEDED

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section
English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	2.2 a. Research best practices for writing instruction aligned with the Common Core Standards.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Writing instruction and student writing skills will improve each year.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 6: from 9% to 20% • Grade 7: from 12% to 25% • Grade 8: from 4% to 20% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Review research on best practices for writing instruction that are aligned with the Common Core Standards.	The ELA Common Core Standards, Lucy Caulkins' Units of Study, Better Answers, <u>The Continuum of Literacy</u> , and <u>6 Plus 1 Traits of Writing</u> and <u>Better Answers</u> .	2011-2013	K-12 Literacy Research Group, MS faculty	The K-12 Literacy Research Group meets monthly and will maintain their work at each session.
Create a recommendation document to be shared with the Quality Education Committee identifying research-based programs that can be utilized K-12.	The ELA Common Core Standards, Lucy Caulkins' Units of Study, Better Answers, <u>The Continuum of Literacy</u> , and <u>6 Plus 1 Traits of Writing</u> and <u>Better Answers</u> .	2011-2013	K-12 Literacy Research Group, MS faculty	The K-12 Literacy Research Group meets monthly and will maintain their work at each session.

ADD ROWS AS NEEDED

PART 3: Action Plan

See Appendix 2 (In Guidance Document) for a completed sample to use as a guide for this section English Language Arts *(First instruction in reading, writing, and literacy strategies)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	2.2 b. Review best practices for direct (explicit), systematic literacy instruction for special education teachers, teaching assistants and general education teachers and provide professional development.			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: This research and professional development will provide a common language and consistent literacy skill instruction for our students.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: Increase the number of students scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 6: from 9% to 20% • Grade 7: from 12% to 25% • Grade 8: from 4% to 20% 			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?

Research and identify best practices for explicit literacy instruction for both students with disabilities and general education students.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources.	2011-2013	SEIS, MS faculty, K-12 Literacy Research Group.	Resource materials will be created and a cycle of professional development for literacy will include this work.
Create a special education team to identify literacy interventions for at-risk students.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources.	2011-2013	SEIS, Special Education Teacher, Humanities Coordinator	Resource materials will be created and a cycle of professional development for literacy will include this work.
Develop structures and protocols for collaboration between general education teachers, special education teachers and speech and language therapists to review student data and inform instruction.	<u>The Continuum of Literacy Learning</u> , The ELA Common Core, various professional texts and articles. SESIS will also provide additional resources. This also falls under 1.4.b with Data Driven Instruction.	2011-2013	SEIS, and Director of Curriculum.	A schedule and assignment list will be created and maintained annually for K-12 data teams. As part of the process, at-risk students will be reviewed and a master list of intervention plans will be maintained electronically.
Professional development will be provided to our special education faculty as well as our ELA faculty in grades 6 – 9 on providing explicit reading instruction to struggling adolescents. This training will be based on “Effective Instruction For Adolescent Struggling Readers” by The Center on Instruction.	<u>“Effective Instruction For Adolescent Struggling Readers, Assessments to Guide Adolescent Literacy Instruction, and Bringing Literacy Strategies Into Content Instruction</u> all by The Center on Instruction,	March/April 2012	SEIS, Director of Curriculum, and the MS Principal.	The trainings will take place and faculty will provide feedback through our evaluation tools. Additionally, the MS Principal and SEIS will have the ability to view the strategies as they are applied within the special education and ELA classes.
Create and provide a summer literacy institute for faculty.	Title 1 Improvement Grants	Summer 2012	Director of Curriculum, Administration and Humanities Coordinator.	Monthly curriculum meetings with the Director of Curriculum will ensure the timeline is being maintained. Questar III will also provide coordination support. PD sign-in sheets and evaluations will be maintained.
Provide ongoing training and support in the Interactive Strategies Approach through work with Donna Scanlon at SUNY Albany.	Title 1 Improvement Grants and District Professional Development money.	1-12 through 1-13	Director of Curriculum, Humanities Coordinator, and MS faculty.	Professional Development sign-in sheets and completed evaluations.

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS MUST SUBMIT THIS PAGE

PART 3: Action Plan (continued)

Literacy Skills Across the Content Areas *(Reading, writing, and literacy strategies across the curriculum)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	Goal 3.7.b Utilizing the Questar III Regional Curriculum Maps, identify Power Standards for K-12 ELA and Math as well as the Common Core Standards for Literacy in History, Social Studies, Science and the Technical Areas.
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>
	OBJECTIVE: This will result in an aligned curriculum that identified the standards from the Common Core that are to be mastered at each grade-level. Faculty will have a better understanding of the curriculum as it spirals from grade to grade. This will result in more focused, consistent instruction and increased student achievement.
	<i>How will student learning be improved/enhanced through this strategy?</i>
	OBJECTIVE: Increase the number of students scoring proficient on the ELA exam from : <ul style="list-style-type: none"> • Grade 6: from 9% to 20% • Grade 7: from 12% to 25% • Grade 8: from 4% to 20%

Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Structure Superintendent's Conference Days to focus on identifying Power Standards and aligning curriculum K-12	Professional Development budget and time during Superintendent's Conference Days.	April 2012 and Conference days in 2012-2013	CASDA trainers, Director of Curriculum, Administrators, K-12 faculty	The maps will be located on Rubicon Atlas and MS Principal and Humanities Coordinator will observe the aligned curriculum within classrooms.

BASIC AND FOCUSED SCHOOLS IDENTIFIED FOR ELA AND ALL COMPREHENSIVE SCHOOLS MUST SUBMIT THIS PAGE

PART 3: Action Plan *(continued)*

Literacy Skills Across the Content Areas *(Reading, writing, and literacy strategies across the curriculum)*

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	See goal 3.7.b for Power Standards			
Objectives <i>(Please write objectives as responses to the italicized guiding questions.)</i>	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: See goal 3.7.b for Power Standards			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
	OBJECTIVE: See goal 3.7.b for Power Standards			
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation

What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Structure Superintendent's Conference Days to focus on identifying Power Standards and aligning curriculum K-12	Professional Development budget and time during Superintendent's Conference Days.	April 2012 and Conference days in 2012-2013	CASDA trainers, Director of Curriculum, Administrators, K-12 faculty	The maps will be located on Rubicon Atlas and MS Principal and Humanities Coordinator will observe the aligned curriculum within classrooms.
The Summer Literacy Institute will also provide professional development in this area with a focus on implementing The Common Core Standards.	Title 1 Improvement grant money.	Summer 2012	Director of Curriculum, Humanities Coordinator, Administrators and Questar III.	Monthly curriculum meetings with the Director of Curriculum will ensure the timeline is being maintained. Questar III will also provide coordination support. PD sign-in sheets and evaluations will be maintained.

THIS PAGE IS REQUIRED FOR RESTRUCTURING SCHOOLS, OPTIONAL FOR OTHERS

PART 3: Action Plan *(continued)*

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. ***For schools in corrective action or restructuring, the action plan must be consistent with the district plan.***

Strategy :	2.2 e. Professional development in the area of Differentiated Instruction in all content areas
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>
	OBJECTIVE: Faculty will have the ability to truly differentiate their instruction to meet the varying needs of individual students within the classroom.
	<i>How will student learning be improved/enhanced through this strategy?</i>
	OBJECTIVE: Students will receive instruction that addresses their areas of need. Overall academic improvement should result and be measured through screenings throughout the year.

Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Include Differentiated Instruction as a common thread in every workshop provided through the Summer Literacy Academy.	Title 1 Improvement Money	August 2012	Director of Curriculum, Humanities Coordinator, MS Principal and MS faculty.	PD sign-in sheets and completed evaluations.
Provide multiple in-service opportunities for faculty in the topic of Differentiated Instruction.	We currently own several texts written by C. Tomlinson on the topic of Differentiated Instruction as well as a professional development Toolkit on DI from ASCD.	Summer 2012 through Summer 2013	Director of Curriculum, MS Principal and MS faculty.	PD sign-in sheets and completed evaluations.

ADD ROWS AS NEEDED

PART 3: Action Plan *(continued)*

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :	2.8 a. Create a long-term research group on best practices for homework			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: With best practices in homework provided in the general classroom, the Resource Room model can move to direct, explicit skills instruction based on individual student need.			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
				OBJECTIVE: With an additional 40 minutes of direct, explicit skills instruction each day, students should experience increased academic achievement.
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
In collaboration with K-12 faculty, an initial planning meeting will identify areas of focus for the next several years. This timeline will include researching best practices for homework, brain research on homework practices, identifying and addressing differentiated homework practices in the classroom, and professional development on explicit skills instruction within the resource room.	SEGIS	Spring 2012	Middle School Principal, SEGIS, and K-12 faculty.	A comprehensive plan will be developed with a clear timeline, identified resources, identified individuals to lead each section and measurable outcomes.

All areas of the comprehensive plan will be reviewed and implemented over time.	SEGIS	2012-2013 school year.	Middle School Principal, SEGIS, and K-12 faculty	A K-12 Homework Plan will be developed and implemented. Principals will observe explicit skills instruction in all Resource Rooms.
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ADD ROWS AS NEEDED

PART 3: Action Plan (continued)

Other (Specify): Access to the Curriculum for Students with Disabilities

Directions: Based on the work completed in Part 2, develop an action plan using the template provided below. Indicate the **key actions** to be implemented for the 2011-12 school year to support improvement in the Priority Area. Copy this page for additional strategies, as needed. Expand the boxes to provide sufficient space for complete responses. *For schools in corrective action or restructuring, the action plan must be consistent with the district plan.*

Strategy :	Establish protocols for annual service/program planning for students with disabilities. (PPS Directors/Principals/Special Education Teachers, SESIS)			
Objectives (Please write objectives as responses to the italicized guiding questions.)	<i>What school practices/programs will be improved through this strategy?</i>			
	OBJECTIVE: Building teams will collaboratively plan for students with disabilities so as to most effectively use existing resources to meet the individual needs of students			
	<i>How will student learning be improved/enhanced through this strategy?</i>			
		OBJECTIVE: Programming for students with disabilities will be better aligned to individual student needs resulting in greater gains in student achievement over time.		
Activities	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation
What actions will occur? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Annual Pre-CSE Meetings will take place each year to review individual student needs and anticipated programming needs for the following year. Protocols will be identified and utilized as part of this process to create consistent conversations and planning from year to year.	SEGIS	2011-2012 school year through summer 2012.	SEGIS, PPS Director, MS Principal, and MS faculty.	A written protocol, and schedule are in place by October of each year. Summary notes are maintained each year.

<p>Building principals and PPS Directors will review personnel needs and scheduling plans prior to Annual Reviews given the information collected at the Annual Pre-CSE Meetings. Protocols for these meetings will be identified and utilized to ensure consistency from year to year.</p>	<p>SEGIS, Principals and PPS Directors</p>	<p>2011-2012 school year through summer 2012.</p>	<p>SEGIS, PPS Director, and MS Principal.</p>	<p>A written protocol, and schedule of meetings is in place by November of each year. Summary notes are maintained each year.</p>
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ADD ROWS AS NEEDED

PART 6: USDE/NYSED REQUIRED FORMS

FORM 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Directions: On the chart below indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed for each applicable grade. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 possible components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as poor attendance and inappropriate classroom behavior.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services:
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	
1			N/A	N/A	
2			N/A	N/A	
3			N/A	N/A	
4					
5					
6	16	9	N/A	N/A	5
7	16	11	N/A	N/A	4
8	13	6	N/A	N/A	4
9					
10					
11					
12					

Part B: AIS PROGRAM DESCRIPTIONS

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), record- keeping and assessments used to identify students for beginning and ending services and to measure progress, method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), size of instructional groups and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). Note: Since AIS is a mandated service, schools MUST ensure that students who cannot receive services outside of the school day receive adequate services during the academic day.
ELA:	Student/Teacher Ratio: 10:1 maximum (smaller groups are provided whenever possible) Students receive ELA AIS for 10, 20 or 40 weeks during the school day for 20 to 40 minute sessions. Record keeping is maintained through SchoolTool. Students are identified for AIS based on the NYS ELA assessments and screening results, which are given three times annually. Students are removed from AIS through scoring a 3 or 4 on the NYS ELA Assessment or through teacher recommendation. Grade 6-8 students receive additional instruction that is designed to respond to student needs as indicated through state assessment results. This instruction focuses on the trends or areas of ELA standards that are identified as gaps for individual students. Students are provided with the New York State Program Coach Empire Edition workbook to support AIS instruction.
Mathematics:	Student/Teacher Ratio: 10:1 maximum (smaller groups are provided whenever possible) Students receive Math AIS for 10, 20 or 40 weeks during the school day for 20 to 40 minute sessions. Record keeping is maintained through SchoolTool. Students are identified for AIS based on the NYS Math assessments and screening results, which are given three times annually. Students are removed from AIS through scoring a 3 or 4 on the NYS Math Assessment or through teacher recommendation. Grade 6-8 students receive additional instruction that is designed to respond to student needs as indicated through the NYS assessment results. This instruction focuses on the trends or areas of math standards that are identified as gaps for individual students. Students are provided with the New York State Program Coach Empire Edition workbook to support AIS instruction.
Science:	
Social Studies:	
At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker)	Student/Teacher Ratio: 10:1 maximum, Students meet every other day for 10, 20 or 40 weeks depending on need for 20 or 40 minute sessions. Record keeping is maintained through School Tool. Students are identified based on retention within a grade or teacher recommendation. Students are supported in homework completion, organization, study skills and motivation.

At-risk Services for Attendance-and/or Drop Out-related Issues	
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FORM 2: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS AND TARGETED ASSISTANCE SCHOOLS

All Title I Schoolwide Program (SWP) schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school implement a comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State academic content and student academic achievement standards?

Our School Quality Review Team went through an extensive review of student performance data as a process to identify areas of future focus for the Comprehensive Educational Plan. Through the Action Plan on page 20 we will create a culture, process and protocols for the implementation of Data Driven Instruction. All faculty will be expected to review student performance data and create improvement plans for our at-risk students as part of this process.

2. How will the school implement schoolwide reform strategies that:

a) Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.

See pages 18 through 25 for areas of focus for the next several years.

Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**

We provide AIS instruction to all students who are not performing at grade-level as demonstrated through three screenings each year. Additionally we provide after school help and homework center for students in need of additional support.

- **Help provide an enriched and accelerated curriculum.**

Greenville students are able to participate in Accelerated Math in grades 7 and 8, Honors ELA in grades 7 and 8, Foreign Language in grades 7 and 8 and we also have a compacted 4/5 math program that continues to accelerate our students in math.

- **Meet the educational needs of historically underserved populations.**

SES services will be provided to all students meeting the criteria, extra help is provided through AIS and our after school program. Additionally we provide support for families through our PPS Resource List.

- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and those that are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**

The K-12 Rtl program will provide a consistent approach to identifying students who are at-risk as early as possible. Records will be maintained electronically and reviewed on a regular basis by both faculty and administration. The Data Driven Instructional approach as described on page 20 will support this work. We currently offer a mentoring program to our students, AIS services, after school help, Guidance support services, and Responsive Classroom.

- **Are consistent with and are designed to implement State and local improvement, if any?**

The implementation of The Continuum of Literacy Learning by Fountas and Pinnell, the use of the Fountas and Pinnell Benchmark Assessment system, the implementation of the Singapore Math Program, adopting The Common Core State Standards, and Regional Curriculum Mapping of the Common Core are all structured to implement improvement.

3. How will the school implement Instruction by highly qualified staff?

As per BEDS information, all staff are highly qualified.

4. How will the school implement high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards?

By the GFA contract all teachers are required to attend 21 hours of professional development each year. GCS faculty have participated in Questar III Regional curriculum mapping initiatives, we are utilizing our Race to the Top funds through BOCES which provides 10 ½ days of staff development each year, our administrators are also receiving APPR training through Questar III. We currently offer a 5 year Mentor Program with a full-time Mentor teacher. We currently support our work through various K-12 district-level committees including the Professional Practices Committee, Quality Education Committee, and the Inquiry Team.

5. How will the school implement strategies to attract high-quality, highly qualified teachers to high-need schools?

The district currently utilizes OLAS, the Online Application System for Educators to post positions and we have implemented the use of hiring rubrics when selecting highly qualified teachers.

6. How will the school implement strategies to increase parental involvement through means such as family literacy services?

We are developing a Pre-Kindergarten family night to introduce our families to literacy expectations at school as well as modeling literacy activities that parents can replicate at home. It is our hope to provide each family in attendance with books to keep as well as manipulatives. Additionally, we provide parent training during our PTA meetings.

7. How will the school implement plans for assisting preschool children in the transition from early childhood programs?

In addition to the responses under the above number 6, we are also planning a pre-school provider night to share pre-kindergarten standards within The Common Core State Standards.

8. How will the school implement measures to include teachers in the decisions regarding the use of academic assessments in order to provide them information and improve the achievement of individual students and the overall instructional program?

We currently have faculty participate on a number of both building-level and district-level committees including the Building Level Teams, Quality Education Committee, Professional Practices Committee, the Response to Intervention Research Group, the K-12 Literacy Research Group.

9. How will the school implement activities to ensure that students who experience difficulty mastering the proficient and or advanced levels of the academic achievement standards are provided with effective, timely additional assistance? The additional assistance must include measures to ensure that students' difficulties are identified promptly and to provide sufficient information on which to base effective assistance?

The implementation of the K-12 RtI Program, AIS, and Data Driven Instruction Program. Additionally classroom teachers will regularly assess students through running records.

10. How will the school implement coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training?

Greenville Middle School makes every effort to utilize federal, state and local services to enhance our programs. In support of a strong literacy program, we are implementing The Continuum of Literacy Learning in grades 6 through 8. Student who struggle receive direct AIS instruction and students who are identified with specific reading deficits receive instruction utilizing the Wilson Program. The school uses Project Wisdom as a character education program supporting students making good choices. The district offers a robust continuing education program for local adults who seek to participate in life-long educational services.

All Targeted Assistance schools must complete this section of the form.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, refer to the page numbers where the response can be found.

1. How will the school use program resources to help participating students meet the State standards?

Supplemental Educational Services will be provided to all eligible students utilizing Title I money. We continue to participate in Questar III Regional Curriculum Mapping to provide an aligned curriculum for all students, and will then complete goal 3.7, Identification of power standards and application across the curriculum for The Common Core Standards. All other goals under Part 3 address this question, including providing early interventions, the use of data and protocols to identify students in need of interventions, improving writing instruction and consistent evaluation of that writing instruction and explicit literacy instruction that is research-based for our special education students.

2. How will the school ensure that planning for students served under this program is incorporated into existing school planning?

Through the use of information found within Part 3, each activity has an identified strategy to monitor the implementation. Additionally the School Quality Review Team will meet regularly to monitor the progress of the CEP and our District Cabinet Team will monitor the progress of the CEP each month.

3. How will the school use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Greenville Middle School provides AIS instruction to all students who are not performing at grade-level as demonstrated through three screenings each year. Additionally we provide after school help and homework center for students in need of additional support.

b. Help provide an accelerated, high quality curriculum, including applied learning; and

Greenville students are able to participate in Accelerated Math in grades 7 and 8, Honors ELA in grades 7 and 8, Foreign Language in grades 7 and 8 and we also have a compacted 4/5 math program that continues to accelerate our students in math.

c. Minimize removing children from the regular classroom during regular school hours;

All AIS instruction and Tier II interventions are outside periods of instruction with students attending all core courses in addition to these interventions. Additionally students participate in extra help after school and attend the Homework Center for additional support.

4. Coordinate with and support the regular educational program;

Our efforts throughout the School Quality Review Process have been to make larger connections to our entire student population regarding all our goals and initiatives. We have specific areas regarding Students with Disabilities and Title 1 students, however every effort has been made to create strategies within the CEP that will improve instruction for all students.

5. Provide instruction by highly qualified teachers;

As per BEDS information, all staff are highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff;

By the GFA contract all teachers are required to attend 21 hours of professional development each year. GCS faculty have participated in Questar III Regional curriculum mapping initiatives, we are utilizing our Race to the Top funds through BOCES which provides 10 ½ days of staff development each year, our administrators are also receiving APPR training through Questar III. We currently offer a 5 year Mentor Program with a full-time Mentor teacher. We currently support our work through various K-12 district-level committees including the Professional Practices Committee, Quality Education Committee, and the Inquiry Team.

7. Provide strategies to increase parental involvement; and

We are developing a Pre-Kindergarten family night to introduce our families to literacy expectations at school as well as modeling literacy activities that parents can replicate at home. It is our hope to provide each family in attendance with books to keep as well as manipulatives. Additionally, we provide parent training during our PTA meetings.

8. Coordinate and integrate Federal, State and local services and programs.

In addition to all information in Question #10 on page 5, GCS Middle School works to maximize learning prior to the entrance of Kindergarten. UPK allocations are used to provide a developmentally appropriate pre-kindergarten experience for children, and GCSD personnel create opportunities to collaborate with UPK and local pre-kindergarten providers on a regular basis. Planning is focused on supporting UPK and local pre-kindergarten providers in their ability to offer a curriculum that is aligned with the Common Core Learning Standards. GCSD is currently developing an intervention program for students who are considered at-risk of learning and behavioral difficulties.

FORM 3: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT INVOLVEMENT POLICY, PER THE FOLLOWING REGULATION:

Each school that receives Title I, Part A funds must develop a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). This policy must be developed jointly with parents of Title I students and distributed to all parents. The policy must establish the school's expectations for parental involvement and describe how the school will implement specific parental involvement activities. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part B: School-Parent Compact

ATTACH A COPY OF THIS SCHOOL'S SCHOOL PARENT COMPACT, PER THE FOLLOWING REGULATION.

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well as those that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

FORM 4: PROFESSIONAL DEVELOPMENT SET-ASIDE FOR ALL NCLB/SED SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT

For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information:

2011-12 anticipated Title I allocation (From the district Consolidated Application Supplement) = \$_____ ; 10% of Title I allocation = \$_____.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

As a Basic, Year 1 Improvement school we are not required to allocate 10% of our Title 1 money for professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Greenville Central School District provides a five-year mentor teacher program as well as a full-time mentor teacher to support our newest faculty within the classroom as well as through a series of workshops and professional development activities throughout each year.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter was sent home to families and is currently located on our website. The link titled "Supplemental Educational Services" also provides information to families regarding SES services for those who are eligible.

Greenville Central School District
Board of Education
PROPOSED AGENDA
Workshop
Saturday
January 28, 2012

10:00 a.m.

MS/HS Library Media Center

- ✓ = *Board action is expected.*
Information noted in italics is provided as reference and/or background for the Board of Education on the particular matter or item.

I. Call to Order by President Wilton Bear, Jr.

- A. Flag Salute and Pledge of Allegiance**
- B. Roll call and quorum check**
- C. Introduction and welcome of visitors**
- D. Fire evacuation procedures**

✓ **II. Approval of Agenda**

III. Discussion

- A. Town Comprehensive Planning**
- B. Shared Services for School Districts~CASDA study**
- C. Property Tax Cap**
- D. State Aid~The Statewide School Finance Consortium**

V. Adjournment

Greenville Central School District 2011-2012 School Calendar

S	M	T	W	TH	F	S
<i>July 2011</i>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	TH	F	S
<i>August 2011</i>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	TH	F	S
<i>September 2011</i>						
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	

S	M	T	W	TH	F	S
<i>October 2011</i>						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	TH	F	S
<i>November 2011</i>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	TH	F	S
<i>December 2011</i>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	TH	F	S
<i>January 2012</i>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	TH	F	S
<i>February 2012</i>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

S	M	T	W	TH	F	S
<i>March 2012</i>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	TH	F	S
<i>April 2012</i>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	TH	F	S
<i>May 2012</i>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	TH	F	S
<i>June 2012</i>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July	
August	
September 6	Superintendent's Conference Day
September 7	Classes Begin
October 10	Columbus Day
October 21	Superintendent's Conference Day
November 11	Veterans' Day
November 23-25	Thanksgiving Recess
December 26 – January 2	Holiday Recess
January 3	Classes Resume
January 16	Martin Luther King, Jr. Day
January 24 – 27	Regents Testing
February 20 – 24	Winter Recess
February 27	Classes Resume
March 16	Superintendent's Conference Day
April 9 – 13	Spring Recess
April 16	Classes Resume
May 28	Memorial Day
June 13 – 22	Regents Testing
June 22	Superintendent's Conference Day

Month	Days
September	18
October	19
November	18
December	17
January	20
February	16
March	21
April	16
May	22
June	15
Total Student Days	182
Staff Development Days	4
TOTAL DAYS	186

SATURDAY MORNING WORKSHOP SERIES

- Board Members
- Business Officials
- Superintendents

FUTURE WORKSHOP

SESSION:

Saturday, March 3

Instructional Programming:

General Instruction/CTE/Online Learning

*Light Breakfast 8:30-9AM
Program 9AM-NOON*

Questar III Conference Center
10 Empire State Boulevard
Castleton, New York 12033

*Please RSVP to Robin Emanatian at 518.479.6882
or email remanatian@questar.org to let us know
who from your district will be attending.*



QUESTAR III

PUTTING STUDENTS FIRST

January 19, 2012

James N. Baldwin
District Superintendent

Robert H. Gibson
President

Donald Kiene
Vice President

Edmund Brooks

Joseph Garland

John Hill

James Keegan

Edna Knabbe

Erin Loffredo

Marilyn Noonan

Carol Orvis

Paul Puccio

Dear Component Board Members:

On behalf of the Board, administration and staff at Questar III, we extend best wishes for the New Year. 2012 promises to be a very challenging year for public schools throughout the State and our Region.

As we have been working with board members, superintendents and staff throughout our component school districts there have been many questions raised about the various programs and services that are provided by Questar III either directly or through cross-contracts with other BOCES in the State.

These questions become more urgent as districts struggle to contain costs and to maximize state aid. One way to maximize state aid is to make sure that you are taking advantage of the incentives the State provides to school districts joining together to achieve cost savings and build regional capacity through use of BOCES programs and services.


In our region, BOCES Aid ratios for component school districts range from 36% to 77.9%. Using BOCES programs and services can often lead to significant out-of-pocket savings and additional state aid for BOCES component school districts.

In an effort to assist you through the upcoming budget development process we are enclosing a description of BOCES and the cooperative service agreement (co-ser process) as well as a listing of all of the programs and services provided by Questar III. These range from our Career Technical Education Programs to our expanding Health and Safety and Communications Services and a growing number of business support services for school districts.

Please review this information and discuss it with your superintendents. We would be happy to answer any questions you have about our programs and services and we would be happy to visit with you at a board meeting or workshop to provide additional information. Additional information is also available at our website at www.questar.org.

Your participation in our Saturday Morning Board, Superintendent, Business Official sessions about cooperative programs and services has been especially strong this year and we remain committed to working with our component boards of education and superintendents to respond to the needs of our school districts and their students. At a time when resources from state and federal sources are expected to be static at best, we must work together to build our regional capacity to provide for high quality educational opportunity as efficiently and effectively as possible.

Yours truly,



James N. Baldwin



Robert H. Gibson



BOCES services are created when two or more districts determine they have similar needs that can be met by a shared program. BOCES help districts save money by providing opportunities to pool resources and share costs.

How do districts purchase services?

All services and programs (except for administration and rent) must be requested, in writing, each year. Therefore, school districts only pay for requested services.

Prior to providing any service, Questar III must receive the approval of the Commissioner of Education through the submission of a proposed programmatic/financial operating plan for each service, known formally as a Cooperative Service Request or CoSer.

Every spring, each local board has the option to increase, renew or cancel any service. Through this process, local school boards, who are Questar III's customers, control approximately 90 percent of Questar III's general fund budget.

Questar III and component districts enter into formal contracts through its final service request (FSR) process. Specified in each contract are the number and types of services to be furnished by the BOCES, the number of people to be served, and the amount to be paid to the BOCES.

How are BOCES services paid for?

Questar III has no taxing authority. It is funded by the school districts forming the cooperative. Except for the administrative and capital budgets, which are based on each district's enrollment, most BOCES revenue comes from the purchase of programs and services. School districts pay only for the specific services they request and use.

What is BOCES Aid?

As an incentive to cooperate and share resources, the state provides BOCES aid to partially reimburse districts for shared services. Aid is distributed to districts based on a state approved formula. BOCES aid for Questar III districts range from 36 to 78 percent.

How does BOCES Aid work?

Each district's board selects BOCES services for the current year. In the following school year, BOCES aid is calculated for each individual component district. A portion of the cost of BOCES services is returned to the district by the state. The amount returned depends on which services the district buys.

Education Law does not permit a BOCES to carry fund balances into future years. Consequently, Questar III must return any funds that it has collected and not expended in the delivery of services during the following year to each district that participated in the service.

Are there restrictions on BOCES Aid?

Each service must be provided to two or more districts to be considered a shared service, a requirement for aid eligibility.

Services must meet the following criteria to be eligible for aid:

- A single district is limited to aid on 0.6 FTE (or 60 percent of a person's time).
- The program must be shared by two or more districts and BOCES.
- Salaries of service providers are aidable up to \$30,000.

Salaries over \$30,000, third party contracts and consumable goods are not aidable.

What is considered an aidable service?

Eligible services include career and technical education (CTE), itinerant teacher services (i.e., occupational therapy, physical therapy, speech therapy), professional development, technology services, public information, state aid planning, health and safety, and cross contracts with other BOCES.

What is considered unaidable?

Questar III special education services do not earn BOCES aid for local districts, but local districts do receive Public High Cost Aid to offset some of the costs of special education. Also, some expenses within services may not be aided.

Certain expenses do not qualify for BOCES aid. This includes student transportation (districts receive Transportation Aid), pre-kindergarten, and services funded from other sources such as grants and adult education.

BOCES may provide services for which no state aid is claimed, however, the Commissioner's approval is required. This includes internal auditing.

Does the BOCES budget differ from school district budgets?

Yes. The most noticeable difference is that a BOCES budget is actually a collection of several independent budgets (the organization offers more than 275 separate services). Another difference is that most BOCES budgets are strictly revenue-based. That is, they are governed by the revenue generated rather than predetermined expenditures. As a result, final program budgets depend upon service requests from districts. Program budgets are adjusted as enrollments or district participation varies in that service.

What are cross contracts?

The 37 BOCES located throughout New York State offer a variety of programs, some of which are not directly available through Questar III. Service cost is determined by the BOCES delivering the service – Questar III charges no coordination fee for these services. Completion of a Request for Cross Contract Form and the approval of the BOCES District Superintendent are required prior to initiation of any cross contract.

Some examples include technology services from the Northeast Regional Information Center (NERIC) which is located at Capital Region BOCES, policy development services located at Erie 1 BOCES and Questar III's State Aid & Financial Planning Service and GASB 45 actuarial services.

Programs & Services Available to School Districts through Questar III BOCES

GENERAL, CAREER & TECHNICAL EDUCATION

Center-based Career and Technical Programs

Half-day junior and senior year career technical programs with opportunity for college credit:

- Academy for Information Technology (AIT) I & II
- Automotive Technologies I & II
- Aviation I & II
- Aviation Maintenance Technology I & II
- Certified Nurse Aide
- Construction Technologies I & II
- Cosmetology I & II
- Criminal Justice I & II
- Culinary Arts I & II
- Green Technologies & Renewable Energy
- Health and Emergency Medical Careers
- Heating, Ventilation, Air Conditioning, Refrigeration I & II
- Mechanical Technology I & II
- Welding/Metal Fabrication I/Welding/Machine Tool II

New Visions

Half-day senior year career exploration with college credit:

- Science, Technology, Engineering & Math (STEM)
- Scientific Research & World Health
- Visual & Performing Arts

Tech Valley High School

Comprehensive, full-time, project and tech-based high school program with college credit.

Center-based Career Studies Programs

Half-day junior and senior year career and technical programs for students with special needs:

- Automotive Services I & II
- Building Trades
- Career Exploration
- Hotel & Lodging/START
- Introduction to Employment
- Introduction to Food Services

SPECIAL EDUCATION SERVICES

Classroom Programs

- Special Education Placement 4:1:2 CO-SER 240.01
- Special Education Placement 8:1:2 CO-SER 240.02
- Deaf/Heard of Hearing (DHH) CO-SER 240.03
- Special Education Placement 6:1:1 CO-SER 230.01
- Special Education Placement 6:1:2 CO-SER 230.02
- Special Education Placement 12:1:2 CO-SER 230.03

Itinerant Services

- Adaptive Physical Education Teacher CO-SER 311.020
- Consultant Teacher CO-SER 331.010
- Occupational Therapy CO-SER 325.010
- Orientation & Mobility CO-SER 321.030
- Physical Therapy CO-SER 324.010
- School Psychologist CO-SER 313.020
- School Social Worker CO-SER 314.020
- Speech and Language Pathologist CO-SER 323.010
- Speech Pathologist Supervisor CO-SER 320.010
- Teacher of the Blind/Visually Impaired CO-SER 321.010
- Teacher of the Deaf CO-SER 322.010
- Transition Coordinator CO-SER 525.011

Related Services

- Applied Behavioral Analysis CO-SER 731.020
- Individual Teaching Assistant CO-SER 734.010
- Individual LPN CO-SER 734.020
- Individual AIDE CO-SER 734.030
- Music Therapy CO-SER 741.010
- Occupational Therapy CO-SER 733.010
- Orientation & Mobility CO-SER 736.030
- Physical Therapy CO-SER 732.010
- School Social Worker CO-SER 738.010
- School Social Worker - Family Support CO-SER 738.020
- Speech and Language Pathologist CO-SER 731.010
- Teacher of the Blind/Visually Impaired CO-SER 736.010
- Teacher of the Deaf CO-SER 737.010

GENERAL EDUCATION SERVICES

Alternative Education

- Academic Program. with Career & Technical Education CO-SER 441.040
- ALP Half Day for Seniors CO-SER 441.050
- High School Equivalency Program (GED) CO-SER 427.010
- High School Equivalency Program (GED) for students with disabilities CO-SER 427.012
- Program Alternative to School Suspension (PASS) CO-SER 441.020
- Summer School Program CO-SER 435.010

Enrichment Programs

- Exploratory Enrichment Programs CO-SER 412.010
- Cultural and Performing Arts Programs CO-SER 420.020
- Odyssey of the Mind CO-SER 503.010

Early Childhood Education

- Targeted Pre-kindergarten Program CO-SER 426.010
- Universal Pre-kindergarten Program CO-SER 426.020

Instruction

- Center-based Academics for Credit CO-SER 436.020
- Center-based Academics for half Credit CO-SER 436.021

Itinerant Instruction

- Physical Education CO-SER 311.010
- School Psychologist CO-SER 313.010
- School Social Worker CO-SER 314.010
- Speech Improvement (General Population) CO-SER 312.010
- Teacher of English for Speakers of Other Languages CO-SER 357.010

Evaluation Services

- ESOL Evaluation CO-SER 357.020

DISTRICT SUPPORT SERVICES

Business and Management

- Asset Management & Appraisals CO-SER 609.090
- Coordination for Workers Compensation Consortium CO-SER 680.040
- Cooperative Bidding CO-SER 650.010
- GASB 45 Planning and Implementation Services CO-SER 625.010
- Grant Writer CO-SER 523.020
- Health Insurance Consultant CO-SER 680.010
- Internal Auditing
- State Aid and Financial Planning Service CO-SER 621.010
- State Aid Planning – MISC Service CO-SER 621.030
- Specialized Certification Support Program CO-SER 630.010

Communications

- Communications Coordinator Service CO-SER 375.010
- Communications Service: Layout and Design CO-SER 613.010
- Communications Service: Printing CO-SER 613.020
- Communications Service: Web Site Design and Management CO-SER 613.011

Curriculum/Planning

- Home Instruction (Schooling) Review Service CO-SER 518.010

Health and Safety

- AED CPR Training CO-SER 609.012
- Backflow Prevention Survey and Inspection (BPSI) CO-SER 609.065

- Base Health, Safety and Risk Management Services CO-SER 609.011
- Building Inspection Service CO-SER 609.041
- Chemical Hygiene Program CO-SER 609.030
- Emergency Notification System CO-SER 609.071
- Environmental Services - Asbestos management CO-SER 609.020
- Environmental Services - Laboratory services CO-SER 609.021
- Fire Inspection System CO-SER 609.040
- Fire Systems Service CO-SER 609.060
- Health, Safety and Risk Management CO-SER 609.010
- Identification Badges -CO-SER 609.082
- Online Training -CO-SER 609.013
- Shared Facilities Director (pending SED approval)
- Training Half Day -CO-SER 609.010

Legal/Labor Relations

- Hearing Officer CO-SER 616.041
- Legal Research CO-SER 622.020

Library

- Coordinated Cooperative Collection Development (CCCD) CO-SER 514.010
- Itinerant Librarian CO-SER 315.010
- Library Automation Service CO-SER 516.010
- Multimedia Library CO-SER 511.020
- Library Automation/Equipment/Software/Costs/Training, Phase II CO-SER 516.020
- Library Automation/Equipment/Software/Costs/Training, Phase III CO-SER 516.020

Professional Staff Development

- Comprehensive District Educational Plan (CDEP) CO-SER 522.060
- English Language Arts Regional Scoring Grades 3-8 CO-SER 522.011
- Improving Student Achievement Through Coordinated Supports (ISACS) CO-SER 522.015
- Mathematics Regional Scoring Grades 3-8 CO-SER 522.012
- Materials and Resource Center CO-SER 520.010
- Model Schools Program CO-SER 519.070
- NCLB Supplemental Educational Services (SES) CO-SER 417.010
- New York State Alternative Assessment Regional Scoring CO-SER 522.016
- Principal Coaching CO-SER 522.017
- Regional Scoring Science Grades 4 and 8 CO-SER 522.013
- Staff Development Department partnership offerings. CO-SER 522.014
- SAVE Violence Prevention Training CO-SER 522.010
- Ongoing Embedded Staff Development CO-SER 522.010
- Program Grant, Evaluation and Consulting CO-SER 522.010

Non-instructional Staff Development

- School Bus Drivers, Monitors and Attendants Training CO-SER 614.010

Data Analysis

- Data Coordinator/Analyst CO-SER 523.011
- MIS General Consulting (GC) CO-SER 523.052
- System Analysis & Integration CO-SER 523.053
- Data Analysis Service Bundle CO-SER 523.010

- Strategic Planning (Other Planning Services) CO-SER 522.020
- Strategic Planning (Demographic Analysis) CO-SER 522.025

Technology

- Blackboard CO-SER 450.040
- Online Learning *CO-SER 450.050*
- Information Technology Service—Network Systems Engineer CO-SER 534.010
- Network Assessment and Technology Planning CO-SER 534.031
- Two-Way Full Motion Distance Learning Network CO-SER 450.030

Substitute Calling/Reporting

- Substitute Calling/Reporting Service CO-SER 615.010
- Sub Finder Services CO-SER 615.011

Textbook Coordination for Nonpublic Schools

- Textbook Coordination for Nonpublic Schools CO-SER 611.010

On-Line Application System (OLAS)

- OLAS CO-SER 690.490

Briefing for Chancellor Merryl H. Tisch and Commissioner John B. King

Meeting with Superintendents of Schools from the Questar III BOCES region (Rensselaer, Columbia and Greene Counties)

LOGISTICAL DETAILS

Date: January 27, 2012

Location: Regents Room, New York State Education Department, Albany, NY

Start Time: 10 a.m.

End Time: no later than 11:30 a.m.

Projected Attendance: Regents Chancellor Merryl H. Tisch, Commissioner John B. King, Questar III District Superintendent James N. Baldwin, superintendents from Rensselaer, Columbia, Greene counties.

Prepared By: James N. Baldwin, jbdawlin@questar.org, 518-479-6882 / 518-269-0512.

Topics / Questions (Talking Points Below):

1. Overview of Questar III BOCES region
2. Fiscal Condition of School Districts
3. Instructional Implications of Fiscal Crisis
4. The Regents Reform Agenda in Jeopardy?
5. Local, Regional Efforts and Their Limitations

Attachments:

1) Recent news articles; 2) Enrollment, poverty trends; 3) Achievement data; 4) Accountability status; 5) District size; 6) State aid distribution, 2008-09 to present

ISSUE BACKGROUND

Overview of the Questar III BOCES region

The Questar III supervisory region includes 23 school districts (22 components, 1 non-component). Covering 1,592 square miles, the region consists of rural, suburban and urban communities extending from the Vermont, Massachusetts and Connecticut borders to the east and the Catskill Mountains to the west.

Districts range from a one-room school house serving 20 K-1 students in N. Greenbush to school systems serving thousands of students. While the majority of districts are average needs/resource capacity, 4 districts are classified as high needs/resource capacity (Hudson, Lansingburgh, Rensselaer and Troy).

Poverty

Overall, 31.3% of the region's students were eligible for free or reduced lunch in 2009-10. This figure ranged from 0 to 100% due to 2 unique settings. North Greenbush is a small, wealthy suburban district that serves two grades and tuitions grades 2-12 to neighboring districts while Berkshire, a special act public school that does not receive state aid or funding from the area tax base, had 100% eligible.

In the other districts, the percentage of students eligible for free/reduced lunch ranged from 11.4% (Averill Park) to 65.6% (Troy). Overall, 19 districts had a fifth of its student population eligible (including 7 that

had 40% or more). The number of students eligible for free/reduced lunch in Troy (2,569) exceeded the total student enrollment of 20 other districts in the region.

Declining enrollment

In the past 6 years, the region has experienced an overall 9.78% decrease in student enrollment, or the loss of 3,812 students. Every district experienced a decrease, ranging from a decline of 2 students to the loss of hundreds of students.

In Rensselaer County, Troy lost 834 students (17.5% decline) while Berlin and Wynantskill both experienced a decline of more than 15%. In Columbia County, every district saw a double-digit decline including Berkshire (68%), Chatham (16.4%), New Lebanon (19.2%) and Taconic Hills (17.3%). In Greene County, the decline ranged from 4% in Coxsackie-Athens to 17.5% in Cairo-Durham. The decline in Catskill would have been larger if the district had not started a pre-K program (which added 198 students to the total count).

School districts were created decades ago as part of an effort to centralize dozens of other smaller entities. While consolidation/merger is being touted as a possible solution to the financial issues facing our schools, it should be noted that opportunities to merge neighboring districts (or consolidate services) may be limited to financial and political constraints, geography and the desire for communities to maintain its character. School districts range from 3 square miles in size to more than 200 square miles.

Fiscal Condition of School Districts

The state's fiscal crisis, property tax levy cap, end of federal stimulus funding, lack of mandate relief, Regents Reform Agenda, APPR, escalating health insurance and pension costs, legacy costs, and the overall sluggish recovery of our economy is making it increasingly difficult for the region's districts to deliver on the promise of a high quality education. For some, it will be impossible to provide a "sound, basic education" in future years without drastic changes to their structure, operations, boundaries or programs/services.

Over the past four years, school districts across our region have seen promised increases in state aid from the CFE lawsuit wiped out due to the state's financial difficulties and a Gap Elimination Adjustment (GEA) formula now part of permanent law. It should be noted that the 2012-2013 budget proposal is not the first difficult budget schools have faced, but it is the first time they're facing the property tax levy cap. Organizations like the Statewide School Finance Consortium and AQE have presented a compelling argument that state aid allocation, along with funding formulas, are inequitable for our districts.

Based on the Executive budget proposal, the region's districts are projected to lose \$32.8 million in state aid since 2008-09. Nineteen of the 21 districts (that receive aid) are receiving less aid than they did during the 2008-09 school year. Hudson, a high-need, small city district, is projected to receive \$628,996 more compared to 2008-09 and Wynantskill, a K-8 district, is projected to receive \$26,621 more.

In recent years, districts have reconfigured their buildings to maximize capacity and efficiencies. Hudson consolidated 4 buildings into 3 while Rensselaer consolidated 3 schools into a centralized K-12 building. Chatham completed a study of its middle school to determine if it will continue in its current configuration. Wynantskill, a K-8 district, completed a planning process last year to look at future options. Germantown, a

K-12 district serving 600 students in one building, projects a \$2 million deficit in two years and is convening a community forum in February to discuss its future.

Declining enrollment, coupled with declining revenues and increasing costs, have forced school closure in some communities. In total, 8 school buildings closed in the past 4 years (2 each in Averill Park, Berlin and Ichabod Crane, and 1 each in Hudson and Troy). While Averill Park leased its building to Questar III, school boards in Berlin, Brunswick, Ichabod Crane and Hudson continue to discuss the future of student-less buildings that serve no instructional purpose, yet continue to cost five-figures in annual costs.

According to the most recent Fiscal Supplement (2008-09), school districts in Columbia County, which have experienced significant enrollment decline, also face higher per-pupil costs compared to other similar districts (average needs). Compared to a statewide average of \$9,645 per pupil in general education, Chatham spent \$10,127, New Lebanon spent \$10,448, Taconic Hills spent \$10,743 and Germantown spent \$11,104. The county school district that had a lower per-pupil cost (Ichabod Crane) closed 2 elementary buildings in 2010 due to financial issues. Likewise, per-pupil costs in Greene County show “poor” districts - Cairo-Durham spent nearly \$1,000 less per pupil compared to other similar districts.

Despite numerous commissions, reports, lawsuits and court rulings over the past half century, the state continues to struggle with state aid allocation. This is important because the amount of state aid districts receive often correlates directly with both the quality of education students receive and the magnitude of local property taxes. The recent state aid proposal advanced by the State Board of Regents acknowledges that, at a time when financial resources are strained, we should be acting to achieve equity not compounding inequity that further disadvantages children living in “poor” districts, or the school communities located within our three-county region.

Instructional Implications of Fiscal Crisis

In recent years, our school districts have become increasingly reliant on state aid to meet basic requirements and reductions have disproportionately impacted their students. The fiscal crisis has made it increasingly difficult for school boards and superintendents to meet their legal (and moral) obligation to educate students. Even districts that do not face the prospect of financial insolvency are in danger of becoming “academically bankrupt” school systems that cannot deliver quality programs and services.

Cutting programs, staff

At a time when elected officials have implored schools to simply “cut the fat” in the face of state aid loses, districts have reduced, combined, reconfigured, re-prioritized and eliminated staff positions, enrichment and remedial programs and services over the past 3 years.

While “rich” districts may quibble about whether to continue their elementary foreign language programs, districts in our region have wrestled over whether they can afford basic programs such as kindergarten in recent years – a trend that’s likely to continue unless the state addresses funding equity issues.

The range of cuts varies district to district. However, they include: cutting summer school; reducing high school electives such as Advanced Placement; reducing athletics; eliminating driver education and arts in education; cutting afterschool support; and eliminating late bus runs and consolidating bus stops. Hundreds

of jobs have been lost. Some of our districts have struggled to maintain innovative programs and partnerships such as business incubators, online learning and distance learning.

Graduation rates

Since the 2008-09 school year, high school graduation rates in our region have remained largely static, reflecting a leveling out after a number of years of increases.

- For the 2004 cohort, the region's graduation rate for all students ranged from 8% (Berkshire) to 89% (Averill Park). A total of 4 districts had a graduation rate below the statewide average of 70.9%: Berkshire (8%), Berlin (62%), Hudson (67%) and Rensselaer (68%).
- For the 2005 cohort, the region's graduation rate for all students ranged from 64% (Hudson) to 94% (Chatham). Hudson was the only district that had a rate lower than the statewide average (71.3%).
- For the 2006 cohort, the region's graduation rate for all students ranged from 22% (Berkshire) to 96% (Schodack). In addition to Berkshire, 3 other districts had rates below the statewide average of 73.4 percent. They include Berlin (63%), Hudson (63%) and Lansingburgh (68%).

In the small cities, graduation rates remained static in Hudson and Troy (Rensselaer was the exception, increasing from 68 to 78%). Additionally, graduation rates in Greene County increased slightly, but remain below the 80% range. The exception is Greenville, which increased its graduation rate from 87 to 91%. The graduation rate in Berlin is a concern (less than 65%). Here, only 51% of general education students in the 2006 cohort earned Regents diplomas. This is a district with rural poverty, lacking in extensive resources.

Where the subgroup population is large enough to calculate graduation rates, students with disabilities and economically disadvantaged students show lower graduation rates – another statewide trend that is a concern. In the 2006 cohort, 5 districts (Catskill, Germantown, Hudson, Rensselaer and Troy) had a graduation rate below the statewide average for students with disabilities (44.1%).

Dropout rate

In an age where education and lifelong learning is more important than ever, the plight of our dropouts is concerning. A total of 1,008 students from the 2004-06 cohorts dropped out, or 10.6 percent of students.

2011-2012 accountability status

Three districts were identified as in need of improvement (Hudson, Lansingburgh, Troy) and 19 schools were identified as in improvement status – many of them newly identified. A full listing is available at the end of this briefing.

The Regents Reform Agenda in Jeopardy?

On January 25, 2011, superintendents and educators from our area participated in the Regents Regional Forum on Graduation Requirements at Colonie High School – a conversation that did not address a potential stumbling block with the reform agenda – how to implement wide-ranging, needed changes in the face of significant financial challenges and possible financial ruin for some.

While the Regents have embarked on a broad reform agenda that includes a common curriculum for key academic subjects, new state tests that measure higher level skills and a new evaluation system for teachers and principals, there are already questions about its implementation. In addition to the Governor's proposed

bipartisan commission to propose reforms to the state's education system, the financial conditions of the state, coupled with the property tax levy cap, have put this agenda in jeopardy. Implementation varies district to district and requires an inordinate amount of time to fully implement the reform agenda.

Our School Improvement Office estimate that putting together a curriculum map for a particular grade level's content area takes between 40 to 80 hours. While this challenge is being addressed at a regional level through the BOCES, there is considerable work and fine-tuning required at the local level to just map out what needs to be taught locally.

While some small districts have embraced APPR changes as a way to improve instructional practices, improve student outcomes, and institute greater accountability for student outcomes, there are times where the "accountability" system has to go to 3020-a proceedings and the length and cost of these proceedings has had a disproportionate impact. The 3020-a process is not only expensive, but it is a cumbersome system that puts the interests of adults before students. The current regulations make it time-consuming and impractical to remove an individual the accountability system identifies as a candidate for removal.

To this extent, there is limited financial and administrative capacity in our districts to implement APPR. It is a challenge to schedule and receive the training critical to the proper implementation of this reform item. While the regulations do not require our districts to purchase rubrics or assessments, in practice it is the only practical way they can comply (because they lack the capacity to do it on their own). Again, we have sought to address this issue through a regional approach.

While there are 9 elements that must be addressed for both the teacher and principal evaluator certification, the State Education Department has yet to provide guidance or adoption of the use of the Statewide Instructional Reporting System; considerations in evaluating teachers and principals of English language learners and students with disabilities (relevant to the formula in determining growth measure); and application and use of the student growth percentile model and the value-added growth model. Understandably, the State Education Department is facing financial difficulties, but the lack of guidance and adoption raises concerns in the field about the practicality and viability of this reform initiative.

Local, Regional Efforts and Their Limitations

Districts in the Questar III region continue to explore ways to share services and save money. These range from inter-district collaboration to participation in BOCES services.

With the goal of reducing costs and increasing opportunities for students, Schodack and Ichabod Crane are participating in a reorganization feasibility study.

School boards in Chatham and New Lebanon will review the application for a joint grant to fund a similar study on January 25. However, one of the challenges, if residents in Chatham and New Lebanon were to approve a merger, is this new district would cover a wide geographic area (in fact, Chatham-New Lebanon would become the region's largest district in square mileage).

Over the past several years, school boards and superintendents have met at Questar III as part of a Saturday morning workshop series focused on collaboration. In response to district feedback, our region is developing a central business office (CBO) and shared human resources service. Questar III is also

awaiting the conclusion of 2 ongoing studies related to regional approaches to transportation to decide how to proceed concerning regional transportation services.

Collaboration also expands beyond our BOCES region. We have joined with Capital Region and WSWHE BOCES to develop a centralized labor agreements database. We also developed Tech Valley High School with Capital Region BOCES and partnered with local colleges to implement an “early warning system” for high school students who are at imminent risk of not being college ready.

Other examples of collaboration and cooperation include:

- Averill Park provides bus maintenance service to Rensselaer.
- Catskill and New Lebanon use a BOCES central building office (CBO) service.
- Districts have participated in 7 cooperative bids through the BOCES.
- Districts in Greene County completed a feasibility study for services.
- Three districts in Greene County share a director of special education.
- Districts in Rensselaer County received a \$172,500 grant to study transportation sharing.
- Germantown is looking to share special education director with Catskill. The district is also looking at expanding conversations about its future with its community and neighboring districts.
- Nineteen districts pooled \$1.6 million in Race to the Top funding as part of a cooperative approach with Questar III.
- Schodack and New Lebanon share a transportation supervisor. Schodack's head of buildings and grounds also trained and mentored the new facilities director in Chatham.
- Students participate in 13 state-certified CTE programs that offer integrated academic credit. 97 percent of CTE students graduated (including 91 percent of students classified as special education).
- Twenty-three districts participate in the Rensselaer-Columbia-Greene Health Insurance Trust. This effort has limited rate increases to well below the national trend. The trust is focused on the consolidation of plans and the expansion of its wellness program. These actions are expected to save districts additional millions in the coming years.
- Districts benefit from embedded staff development in mathematics, English language arts and integration of technology, providing support where teachers need it the most.

While districts have sought ways to achieve efficiencies and cost-savings through collaboration, there remain significant political, statutory and regulatory limitations (i.e. districts that participated in the Greene County feasibility study belong to 2 different BOCES and cover wide-ranging geography).

In this regard, our school districts need help from the State Legislature and SED to build an educational system for the 21st century that expands educational opportunity, closes gaps in student achievement, improves educational equity and serves all of our children, regardless of enrollment, income or wealth. In this challenging environment of limited financial support yet increased expectations, it is more important than ever to collaborate, think ‘outside the box’ and develop alternatives to the status quo.

APPENDIX 1: RECENT NEWS ARTICLES ABOUT OUR REGION'S SCHOOLS

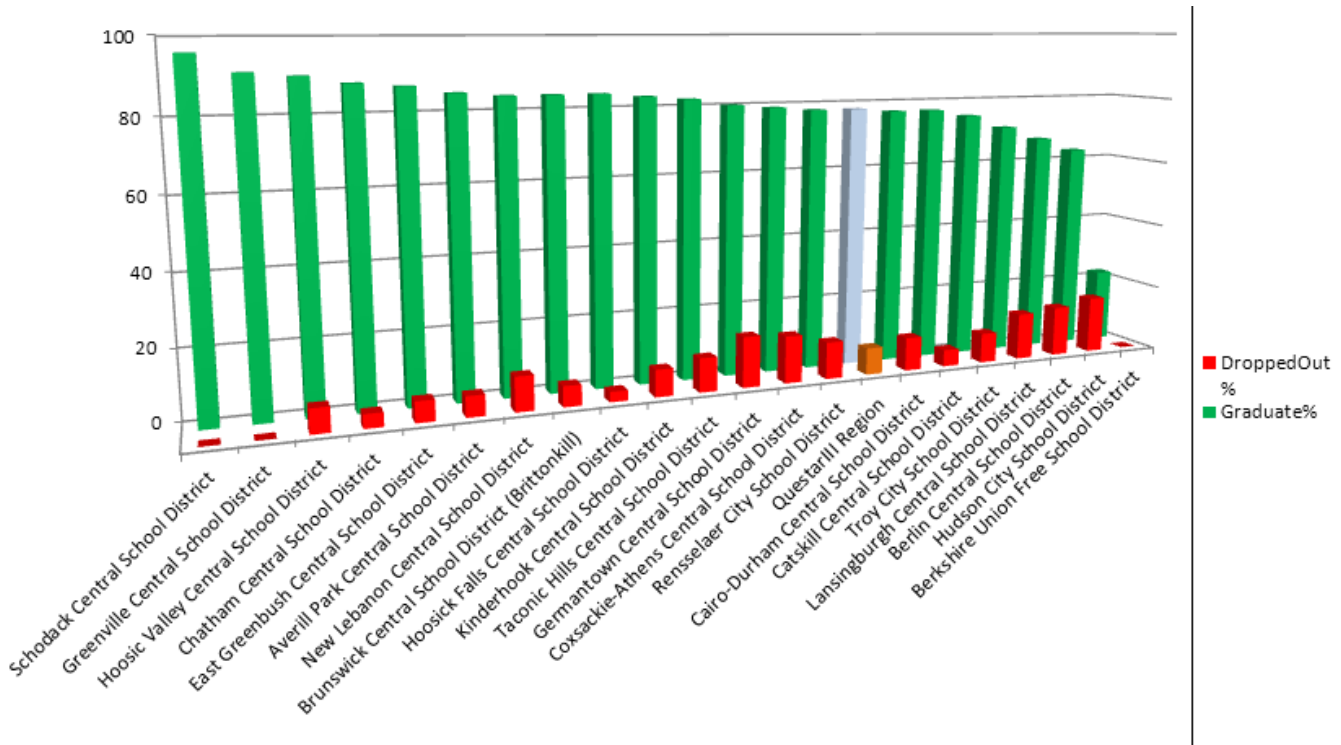
- **Taconic Hills board hears about Regents reform plan – Register Star (January 23, 2012)**
<http://www.registerstar.com/articles/2012/01/23/news/doc4f1ca715907f3973465391.txt>
- **HFCS may opt out of RTTT funding -- Bennington Banner (January 20, 2012)**
http://www.benningtonbanner.com/ci_19787249#.Txwaz0NyY3E.email
- **School aid lament: 'It's not enough' - Times Union (January 19, 2012)**
<http://www.timesunion.com/local/article/School-aid-lament-It-s-not-enough-2617491.php>
- **Superintendent recommends moving 5th grade – Chatham Courier (January 18, 2012)**
http://registerstar.com/articles/2012/01/18/chatham_courier/news/doc4f15f7664c424129897227.txt
- **Chinese teachers, students tour schools – The Daily Mail (January 18, 2012)**
<http://www.thedailymail.net/articles/2012/01/18/news/doc4f166a5d2a505405175050.txt>
- **Fewer miles mean big savings, but drivers take hit – The Columbia Paper (January 17, 2012)**
<http://www.columbiapaper.com/index.php/the-news/2469-by-emilia-teasdale>
- **Choices not easy in school mergers – Times Union (January 14, 2012)**
<http://www.timesunion.com/local/article/Choices-not-easy-in-school-mergers-2521213.php>
- **With budget bleak, district seeks new kinds of input – Register Star (January 13, 2012)**
<http://registerstar.com/articles/2012/01/13/news/doc4f0fb3ce47978209669311.txt>
- **Looking into the future for jobs – Times Union (January 12, 2012)**
<http://www.timesunion.com/business/article/Looking-into-the-future-for-jobs-2474802.php>
- **School financial expert urges 3-year budgets – The Daily Mail (January 5, 2012)**
<http://www.thedailymail.net/articles/2012/01/05/news/doc4f0540d5cc98f954782442.txt>
- **No equity in New York – The Daily Mail/Register Star (January 4, 2012)**
<http://news.questar.org/?p=278>
- **Funds for free, reduced meals decrease while number of students eligible for them increase – The Record (December 28, 2011)**
<http://www.troyrecord.com/articles/2011/12/28/news/doc4efabd2264d7e702178434.txt>
- **More Capital Region pupils touched by poverty – Times Union (November 29, 2011)**
<http://www.timesunion.com/default/article/More-Capital-Region-pupils-touched-by-poverty-2311162.php>
- **Expert explains tax cap to local crowd in Glens Falls – Post-Star (November 29, 2011)**
http://poststar.com/news/local/expert-explains-tax-cap-to-local-crowd-in-glens-falls/article_e8a01c6e-1b07-11e1-abb7-001cc4c002e0.html#ixzz1jw6sR0ZC
- **Number of schools added to state's need to improve list – The Record (November 11, 2011)**
<http://www.troyrecord.com/articles/2011/11/11/news/doc4ebce4a168f6e502095792.txt>
- **Like others, ICC eyes 'one-bell system' – The Columbia Paper (November 6, 2011)**
<http://www.columbiapaper.com/index.php/the-news/2469-by-emilia-teasdale>
- **State says this; feds say that. Schools ask: What? – The Columbia Paper (November 4, 2011)**
<http://www.columbiapaper.com/index.php/the-news/2328-by-emilia-teasdale>
- **ICC, Schodack mull timeline for possible merger – The Columbia Paper (October 18, 2011)**
<http://www.columbiapaper.com/index.php/the-news/2302-by-emilia-teasdale>
- **Chatham, New Leb consider possible merger – The Columbia Paper (October 16, 2011)**
<http://www.columbiapaper.com/index.php/the-news/2299-by-emilia-teasdale>
- **Red Mill School bestowed national blue ribbon award – The Record (September 25, 2011)**
<http://www.troyrecord.com/articles/2011/09/25/news/doc4e7ec2f7a551f940290025.txt>
- **ICC finds ways to restore pre-school program – The Columbia Paper (September 24, 2011)**
<http://www.columbiapaper.com/index.php/the-news/2263-by-emilia-teasdale>

APPENDIX 2: ENROLLMENT, POVERTY TRENDS

Enrollment	2003-04	2007-08	2008-09	2009-10	Pupil Decline	% lost	2009-10 Free Lunch	Reduced Lunch	Free & Reduced
Rensselaer County									
AP	3546	3408	3364	3367	179	5.05%	240	144	384
Berlin	1040	942	889	876	164	15.77%	195	113	308
Brunswick	1416	1365	1377	1352	64	4.52%	119	61	180
EG	4572	4555	4484	4482	90	1.97%	409	299	708
HV	1245	1226	1194	1168	77	6.18%	192	86	278
HF	1249	1273	1258	1238	11	0.88%	345	139	484
Lans	2428	2559	2509	2426	2	0.08%	1067	221	1288
NG	23	23	20	19	4	17.39%	0	0	0
Renss	1046	1007	985	999	47	4.49%	462	123	585
Sch	1197	1118	1093	1078	119	9.94%	102	32	134
Troy	4748	4035	3985	3914	834	17.57%	2087	482	2569
Wyn	400	384	365	331	69	17.25%	30	18	48
Total	22910	21895	21523	21250	1660	7.25%	5248	735	5983
Columbia County									
Berkshire	238	148	87	76	162	68.07%	76	0	76
Chatham	1501	1314	1293	1255	246	16.39%	234	115	349
Germantown	713	638	653	611	102	14.31%	117	35	152
Hudson	2215	2012	1952	1917	298	13.45%	875	217	1092
Kinderhook	2285	2140	2073	1987	298	13.04%	251	110	361
NL	625	539	528	505	120	19.20%	95	55	150
TH	1871	1718	1611	1543	328	17.53%	470	203	673
Total	9448	8509	8197	7894	1554	16.45%	2118	735	2853
Greene County									
C-D	1813	1666	1566	1495	318	17.54%	410	135	545
Catskill	1817	1781	1715	1725	92	5.06%	643	156	799
Cox-Athens	1607	1555	1565	1542	65	4.04%	317	111	428
Greenville	1376	1363	1312	1253	123	8.94%	236	149	385
Total	6613	6365	6158	6015	598	9.04%	1606	551	2157
3-Cty Totals	38971	36769	35878	35159	3812	9.78%	8972	2021	10993

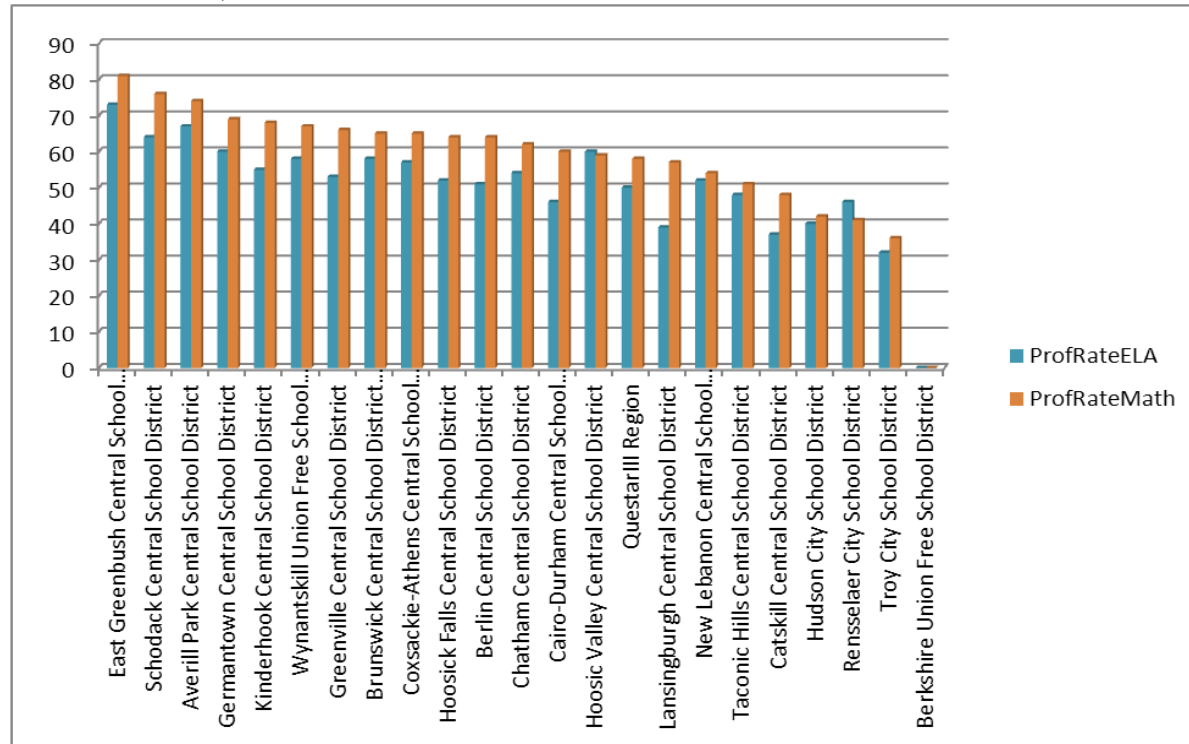
APPENDIX 3: ACHIEVEMENT DATA

Graduation and dropout rates, 2006 cohort



The light blue and orange bar charts represent an average of the districts' graduation and dropout rates.

2010-2011 ELA, math results



APPENDIX 4: ACCOUNTABILITY STATUS

Rensselaer County

1. Howard L Goff School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)
2. Hoosic Valley Middle School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)
3. Hoosick Falls Elementary, School Improvement (year 1) – Basic (Elementary-Middle Level ELA)
4. Knickerbacker MS, Corrective Action (year 2) – Focused Elementary-Middle Level ELA)
5. Carroll Hill School, Improvement (year 1) – Comprehensive (Elementary-Middle Level ELA)
6. PS 2, Improvement (year 1) – Comprehensive (Elementary-Middle Level ELA)
7. W Kenneth Doyle MS, Restructuring (advanced) – Comprehensive Elementary-Middle Level ELA)

Columbia County

8. Chatham Middle School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)
9. Germantown Central School, Improvement (year 1) - Basic (Elementary-Middle Level ELA)
10. Hudson Jr/Sr HS, Improvement (year 1) – Comprehensive (Secondary-Level ELA, Mathematics)
11. Montgomery C Smith Interm., Restructuring (year 1) – Focused (Elementary-Middle Level ELA)
12. Ichabod Crane Middle School, Improvement (year 1) - Basic (Elementary-Middle Level ELA)
13. Taconic Hills Middle School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)

Greene County

14. Cairo-Durham Middle School, Improvement (year 1) – Focused (Elementary-Middle Level ELA)
15. Catskill Elementary School, Improvement (year 2) - Focused (Elementary-Middle Level ELA)
16. Catskill Middle School, Improvement (year 1) – Focused (Elementary-Middle Level ELA)
17. Coxsackie-Athens Middle School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)
18. Greenville Middle School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)
19. Scott M Ellis Elementary School, Improvement (year 1) – Basic (Elementary-Middle Level ELA)

APPENDIX 5: DISTRICT SIZE

District	BEDS	Square Miles			
AVERILL PARK	491302	103.26	HOOSICK FALLS	490501	92.831
BERLIN	490101	161.425	HUDSON	101300	66.91
BRUNSWICK CENT	490202	70.418	ICHABOD CRANE	101401	81.362
CAIRO-DURHAM	190301	117.211	LANSINGBURGH	490601	13.832
CATSKILL	190401	74.584	NEW LEBANON	101601	78.568
CHATHAM	101001	123.631	RENSSELAER	491200	3.255
COXSACKIE ATHENS	190501	65.411	SCHODACK	491501	33.663
EAST GREENBUSH	490301	76.785	TACONIC HILLS	100501	201.963
GERMANTOWN	100902	64.302	TROY	491700	10.706
GREENVILLE	190701	135.785	WYNANTSKILL	490804	3.045
HOOSIC VALLEY	491401	73.085			

	2008-09	2009-10	2010-11			2011-12		Projected 2012-13		Aid difference	
	Total Aid	Total Aid	Total Aid	GEA	Restoration	Net GEA	Total Aid	GEA	Total Aid		GEA
Averill Park	25,779,435	25,310,758	24,982,040	(3,921,369)	1,331,387	(2,589,982)	22,326,387	(4,244,152)	22,956,934	(3,987,618)	\$2,822,501.00
Berlin	9,518,179	9,593,800	8,653,695	(1,478,219)	501,886	(976,333)	7,873,920	(1,768,511)	7,943,460	(1,656,132)	\$1,574,719.00
Brunswick	9,567,599	10,681,685	8,953,379	(1,552,980)	527,269	(1,025,711)	7,847,592	(1,625,915)	8,078,116	(1,532,224)	\$1,489,483.00
Cairo	14,349,374	14,113,396	13,650,801	(2,029,493)	689,055	(1,340,438)	12,129,472	(2,441,235)	12,391,598	(2,277,398)	\$1,957,776.00
Catskill	15,774,477	15,981,947	15,274,753	(1,848,120)	627,475	(1,220,645)	15,104,395	(2,308,312)	15,355,300	(2,152,316)	\$419,177.00
Chatham	6,838,396	6,757,715	6,314,641	(934,211)	317,184	(617,027)	5,823,994	(1,040,366)	6,358,048	(973,902)	\$480,348.00
Coxsackie	9,315,003	9,246,813	8,089,057	(1,300,639)	441,594	(859,045)	7,312,055	(1,572,378)	7,775,837	(1,479,681)	\$1,539,166.00
E. Greenbush	27,895,420	27,864,536	26,021,899	(4,308,721)	1,462,901	(2,845,820)	23,154,682	(4,704,625)	23,801,592	(4,506,844)	\$4,093,828.00
Germantown	5,059,859	5,193,750	4,649,325	(602,472)	204,551	(397,921)	4,342,520	(665,815)	4,335,796	(630,400)	\$724,063.00
Greenville	11,397,876	11,500,563	10,260,686	(1,383,816)	469,834	(913,982)	9,506,309	(1,620,679)	9,650,403	(1,486,506)	\$1,747,473.00
Hoosic Valley	10,053,164	11,543,429	9,947,435	(1,910,752)	648,740	(1,262,012)	9,068,953	(1,962,248)	9,604,281	(1,837,149)	\$448,883.00
Hoosick Falls	10,699,490	11,359,940	10,419,747	(1,721,492)	584,482	(1,137,010)	9,524,693	(2,210,525)	9,784,003	(2,027,264)	\$915,487.00
Hudson City	19,088,228	21,769,322	20,381,434	(2,057,091)	698,425	(1,358,666)	19,182,947	(2,666,803)	19,717,224	(2,466,100)	-\$628,996.00
Kinderhook	14,640,492	14,525,760	12,416,017	(2,456,506)	834,035	(1,622,471)	11,598,805	(2,719,480)	11,553,893	(2,594,148)	\$3,086,599.00
Lansingburgh	23,863,557	24,289,366	22,705,976	(1,908,012)	647,810	(1,260,202)	22,340,003	(2,486,883)	22,861,625	(2,111,492)	\$1,001,932.00
New Lebanon	3,913,758	3,899,716	3,400,267	(382,254)	129,783	(252,471)	3,169,335	(408,176)	3,317,167	(381,275)	\$596,591.00
Rensselaer	13,599,925	11,435,349	10,656,086	(1,112,915)	377,858	(735,057)	10,198,636	(1,395,831)	10,457,872	(1,267,211)	\$3,142,053.00
Schodack	8,408,315	8,613,173	7,436,152	(1,136,336)	385,809	(750,527)	6,538,459	(1,419,006)	6,814,922	(1,351,604)	\$1,593,393.00
Taconic Hills	11,379,706	11,205,690	9,561,989	(1,769,113)	600,651	(1,168,462)	9,746,126	(1,286,868)	10,263,976	(1,194,221)	\$1,115,730.00
Troy	52,292,935	52,522,622	49,059,164	(4,603,683)	1,563,047	(3,040,636)	45,602,557	(5,703,729)	47,516,229	(5,025,532)	\$4,776,706.00
Wynantskill	2,466,738	2,832,820	2,495,525	(441,473)	149,889	(291,584)	2,404,593	(448,727)	2,493,359	(432,296)	-\$26,621.00
											\$32,870,291.00


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Alternative, CTE programs partner to reach middle school students

On Board Online • February 6, 2012
By Sapna Kollali

By the time students reach 11th grade and become eligible to enroll in a traditional career and technical education (CTE) program, it is often too late. Some students who are disengaged and might benefit from CTE cannot be persuaded to try something different. That's why Madison-Oneida BOCES created its new Middle Level CTE program. This fall, 32 seventh and eighth graders from four component school districts enrolled in the pilot program's first class.

The pilot program is part of a revamping of the BOCES' Alternative Middle School program, which has moved away from exclusively lecture-based classes and is incorporating project-based learning in grades 5-8.

In the pilot program, middle school students spend the last hour of every day in the CTE building. They take short units in conservation, equine studies, construction trades, culinary arts, cosmetology and nursing.

The program structure includes a new grading and incentive system called "BOCES Bucks," said Edward Bronson, assistant director of CTE. Based on their work ethic and productivity, students earn a paper "paycheck" each day – up to \$100, the equivalent of a grade of 100.

Students use the fake money to buy snacks and prizes from the school store.

"All of these students weren't necessarily interested in earning a good grade, but when you turn that into a dollar figure, that's a really good motivator for many of them," Bronson said. "At the same time, they're learning social skills, job skills, checkbook and personal finance skills. It becomes more like a real work site to them."

"Crew" format builds teacher-student relationships

Another unique feature of the program is its "crew" format – small mixed-age groups of students working with a single teacher who serves in an advisory or mentoring role in addition to leading academics, said Erin Noto, alternative education middle school coordinator. Crews meet for 30 minutes daily and often eat breakfast and lunch together – teachers and students.

"It's not mandatory for the teachers to do that but they have really bought into the idea that relationships are what drive a lot of student success, and they want to develop those relationships with their students," Noto said.

Academic units are built around curricular themes that often link to the CTE unit students study in the afternoon.

Math teacher Marci Magnanti, for example, had her students use a web-based architecture and home design program to design their dream bedroom to coincide with a unit on carpentry.

"They could really do anything they wanted, there were no limits. But they had to use the right measurements, proportions, geometry, ratios," Magnanti said. "Most of them were pretty engaged."

Noto said she was pleasantly surprised when she tried to pull a student out of math class briefly for an administrative reason.

"This student said to me, 'Can I come later? I don't want to miss math class,'" Noto said. "I was stunned. It was pretty amazing to see."

For component districts, no extra costs

The BOCES' CTE instructors have experience working with younger students. During the 2010-11 school year, the division successfully piloted two programs for students at-risk of not graduating – CTE Explorers for eighth and ninth graders and Foundations of CTE for 10th graders. Those two programs were built off of the long-standing Middle Level Summer Academy run by CTE as a counterpart to the Regional Summer School for high school students.

All of those programs used project-based learning to teach students 21st century skills and model real-life applications of classroom curriculum.

Inquiries from superintendents and principals in component districts spurred creation of the new program, said CTE Director David Arntsen. The superintendents had always been pleased with CTE results at the high school level, he said, and they were looking for ways to engage their middle school students with hands-on, project-based learning.

"The hands-on contextualized approach to learning is often what helps keep many students in school when a traditional classroom doesn't meet their learning needs," Arntsen said. "The earlier we connect core academics to something students are personally interested in, the more engaged they become."

The new middle school program uses existing space and staff, and was launched at no additional cost to districts, Arntsen added.

"This program is the result of a true collaboration between the BOCES and our component districts to meet a need that our superintendents, principals and the BOCES leadership team all saw as critical," District Superintendent Jacklin Starks said. "It's one example of a value-added service and how valuable creative, out-of-the-box thinking can be."

"I don't curse as often"

Early evidence shows the program is succeeding, with fewer student absences and the number of behavior referrals during September at just 20 percent of what it was in September 2010. Noto said she attributes much of the initial success to the program's focus on making connections.

"Students always ask 'Why do we have to learn this?' and we're really trying to show them real-world applications of what they're learning," Noto said. "But we also work on relationship-building and team-building, respect for others, responsibility for your actions. A lot of the students have already connected with their crew leader and the other students in their crew."

Shimaya Poole, an eighth grader from Rome, said she noticed a difference in herself in just a few months. "I don't curse as often. I work with my teachers and I respect them," she said. "I definitely learned that good behavior will get you a lot of places." Indeed, she made the honor roll for the first marking period.

Poole is among the students who are playing a sport at their home school, something that didn't happen at all in the alternative middle school last year. Poole said she has always loved basketball but was never motivated enough before to join the formal team at school.

"I just felt like there was no point before. Maybe I would be in trouble and I would miss practice or whatever," she said. "But this year I thought, 'Yeah, maybe I can do that.'"

Sapna Kollali is the public information officer at Madison-Oneida BOCES.

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